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PRINCIPALS' PERCEPTION OF TEACHER PERFORMANCE GIVEN SELECTED BARRIERS TO  
ACCURATE EVALUATIONS

By

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Dissertation presented in partial fulfillment of the requirements  
for the degree of

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## Principals' Perception of Teacher Performance Given Selected Barriers to Accurate Evaluations

Chairperson: William P. McCaw, Ed.D.

This quantitative, non-experimental study explored the differences between principals' perceived level of influence evaluation barriers have on the accuracy of teacher evaluations. A self-administered questionnaire was used to collect data from Montana principals regarding their perceptions of: (a) teacher performance combinations (b) the strength of influence selected barriers have on the accuracy of teacher evaluations principals provide teachers, and (c) demographic information. Participating Montana principals were asked to categorize the teachers they supervise into four performance combinations: (1) Good Teacher/Good Employee or (*GT/GE*), (2) Good Teacher/Marginal Employee or (*GT/ME*), (3) Marginal Teacher/Good Employee or (*MT/GE*), and (4) Marginal Teacher/Marginal Employee or (*MT/ME*).

Principals then used an 11-point Thurstone scale to estimate the influence eleven evaluation barriers (*Board, Community, Conflict, Expectations, Process, Staff, Standards, Superiors, Time, and Training, Union*) had on the accuracy of teacher evaluations. A 4 X 11 factorial design was used to explore differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories, and a 10 X 11 factorial design to explore the differences between barriers. A one-way between groups ANOVA was used to identify any statistically significant mean differences and a post-hoc Tukey HSD test was used to determine the magnitude of the mean differences.

The results this study identified the percentages of performance combination distribution as: 6% *MT/ME*, 11% *MT/GE*, 11% *GT/ME*, and 72% *GT/GE*. The evaluation barriers were found to have hierarchical levels of influence on the accuracy of teacher evaluations principals provide teachers: (1) Dominant Barriers (*Expectations, Time, Process, Union*) have higher levels of influence, (2) Mixed Moderate Barriers (*Standards, Staff, Training*) have indeterminate levels of influence, and (3) Subordinate Barriers (*Conflict, Community, Superiors, Board*) have lower levels of influence. Three performance combinations were identified as challenging when differentiating performance: (1) (*GT/GE & MT/GE*) influenced by the evaluation barrier *Conflict*, (2) (*GT/GE & GT/ME*) influenced by the evaluation barrier *Conflict*, and (3) (*GT/GE & MT/ME*) influenced by the evaluation barriers *Conflict, Union, Time, and Staff*.

## Acknowledgements

During this journey I was told countless times that the best dissertation was a completed dissertation. While I agreed, I always wanted to research something of value in order to provide value to the profession of educational leadership. I sincerely hope that this dissertation is more than a completed dissertation.

I want to thank my chair Dr. William (Bill) McCaw for inspiring me to select a topic that I believe will provide much value to this field. Thank you for your encouragement, direction, humor, and mostly, for never giving up on me as I faced a number of challenges over the past several years. I can't count the number of setbacks that you helped me persevere through to get to the finish line. Few of us are lucky enough to have met great people and even luckier that they choose to spend their time and energy with us. Thank you for everything!

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Aubrey, I love you guys and I am sorry for the times I couldn't be the dad you needed because I was reading, researching, and writing. I hope that you both will find your passion in life and experience the drive to become one of the best at whatever you decide to do. And, please keep a work-life balance that you will be happy with because we only have one shot at this so make it count!

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## Chapter One: Introduction to the Study

Schools need to combine high quality instruction with high quality instructional leadership if we want students to achieve. A primary goal of teacher supervision and evaluation system is to improve the instructional quality students receive (Baeder, 2018; Frontier & Mielke, 2016; Popham, 2013; Zepeda, 2017), because the quality of instruction significantly influences student achievement (Caposey, 2018; Hattie, 2012; Marshall, 2009; Marzano, 2017; Popham, 2013; Stiggins, 2014; Tucker & Stronge, 2005). While other factors such as class size, funding, curriculum, and student demographics influence learning, the quality of instruction is the most pervasive factor in student achievement (Hattie, 2012; Leithwood, Seashore, Anderson & Wahlstrom, 2004; Marzano & Toth, 2013; Marzano & Waters, 2009; Schmoker, 2006). Hanushek (2019) found that the, “studies of teachers’ contributions to student reading and math achievement consistently find variations in ‘value-added’ far exceed the impact of any other school-based factor” (p. 2). Others have posited the quality of instruction a student receives may affect them for many years (Hattie, 2012; Marzano & Toth, 2013; Stiggins, 2014). Stronge (2018) affirmed the importance of the teacher when he noted that, “teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways in which they interact with one another and the world around them” (p. 3). The only factor secondary to the instructional impact of the teacher is the ongoing supervision provided by an instructional leader (Stronge, 2018; Zepeda, 2017).

Principals are directly responsible for the quality of instruction by ensuring students are being taught by competent teachers, as well as facilitating teachers’ pursuit of higher levels of



instructional expertise (Danielson, 2008; Glickman, Gordon & Ross-Gordon, 2007; Marzano, 2017; Stronge, 2018). Zepeda (2017) indicated “Perhaps the most important work a supervisor does – regardless of title or position – is to work with teachers in ways that promote lifelong learning skills, inquiry, reflection, collaboration, and dedication to professional growth and development” (p. 1). The ability of an instructional leader to envision, assess, and inspire continuous pedagogical improvement has a significant impact on the quality of instruction students receive (Baeder, 2018; Danielson, 2008; Knight, 2011; Marshall, 2009; Marzano, 2017; Stronge, 2007; Whitaker, 2015; Zepeda, 2017). The overall effectiveness of supervision and evaluation is contingent upon the quality of feedback received by the teacher and the teacher’s ability to effectively act on the feedback to improve (Baeder, 2018; Frontier & Mielke, 2016; Glickman et al. 2007; Marzano et al. 2011). Meaningful and purposeful feedback helps the teacher recognize current levels of performance, opportunities for improvement, and potential pathways to reach their full potential (Berliner, 2004; Ericsson & Pool, 2017; Frontier & Mielke, 2016; Glickman et al. 2007; Marzano et al. 2011). However, it is well documented that teachers seldom receive meaningful and purposeful feedback from principals about their performance or ways to improve (Baeder, 2018; Kraft & Gilmour, 2017; Marzano et al. 2011; Platt & Tripp, 2014; Weisberg, Seston, Mulhern, & Keeling, 2009; Zepeda, 2017). The lack of meaningful and purposeful feedback provided to teachers affects the quality of instruction, which ultimately affects student achievement.

### **Statement of the Problem**

Since the early 1980’s, research done in urban districts has revealed discrepancies between principals’ formal evaluation ratings of teacher performance and the principals’ actual

perceptions of teacher performance (Bridges, 1992; Fuhr, 1996; Kraft & Gilmour, 2017; Tucker, 1997; Weisberg et al. 2009). Existing research on teacher evaluation effectiveness has focused on underperforming teachers and supervisory responses (Bridges, 1992; Grauf, 2015; Scriven, 1995; Tucker, 1997), distributions of performance and feedback (Weisberg et al. 2009), the quality of feedback (Toch & Rothman, 2008; Weisberg et al. 2009), and discrepancies between the perceived distribution of teacher effectiveness and recorded distribution of teacher effectiveness (Dandoy, 2012; Kraft & Gilmour, 2017; Weisberg et al. 2009). Additionally, scholarly literature has identified the influence of evaluation barriers or factors that impede the principal's ability or willingness to provide a teacher with an accurate evaluation (Frontier & Mielke, 2016; Marshall, 2009; McEwan-Adkins, 2005; Whitaker, 2015; Zepeda, 2017). In summary, research and scholarly literature have illuminated that educational leaders struggle when tasked with providing meaningful and purposeful feedback to teachers (Archer, Cantrell, Holtzman, Joe, Tocci & Wood, 2016; Baeder, 2018; Caposey, 2018; Van Soelen, 2016).

Many teachers are not receiving accurate feedback through their evaluations, because evaluation barriers hinder the principals' ability and willingness to provide accurate feedback. Lack of accurate feedback negatively impacts the teacher's ability, motivation, and direction to improve, thereby, producing an educational environment for students that is not as effective as it could be for several reasons. First, the lack of accurate feedback invalidates the evaluation process and perpetuates a ritualistically meaningless exercise that principals and teachers must endure (Danielson & McGreal 2000; Dandoy, 2012; Frontier & Mielke, 2016; Weisberg et al.; 2009; Zepeda, 2017). Second, the vast majority of teachers evaluated have been led to believe they have reached the highest levels of expertise even after only a few years of teaching and

there is no real need to improve (Bridges, 1992; Frontier & Mielke, 2016; Platt, Tripp, Ogden & Fraser, 2000; Tucker, 1997; Weisberg et al. 2009). Third, since only a small number of teachers are identified as needing improvement, improvement is viewed as a liability and a threat to continued employment (Popham, 2013; Weisberg et al. 2009). Frontier and Mielke (2016) questioned, “If only those who are struggling are in need of improvement, wouldn’t it be in all teachers’ best interest to deny any such need” (p. 11)? Fourth, extremely low dismissal rates for incompetent teachers suggest students are potentially being taught by ineffective teachers who are negligently retained (Kraft & Gilmour, 2017; Weisberg et al. 2009). Fifth, student achievement is negatively impacted because expertise is not being fully developed and/or incompetent teachers continue to teach (Platt & Tripp, 2014; Sullivan & Glanz, 2013). And, the annual reinforcement of this ritual through summative evaluations is highly frustrating, time consuming, and erodes the trust in schools (Costa, Garmston & Zimmerman, 2014; Marshall, 2009; Powell & Kusuma-Powell, 2015).

### **Purpose of the Study**

The purpose of this quantitative, non-experimental study was to explore the differences between principals’ perceived influence of selected evaluation barriers for different teacher performance categories and the differences between evaluation barriers. This body of research lacks the understanding of underlying issues that make it difficult for principals to provide teachers with accurate feedback regarding their overall performance as a teacher and an employee of the district. In this study, participating principals were asked to categorize teachers they supervise into four performance categories: (1) Good Teacher/Good Employee (2) Good Teacher/Marginal Employee (3) Marginal Teacher/Good Employee, and (4) Marginal

Teacher/Marginal Employee. Principals then identified how each of ten selected evaluation barriers influenced their ability to accurately evaluate teachers within each of the four performance categories. The ten evaluation barriers selected from research and scholarly literature were: (a) teachers' expectations of high ratings; (b) lack of time; (c) poor evaluation process; (d) desire to avoid conflict; (e) unclear performance standards; (f) lack of training; (g) lack of support from superiors; (h) lack of support from staff; (i) lack of support from the community; (j) lack of support from the school board; and (k) protection from the union.

Additional examination of the participants' background information identified how individual principal characteristics may influence the differences between selected evaluation barriers for different teacher performance categories, and the differences between evaluation barriers.

Personal characteristics of each participant sought were: (a) grade level(s) supervised; (b) teaching experience; (c) in-district teaching experience; (d) principal experience; (e) experience in current position; (f) age in relation to staff; and (g) gender identity.

### **Research Questions**

Research questions were selected to explore the differences between perceived evaluation barriers and perceived teacher performance, as well as how individual principal demographics further influence those differences. This study answered two research questions. The two research questions were:

1. Are there statistically significant and important differences between certain evaluation barriers and teacher performance combinations?
2. Are there statistically significant and important differences between evaluation barriers?

## Definition of Terms

For the purposes of this study, the following definitions were used:

*Evaluation barrier.* A factor that impedes the principal's ability or willingness to provide a teacher with an accurate evaluation (McEwan-Adkins, 2005; Whitaker, 2015; Zepeda, 2017)

*Good employee.* An employee who consistently follows district policies, procedures, and expectations for professionally acceptable behaviors (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Good teacher.* A teacher who consistently meets the district's expectations for classroom instruction (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Letter of reprimand.* Formally written and recorded communication to the employee by the administrator as a result of repeated or increasingly higher levels of performance and conduct concerns (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Marginal employee.* An employee who inconsistently follows district policies, procedures, and expectations for professionally acceptable behaviors (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Marginal teacher.* A teacher who inconsistently meets the district's expectations for classroom instruction (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Plan of improvement.* A structured plan given to an underperforming employee that identifies the gap between the employee's current performance and expected performance, outlines specified directives to close the gap, and establishes support, timelines, and future

consequences for not closing the gap between current performance and expected performance (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Progressive discipline.* A continuum of employer responses attempting to address employee misconduct and performance concerns in relation and proportion to the frequency and severity of those concerns, that range from verbal warnings, letters of reprimand, paid and unpaid leave, and ultimately termination (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004)

*Teacher Performance Categories.* Teacher Performance Categories articulate the differing levels of expertise for a given standard. Expertise is the level of mastery and degree of consistency a teacher displays for a given standard. A standard is a description of what is expected in quality and quantity that is clear and unambiguous, research based, and mutually agreed upon (Berliner, 2004; Danielson & McGreal, 2000; Darling-Hammond; 2013; Popham, 2013). The four performance combinations for this study were: (1) Good Teacher/Good Employee (2) Good Teacher/Marginal Employee (3) Marginal Teacher/Good Employee (4) Marginal Teacher/Marginal Employee. The terms good or marginal will be differentiated by the principal's perception of how consistently a teacher meets the expectations for classroom instruction and how consistently a teacher follows district policies, procedures, and expectations for professionally acceptable behaviors, or the employee (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004).

### **Delimitations of the Study**

This study was delimited to full-time Montana principals responsible for evaluating teachers. The requirement of full-time eliminated part-time principals and split positions such

as part-time principal and part-time teacher. A part-time principal and part-time superintendent was acceptable if they were responsible for evaluating teachers.

### **Limitations of the Study**

As with any study, there are factors that may negatively impact the research. There were five limitations that were of primary concern for this study: (1) honesty of responses, (2) social desirability, (3) accuracy of responses, (4) interpreting Thurstone Scale data as interval data, (5) interpreting the default rating of one as data and (6) the current Covid-19 pandemic. According to Schein (2010), gathering data from human subjects can be difficult because, “. . . there is a tendency for the subjects to resist and hide data they feel defensive about or to exaggerate to impress the researcher or to get cathartic relief . . .” (p. 180). There was a possibility some principals may not have provided accurate responses to “hide” the problem while others may exaggerate their responses to receive “cathartic” relief that somebody is finally listening to them (Bridges, 1992; Schein, 2010).

A Thurstone scale was used to calculate mean scores, thereby creating an assumption that a Thurstone scale provided interval level data. It is the assumption, rather than a fact, that made this a limitation since the assumption may be wrong even though it is accepted in the research community (Cozby, 2007; DeVellis, 2017). Additionally, any rating of (1) which is the default rating used in the questionnaire is indeterminable if the rating was intentional or was due to a lack of a response. The current Covid-19 pandemic may have created some unforeseen complications that may have affected this study. Last, a lack of a random sample may be considered a limitation for this study.

## **Significance of the Study**

This study was significant because it increased the understanding how some factors impede accurate evaluations of teachers' performance by principals. Through this understanding, barriers to accurate evaluations can be addressed to improve the accuracy of teacher evaluations. If principals provide accurate evaluations then teachers will be provided accurate feedback regarding their performance which will influence the teacher's ability, motivation, and direction for improvement. This will validate the evaluation as a meaningful process, facilitating an environment of continuous improvement, potentially improving the classroom instruction that students receive.

The study illuminated how barriers affect the accuracy of evaluations for different teacher performance levels. This study added to existing scholarly research and filled some gaps in research regarding teacher evaluation. First, there was little existing research regarding principals' perception of teacher performance in the classroom and teacher conduct as a district employee. Second, there was no existing research that has explored the differences between the principals' perception of teacher performance and the principals' perception of evaluation barriers. Third, there was limited research that explored the differences between evaluation barriers. Fourth, there was limited research on the influence of demographics in teacher evaluations.

This information will assist schools of education, policy writers, and school districts by recognizing which evaluation barriers need to be addressed in order to improve the accuracy of the evaluations principals provide to teachers. This information provides targeted professional development, policy improvement, improved evaluation procedures, and accurate teacher



evaluation to provide the direction and motivation that is necessary for teachers to continuously improve and develop higher levels of expertise (Berliner, 2004; Ericsson & Pool, 2017; Frontier & Mielke, 2016; Marzano et al. 2011).

### **Summary**

Principals struggle with providing accurate feedback to teachers (Baeder, 2018; Kraft & Gilmour, 2017; Marzano et al. 2011; Platt & Tripp, 2014; Weisberg et al. 2009; Zepeda, 2017), which negatively impacts the motivation and direction for the teacher to improve (Berliner, 2004; Ericsson & Pool, 2017; Frontier & Mielke, 2016; Marzano et al. 2011), and ultimately impacts the quality of education students receive (Platt & Tripp, 2014; Sullivan & Glanz, 2013). Ensuring students are being taught by competent professionals is a fundamental purpose of conducting teacher evaluations (Danielson, 2008; Zepeda, 2017).

The purpose of this quantitative, nonexperimental study was to explore the differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories, and the differences between evaluation barriers. This study informed professional practice by identifying differences between perceived evaluation barriers and perceived teacher performance and how individual principal characteristics further influence those differences. This study added to the body of literature by conducting research in a single rural state and differentiating the concepts of instructional performance "the teacher" and professional conduct "the employee." This information informed targeted professional development, policy improvement, and/or improved evaluation procedures.

The next chapter is a review of the related literature. This review provides an overview of the history and evolution of teacher evaluations, the purpose and process of supervision and

evaluation, the problems with supervision and evaluation, and selected barriers that influence the accuracy of teacher evaluations.

## **Chapter Two: Review of Related Literature**

The review of the related literature is separated into four sections and will utilize past studies and scholarly literature to provide a framework for the importance of this study. The first section reviews the evolution and history of teacher supervision and evaluation from the 18<sup>th</sup> century to modern practices. The second section will define the purpose and process of supervision and evaluation with special attention given to teaching standards, evidence, and feedback. The third section will identify some of the challenges with supervision and evaluation through recent studies and the last section will identify selected barriers that make accurately evaluating teachers difficult.

### **Evolution of Teacher Supervision and Evaluation**

This section will review the history of teacher supervision and evaluation and describe how supervision and evaluation evolved over time to serve society's changing needs and attitudes regarding education (Sullivan & Glanz, 2013; Tracy, 1995). Evaluation in the 17<sup>th</sup> century focused on teacher efficiency, effectiveness, and morality, which was judged by lay-trustees in one room school houses throughout agricultural America ((Sullivan & Glanz, 2013; Tracy, 1995). The bureaucrat, or superintendent and principal, emerged during the industrial revolution (late 18<sup>th</sup> and early 19<sup>th</sup> centuries) to evaluate teachers in growing population centers and were charged with ensuring efficiency and effectiveness of teachers (Sullivan & Glanz, 2013; Tracy, 1995). Democratic principles gained more attention in the mid-19<sup>th</sup> century and sought greater levels of teacher involvement in their improvement efforts (Cogan, 1973; Glickman et al. 2007). Modern day teacher evaluation programs combine elements of supervision and evaluation from the past along with ongoing research to ensure teacher

competence and facilitation of teacher improvement (Danielson, 2008; Marzano, 2017; Stronge, 2018).

**A brief history of supervision and evaluation.** An understanding and appreciation of the history of teacher evaluation provides principals with the insight of what once was, what is today, how we got here, and what supervision can and should be tomorrow (Glickman et al. 2007; Tracy, 1995). American public education has laggardly mirrored the agricultural era, the industrial revolution, and the information age over the past 200 hundred years (Wiles & Lundt, 2004). Each of the three eras held certain social, political, and economical values eventually found their ways into the classroom. During the earliest days of American education (17<sup>th</sup> to 18<sup>th</sup> century) students were taught in one-room school houses across a predominately agriculturally rural America. Teachers were often females who were poorly paid but viewed as holding an honorable position in the community (Glickman et al. 2007) and were responsible for the upkeep of the school, curriculum, and student discipline (Sullivan & Glanz, 2013).

Initially, teachers were evaluated by the local lay trustees, who were charged with inspecting the quality of instruction, ensuring local mores and values were being upheld by the teacher (Nolan & Hoover, 2008; Sullivan & Glanz, 2013). The lay trustees had relatively unlimited power to hire, develop, and fire teachers at their discretion (Marzano et al. 2011; Nolan & Hoover, 2008). Teachers were passive in this process and were thought of as either being efficient or inefficient (Sullivan & Glanz, 2013), and the laymen had the right to directly intervene and remove inefficient teachers as they saw fit (Tracy, 1995). This type of superior-subordinate relationship became the foundation of supervision and evaluation which can still be found in many rural schools today, where the old-time male county superintendent would

often travel, “. . . over miles of unpaved roads to visit and supervise mostly female teachers in rural, one-room schools” (Downey, Steffy, English, Frase, & Poston, 2004; pp. viii-ix).

In response to the Industrial Revolution during the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, the one room school house gave way to larger complex schools managed by bureaucrats who supervised teachers using the principles of scientific management (Sullivan & Glanz, 2013). This complexity required higher levels of subject matter knowledge and teaching skills by the supervisor (Marzano et al. 2011), and the increased numbers of teachers being evaluated meant communities could no longer rely on lay trustees, or general members of the public, to evaluate schools (Sullivan & Glanz, 2013). Urban communities created new administrative positions such as head teacher, principal, and superintendent, and this practice eventually spread to rural communities. During this period, schools were mimicking the current Industrial Revolution trends, becoming efficiently structured bureaucracies (Sullivan & Glanz, 2013). The superintendent was charged with evaluating staff to maximize efficiency in the organization by ensuring teachers were implementing effective practices (Sullivan & Glanz, 2013).

Measurement became a common theme during the industrial revolution and was attempted in schools. Administrators sought to measure the relationship between teacher behaviors and student outcomes, which was done primarily through data collection in classroom observations through rating schemes (Sullivan & Glanz, 2013). The supervisor, or bureaucrat, was the expert who knew the best procedures and provided direct assistance to teachers for any given situation (Sergiovanni & Starratt, 2007) with the primary goal of ensuring competent teaching and efficient use of resources (Frontier & Mielke, 2016).

While schools during the industrial age sought efficiency and supervisory control, the post-industrial era sought to improve the quality of teaching through democratic approaches (Sergiovanni & Staratt, 2007). Inspectorial and bureaucratic supervision were replaced by “enlightenment and direction” through democratic supervision (Pajak, 2005). Democratic supervision, in particular, implied that educators, including teachers, curriculum specialists, and principals, would cooperate to improve instruction (Sullivan & Glanz, 2013). Democratic supervision focused on the needs of the teacher through facilitated reflection by the principal (Sullivan & Glanz, 2013). However, principals would often withhold constructive feedback to avoid conflict, which resulted in a detached form of supervision where assistance was only provided when absolutely necessary (Cogan, 1973). In response to “detached supervision,” Morris Cogan (1973) developed the theory of *Clinical Supervision*. Cogan was concerned teachers were not making the necessary improvements or adopting essential skills under the leadership models of the early and mid-20<sup>th</sup> century. Cogan (1973) found:

Two important facts become evident when we examine the educational history of the past half-century. The first is that almost every reform that attained national scope embodied some valuable innovative educational ideas that deserved to be incorporated into the instruction offered in the schools. The second is that most of the innovations were poorly understood in the schools or we starved for resources to implement them, and were therefore delayed and deformed in their implementation and often perished, sweeping good ideas into oblivion along with the bad. (p. 2)

In 1973, Cogan recognized teacher evaluation failed to provide the essential conditions of professional support to teachers by trained administrators in a process of continuous

improvement. From this noticeable deficit, the concepts of clinical supervision arose which was a rationale and practical process broken into eight phases. The phases (Cogan, 1973) were:

- 1) Establishing the teacher-supervisor relationship
- 2) Planning with the teacher
- 3) Planning the strategy of observation
- 4) Observing instruction
- 5) Analyzing the teaching-learning process
- 6) Planning the strategy of the conference
- 7) The conference
- 8) Renewed Planning

The central objective of the entire process was the development of the professionally responsible teacher who is analytical of their own performance, open to help from others, and self-directing (Cogan, 1973). Goldhammer (1980) added nine essential characteristics or notions regarding clinical supervision. These notions included: a) a technology for improving instruction, b) a deliberate intervention into the instructional process, c) connecting school and individual teacher growth needs, d) working relations between the teacher and principal, e) mutual trust and commitment for growth, f) consistency and adaptability to approaches, g) productive tension to close the real-ideal gap, h) the assumption that the supervisor is highly knowledgeable regarding instruction, and i) training for principals.

Clinical supervision spread rapidly throughout education in the 1960's and 1980's. However, principals took out essential steps and modified others until, in many cases, the process became distorted, lost its effectiveness, and recast the notion of a perfunctory checklist

of activities primarily used to evaluate teachers rather than as a process for growth. Marzano and colleagues (2013) contended “Few models in the entire field of education – let alone in the specific domain of supervision – have been as widely deployed, as widely disparaged, or as widely misunderstood” (p. 17). Additionally, a common professional language regarding teacher standards began to negatively affect the dialogue between the administrator and the teacher (Danielson, 2008). Marzano et al. (2013) stated the five phases of clinical supervision, pre-observation conference, classroom observation, analysis, supervision conference, and analysis of analysis became a “ritualistic set of steps to be followed” which most likely stemmed from a lack of “defining characteristics of effective instruction” (p. 19). Without establishing standards for teaching, each administrator was left to their own perspective of teaching.

Supervision and evaluation theories from the late 1990’s through the second decade of the twenty-first century have provided frameworks to assist in developing employees through a continuum of expertise. The current hallmark of these supervision and evaluation programs have clearly articulated standards that define what good teaching looks like and how to measure it (Darling-Hammond, 2013; Popham, 2013). Principals must also acquire data or decisional information as a coach or an evaluator (Baeder, 2018; Danielson, 2008; Zepeda, 2017). The coach seeks to collect specific and tailored information regarding one narrow aspect of the teacher, which is typically observed while providing students with instruction. This data is used to engage the teacher in collegial reflection regarding current practice and how to improve future practice. The evaluator seeks to collect comprehensive and standardized data to ensure the teacher is meeting the minimum level of standards in the classroom as an



instructor and as an employee for the district. The rest of this section will explore formative and summative coaching models.

**Formative coaching models.** Formative models are tailored coaching and learning experiences used to explore ways to improve and acquire higher levels of expertise (Frontier & Mielke, 2016; Marzano, 2017; Zepeda, 2017). Instructional coaching is contingent on the instructional leader's ability to collect descriptive, relevant, and understandable data in order to engage the teacher in reflective inquiry and the teacher's ability to purposefully reflect on past performance and substantively modify instructional practices to improve future performance (Caposey, 2018; Danielson, 2008; Downey et al. 2004; Sprick, Knight, Reinke, Skyles, & Barnes, 2010). The formative coaching model typically utilizes short, focused, and informal data collection, often vignette-like in nature, to collect information through numerous and varied classroom visits. The collected data is then thoughtfully used to guide and stimulate collegial reflection and promote continuous pursuit of increased levels of expertise (Downey et al. 2004; Frontier & Mielke, 2016; Sprick et al. 2010). The rest of this section will describe three common coaching models, Hunter's mastery teaching, Downey's three-minute walk-through, and Sprick's coaching classroom management.

**Hunter's mastery teaching.** Madeline Hunter significantly influenced supervision by describing a seven-step model for *Mastery Teaching* in 1980 which included: (1) objectives, (2) standards, (3) anticipatory set, (4) teaching, (5) guided practice, (6) closure, and (7) independent practice. The spirit of the seven-step model was to anchor conversations between the teacher and the principal with what was considered effective instructional practices (Marzano et al. 2013). This was to be completed within a single lesson and was to be followed

up by a collegial conversation about the lesson and ways to improve future lessons.

“Extrapolating from such learning concepts as motivation, retention, and transfer, Hunter and her colleagues developed a set of prescriptive teaching practices designed to improve teacher decision making and thus enhance student learning” (Danielson & McGreal, 2000, p. 13). The seven steps were meant to guide conversations in clinical supervision. “If clinical supervision was the prescribed structure of supervision, Hunter’s seven-step model, referred to as mastery teaching became the content of preconference, observation, and post-conference” (Marzano et al. 2013, p. 20). It became the framework for designing lessons and classroom observations.

These seven steps were widely accepted as “teaching practices” and became the focus of evaluations for many years to follow, even though that was never Hunter’s intention (Danielson & McGreal, 2000; Marzano et al. 2013). The seven steps provided a framework for structured classrooms however, this structure unintentionally encouraged a “teacher-centered” classroom where observers focused most of their attention on what the teacher was doing. The focus on teacher oversimplified teaching and suggested that as long as the teacher demonstrated the right behavior then student learning would follow. “. . . the Hunter model had its benefits – but no consistent evidence supported positive effects of the model on student learning” (Danielson & McGreal, 2000, p. 13). Nevertheless, many evaluation models explicitly focused on the seven steps and corresponding rating scales which promoted an overly-simplistic view of teaching. Hunter’s model became the “inspectors” checklist of acceptable teaching practices rather than points to generate professional conversations. The seven steps mastery checklist then became the comprehensive evaluation, which was often completed in a singular observation commonly described as the fatal visit (Danielson, 2008).

On a positive note, the seven steps of Mastery Teaching validated the critical role teachers play in student learning and provided an initial first step in designing teacher performance standards.

***Downey's three-minute walk through.*** Downey and colleagues (2004) believed the relationship between the principal and the teacher needed to change. They were concerned supervision had gained a poor reputation because it exacerbated a superior-subordinate relationship. The three-minute walk through was designed to abandon the superior-subordinate relationship with teachers and replace it with a partnership approach using collaborative problem solving and reflection (Downey et al. 2004). The first step was to collect numerous data points using a structured protocol to eventually guide a reflective conversation.

The intention of the walk-through was not to judge but rather provide rich descriptions of what was happening in the classroom from a structured data collection procedure used to “coach” rather than “evaluate” the teacher through reflective questioning. Downey et al. (2004) believed expertise is constantly pursued but never really attained and the spirit of the program was to guide the teacher in that pursuit.

***Sprick's coaching classroom management.*** The premise of coaching for classroom management resided in the key principles of coaching, which was to collect descriptive, relevant, and understandable data used to engage the instructional coach and the teacher in reflective inquiry about instructional practices (Sprick et al. 2010). Sprick et al. believed instructional problems typically stemmed from poor classroom management and believed a, “. . . relatively modest investment in better classroom management through active and consistent coaching could be the best jump-start for higher standards and class-wide student achievement

at many schools” (2010, p. xviii). After several visits, the coach was expected to share the data collected and structure a coaching conversation. The coaching conversation would explore strengths and opportunities to improve and then mutually develop strategies to improve classroom instruction (Sprick et al. 2010).

**Developmental supervision.** Building on the foundation of clinical supervision, Glickman (1980) initiated the concepts of developmental supervision, which employs a progression of supervisory approaches contingent upon the characteristics of the problem of practice and the needs of the teacher (Glickman et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013). Glickman and colleagues (2007) referred to this approach as the *supervisory match* whereas the administrator selects the best interpersonal approach to address a given problem of practice a teacher is experiencing. The interpersonal approach of the administrator is matched to the teacher’s developmental levels, expertise, and problem solving capacity as well as the nature of the problem (Glickman et al. 2007). One of the core tenets of this approach to supervision is to provide the teacher, “. . . with as much initial choice as they are ready to assume, then fosters the teacher’s decision-making capacity and expanded choice over time” (Glickman et al. 1998, p. 195).

Developmental supervision guides the administrator’s decision making on what level of supervision is required and how to provide feedback to different teachers with different problems of practice using directive, collaborative, and non-directive interpersonal approaches (Sullivan & Glanz, 2013). The goal of supervisory feedback is to move the teacher through the stages of directive, collaborative, and non-direct approaches using a gradual release of supervisory control to continuously facilitate the teacher’s ability to recognize and solve

problems of practice (Glickman et al. 2007; Sullivan & Glanz, 2013; Zepeda, 2017). The administrator must fully understand the goals of the organization (the standards), be able to gather high quality evidence that can substantiate claims, and provide supervisory feedback in relation to the needs of the teacher (Sullivan & Glanz, 2014). The skilled administrator engages the teacher in reflective dialogue, actively listens, and then adjusts their interpersonal approach contingent on the teacher's ability and willingness to recognize problems of practice, to seek solutions, to select a course of action, and commit to solving the problem (Glickman et al. 2007; Sullivan & Glanz, 2013; Zepeda, 2017). Developmental supervision contains four supervisory approaches: Directive Control; Directive Informational; Collaborative; and Non-Directive Informational. Two of the approaches, Directive Control and Directive Informational, are directive in nature and rely on the administrator to identify the problems the teacher is experiencing as well as solutions to those problem. The collaborative approach uses equal input to identify problems and solutions, and the nondirective approach provides the teacher with the responsibility of identifying problems and solutions with some supervisory support.

*Directive control approach.* Directive approaches operate under the assumption that the teacher does not have the expertise, commitment, and/or problem solving capacity in relation to a given problem (Glickman et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013; Zepeda, 2017). This approach requires a high level of skill by the administrator to diagnose the problem and provide "direct assistance" through a prescription of what to do, when to do it, and how it should be done (Glickman et al. 2007; Sullivan & Glanz, 2013; Zepeda, 2017). According to Platt and Tripp (2014) directive control, ". . . is high intensity and signals serious issues; it is the option for individuals with persistent, multi-faceted problems whose history shows little

evidence that they have the knowledge, skills, or commitment to make improvements independently” (p. 146). Glickman et al. (1998) cautioned that “directive control should be a measure of last resort when an immediate decision is needed” (p. 150) and added that a directive control approach is appropriate in some circumstances where, “. . . teachers’ possess little expertise, involvement, or interest to an instructional problem, and time is short. In these circumstances, directive control is not an adversarial or capricious set of behaviors but an honest approach with teachers in an emergency” (p. 152). However, the primary mission of teacher supervision is to develop self-directed learners who are capable of identifying and solving problems of practice autonomously (Glickman et al. 2007; Sullivan & Glanz, 2013; Zepeda, 2017). The next three approaches gradually shift from directive to non-directive supervisory behaviors.

*Directive informational approach.* The next approach within the continuum of developmental supervision is *directive informational*. This approach is primarily for teachers new to the profession or teachers who are experiencing difficulty implementing a new strategy (Glickman, et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013; Zepeda, 2017). Glickman et al. (1998) noted this strategy “. . . is useful when the expertise, confidence, and credibility of the supervisor clearly outweigh the teacher’s own information, experience, and capabilities” (p. 162). According to Sullivan and Glanz (2013), “these teachers are seeking or need direction and guidance from a supervisor who can provide expert information and experienced guidance” (p. 45). The administrator engages the teacher into the decision making process by guiding them through possible solutions but encourages the teachers to select solutions to optimize ownership (Glickman et al. 2007; Sullivan & Glanz, 2013). Glickman et al. (2007) referred to this as “restricted choice” where an administrator identifies a teaching problem and allows the

teachers to select a solution from several restricted options. Platt and Tripp (2014) added that this approach should be used when the teacher has enough ability and willingness to be a part of developing a plan to make the required improvements. This higher level of engagement through restricted choices intends to generate teacher ownership in problem solving, with the idea that a gradual release of restrictions will occur as the teacher becomes more confident in identifying and solving problems of practice (Sullivan & Glanz, 2013).

*Collaborative approach.* Shared decision-making through a collaborative process is the next step on the supervisory continuum whereas “the supervisor encourages the teacher to develop his or her ideas first to allow maximum ownership and “. . . brainstorming and problem solving are shared, and disagreement is encouraged, with assurances that a mutual solution will be reached” (Sullivan & Glanz, 2013, p. 47). According to Platt and Tripp (2014), this approach is used when teachers are clearly committed and motivated to improve, and they have sufficient background, knowledge and skills, and a track record of successfully addressing previous problems. Glickman et al. (1998) stressed, “collaboration is appropriate when teachers and supervisors have similar levels of expertise, involvement, and concern with the problem” (p. 174). True collaboration is a professional partnership of equals. Knight (2011) explained, “partners realize that they are one half of the whole, and in healthy partnerships they find that they are a lot smarter when they listen to their partner . . . when they recognize their partners as an equal” (p. 29). The collaborative process, when effectively implemented, generates better solutions than what could have been developed in isolation either by the administrator or the teacher (Sullivan & Glanz, 2013).

*Non-Directive approach.* When a teacher is functioning at high levels of abstraction, motivation, expertise, and has a track record of successfully solving problems, then a non-directive approach is best (Glickman et al. 2007; Platt & Tripp, 2014; Zepeda, 2017). Glickman et al. (2007) recommended the administrator should, “. . . keep the teacher’s thinking focused on observation, interpretation, problem identification, and problem solutions” (p. 179) by, “. . . clarifying, encouraging, reflecting and facilitating teacher decision making at each stage of the improvement process” (p. 185). It is not a hands-off laissez faire process, but rather focused-facilitation of the problem-solving process through a disciplined approach of only providing supervisory direction when necessary. Sullivan and Glanz (2013) added, “the goal of the self-directed approach is to enable the teacher to reflect on the problem, draw conclusions, and construct his or her own alternatives,” and the administrator functions as a “. . . coach who does not express his or her point of view or ideas unless the teacher specifically requests them” (p. 50). The non-directive approach works best when the teacher has greater levels of expertise and commitment than the principal does for a given problem of practice (Glickman et al. 2007; Platt & Tripp, 2014; Zepeda, 2017).

The concepts of developmental supervision were derived from the belief that the status quo of the school working and teaching environment did not provide the direction, motivation, and support for teachers to pursue higher levels of expertise (Glickman et al. 2007). Developmental supervision was developed to provide teachers with the necessary direction, motivation, and support to address problems of practice. The core tenet of developmental supervision employs a progression of supervisory approaches contingent upon the characteristics of a given problem and the needs of the teacher with the primary goal of allowing



the teacher to make their own decisions whenever possible (Glickman et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013).

**Berliner's continuum of expertise.** In 2004, David Berliner believed all professionals developed expertise through practice, coaching, and reflection. He recognized that teachers develop their talents over time and progress through stages of development. Frontier and Mielke (2016) described those stages as:

*Novice:* The teacher follows general rules, regardless of the nuance of the circumstance.

*Advanced Beginner:* Experience affects the teacher's behavior but with little sense of which skills or strategies are most important.

*Competent:* The teacher makes a conscious choice about what to do, priorities are set and plans are followed. The teacher feels responsible for what is happening and has an emotional attachment to success and failure.

*Proficient:* Intuition or know-how become important. The teacher has the ability to predict events more precisely and is analytical and deliberative in how to respond.

*Expert:* The teacher understands what to do or where to be at the right time. There is automaticity in accomplishing goals. The teacher recognizes meaningful patterns in others' behaviors quickly and is flexible and focused in applying strategies and behaviors that support intended outcomes. (p. 15).

Berliner (2004) described the novice as deliberate, the advanced beginner as insightful, the competent performer as rational, the proficient performer as intuitive, and the expert as arational. Berliner's (2004) belief was that defining levels of expertise would empower teachers to self-reflect on ways to close the gap on current performance and preferred performance.

Scholars such as Charlotte Danielson, Robert Marzano, and James Stronge designed teacher supervision and evaluation rubrics that articulate a progression of behaviors similar to Berliner's (2004).

**Summative evaluation models.** Summative models are comprehensive examinations of the teacher pedagogically and professionalism to determine if the teacher has met the minimum requirements to continue employment for the school district (Danielson, 2008; Gickman et al. 2007; Marshall, 2009; Stronge, 2018; Marzano, 2017). Summative evaluation is contingent upon the administrator's ability to collect multiple forms of data regarding the teacher's ability to teach and the teacher as an employee, then coalesce the findings into a final judgment that can hold up to judicial scrutiny (Nolan & Hoover, 2008; Platt & Tripp, 2014; Zepeda, 2017). The next section will provide examples of popular summative evaluation models.

**Danielson's model.** In 1996, Charlotte Danielson and Thomas McGreal published the teacher evaluation book *Enhancing Professional Practice*. This publication was initially updated in 2000 and then Danielson updated the text in 2007 and 2013. Commonly referred to as the "Danielson's Model for Evaluation" the framework for teaching recognized the complexity of teaching, sought a common professional language to define effective practice, and promoted professional learning. Danielson blended the concepts of Hunter's *Mastery Teaching*, Cogan's *Clinical Supervision*, and Berliner's concepts of expertise into a process intended to promote collaboration, professional inquiry, and continuous improvement. "Whereas Hunter had described steps in the teaching process and Goldhammer and Cogan had done the same for the supervisory process, Danielson sought to capture – in its full complexity – the dynamic process

of classroom teaching” (Marzano et al. 2013, p. 23). The complexity of teaching and common professional language is richly described in four domains and 76 elements. The four domains are: (a) Planning and Preparation, (b) Classroom Environment, (c) Instruction, and (d) Professional Responsibilities. Danielson further defined each element using a progressive rubric to capture the quality of how well the teacher met the domain. This was a dramatic shift from the dichotomous or binary rating of simple “satisfactory” or “unsatisfactory” to four levels of expertise which included: Unsatisfactory, Basic, Proficient, and Distinguished. The intention of these levels was to provide meaningful, timely, and specific feedback regarding research based and locally vetted standards (Danielson, 2008).

***Marzano’s model.*** Robert Marzano provided a similar but slightly different approach to using standards for teacher evaluations. Like the Danielson model, the Marzano model has four domains. Domain 1 is “Classroom Strategies and Behaviors;” Domain 2 is “Planning and Preparation;” Domain 3 is “Reflecting on Teaching;” and Domain 4 “Collegiality and Professionalism” (Marzano et al. 2011). Sixty subcategories further define each domain with forty-one of the subcategories listed in Domain 1: “Classroom Strategies and Behaviors” (Marzano et al. 2011). The explanation for the majority of subcategories in Domain 1: “Classroom Strategies and Behaviors” is due to the focus of the Marzano classroom observation protocol, which emphasizes the implementation of instructional strategies (Frontier & Mielke, 2016; Marzano et al. 2011; Popham, 2013). Marzano’s levels of performance focused on the acquisition of expertise: (0) Not Using, (1) Beginning, (2) Developing, (3) Applying, and (4) Innovating. This was slightly different than the Danielson model because it focused on the acquisition of a new “instructional strategy” rather than simply evaluating the instructional skill

of the teacher (Popham, 2013). The focus was on what acquisition stage the teacher was demonstrating through the implementation of a newly acquired skill.

***Stronge's model.*** Stronge (2007) believed that defining the characteristics of an effective teacher was difficult but critical, and if becoming an effective teacher were easy then there would be one in every classroom. He placed additional emphasis on the teacher as a person stating that effective teachers establish a relationship with their students, genuinely care about them, and are motivational leaders. Stronge (2007) stated:

Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. Considering the degree of the teacher's influence, we must understand what teachers should do to promote positive results in the lives of students with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes (p. ix).

In 2018, Stronge revised his evaluation system into eight research-based standards for assessing teacher excellence: (a) Professional Knowledge, (b) Data-Driven Planning, (c) Instructional Delivery, (d) Assessment for Learning, (e) Learning Environment, (f) Communication and Advocacy, (g) Professionalism and (h) Student Progress. Each performance category has subcategories and fifty-four quality indicators. Stronge proposed a five-point rating scale to evaluate the level of performance in each domain:

***Not Observed:*** The observer did not see evidence, through either demonstration or observation, of the quality.

*Ineffective:* The teacher would benefit from more work on the quality in terms of working with a teacher at the professional or master level, or taking classes.

*Apprentice:* The teacher demonstrates the quality to the degree necessary to make the classroom function. The teacher may lack fluidity of use, but the result is effective.

*Professional:* The teacher exhibits the quality most of the time.

*Master:* The teacher exhibits the quality such that others would be able to consider him or her as an exemplar of how to work with students. The teacher has a sense of the quality and demonstrates an understanding of the essence of quality.

Stronge (2018) emphasized the use of multiple data sources from student surveys, classroom observations, evidence of student learning, and other teacher developed artifacts to comprehensively assess a teacher's overall performance. He provided a series of positive qualities and red flags for principals or instructional coaches to recognize to help tailor specific professional development opportunities. He believed peer observation, effective feedback, collegial relationships, and high-quality learning experiences were key tasks in developing teacher expertise (Stronge, 2018).

### **The Purpose and Process of Supervision and Evaluation**

Summative evaluation and developmental supervision serve different but complimentary purposes of ensuring and improving the quality of instruction students receive (Danielson, 2008; Glickman et al. 2007; Platt & Tripp, 2014; Zepeda, 2017). Summative evaluation serves to ensure a minimum standard of quality instruction is met while supervision serves to improve the quality of instruction. The processes of supervision and evaluation require clear and unambiguous standards, clear methods of collecting evidence, and feedback

(Danielson, 2008; Popham, 2013; Zepeda, 2017). The feedback for summative evaluation is a judgment of overall performance based on a standardized accumulation of evidence over an extended period of time. The feedback for developmental supervision is based on a tailored collection of evidence from a specific aspect of classroom instruction used to identify an area or areas for improvement.

**The purpose of supervision and evaluation.** The purpose of summative evaluation is to determine if individuals are demonstrating “basic competence” or “good enough” to continue employment (Danielson, 2008; Glickman et al. 2007; Popham, 2013, Zepeda, 2017). Summative evaluation is a cumulative and comprehensive process whereby data from numerous sources is coalesced into a summary of the teacher’s overall performance and is measured against a set of expectations to appraise the teacher’s ability and value to the district (Danielson, 2008; Glickman et al. 2007; Hunter, 1983; Nolan & Hoover, 2008; Platt & Tripp, 2014; Sergiovanni & Starratt, 2007). Teacher summative evaluation is rooted in the concept of ensuring competence (Glickman et al. 2007; Nolan & Hoover, 2008; Sullivan & Glanz, 2013) which examines all aspects of the teacher’s responsibility from classroom instruction, contribution to the school, adherence to contractual agreements, relationships with colleagues, communication with families, and continued professional growth (Danielson, 2008; Glickman et al. 2007; Nolan & Hoover, 2008; Stronge, 2018). The intended outcome of summative evaluations has future employment implications for the teacher; therefore, the process for summative evaluations is standardized, comprehensive, and formal (Platt & Tripp, 2014; Nolan & Hoover, 2008; Sergiovanni & Staratt, 2007).

The purpose of supervision is to assist teachers in their pursuit of developing higher levels of “expertise” (Danielson, 2008; Glickman et al. 2007; Popham, 2013, Zepeda, 2017). Developing expertise is about getting better at something that is meaningful and expanding one’s abilities to achieve desired results (Costa et al. 2014; Danielson, 2008; Pink, 2009; Senge, 2009). The intended outcome of supervision is the development of autonomously reflective teachers who are capable of solving problems of practice through abstract thinking in order to improve student achievement (Glickman et al. 2007; Sergiovanni & Starrat, 2007; Sullivan & Glanz, 2013). Expertise is a ceiling of excellence that transcends baseline competence (Berliner, 2004; Danielson, 2008; Frontier & Mielke, 2016) and is achieved through a combination of focused feedback, deliberate practice, and self-reflection (Berliner, 2004; Danielson, 2008; Glickman et al. 2007; Knight, 2011; Marzano et al. 2011; Zepeda, 2017).

**The process of supervision and evaluation.** Supervision is used to develop teacher expertise and evaluation is used to judge teacher expertise (Zepeda 2017). Both are important but serve two separate and distinct purposes. Evaluation ensures that teachers are meeting a minimum quality of expertise and supervision aids all teachers as they continue to acquire higher levels of expertise (Frontier & Mielke, 2016). However, evaluation and supervision are often confused and become one in the same, in the sense that the principal uses the same exact procedures to evaluate and to develop the teacher (Zepeda, 2017). Popham (2013) referred to this as serving two masters one to “fix” and one to “fire.” When the same exact procedures are used to help “fix” the teacher as to potentially “fire” the teacher, the process becomes exceedingly high stakes as only a means to potentially “fire.” The focus of job security, or how not to get fired, becomes the focus and any recommendations to improve

appear like a liability for future employment rather than an opportunity to improve (Frontier & Mielke, 2016).

The confusion of supervision and evaluation stem from the fact that much of what is done to evaluate is similar to what is done to develop. Summative evaluation and supervision rely on clearly articulated performance standards, defined levels of performance, effective data collection procedures, and meaningful feedback to evaluate and/or continuously develop expertise (Danielson, 2008; Marshall, 2009; Marzano, 2017; Stronge, 2018). Evaluation and supervision share the same performance standards and many of the same evidence gathering processes but what is done with the information differs (Danielson, 2008; Frontier & Mielke, 2016; Zepeda, 2017). For developmental purposes, the evidence is gathered for specific coaching opportunities and evaluation requires multiple sources of evidence over an extended period of time to generalize an overall performance rating (Danielson, 2008; Popham, 2013; Zepeda, 2017). Evidence is typically collected through direct observation, interviews, and artifacts (Danielson, 2008). Feedback is differentiated for evaluation and developmental purposes and to meet the needs of the teacher (Glickman et al. 2007; Sullivan & Glanz, 2013; Zepeda, 2017).

***Performance standards.*** Developing a shared vision for the expectations of teaching is the foundation of any effective teacher evaluation system (Danielson, 2008; Darling-Hammond, 2013; Marzano & Toth, 2013; Popham, 2013). Teaching standards have evolved from a representation of community mores and values to a continuum of expertise grounded in research and validated by professional educators (Berliner, 2004; Danielson, 2008; Marzano et al. 2011, Nolan & Hoover, 2008; Sullivan & Glanz, 2013). Teaching standards should clearly



describe the core expectations of the job (Grote; 2011; Platt & Tripp, 2014; Rebore, 2004) and differentiate between a continuum of performance levels (Berliner, 2004; Danielson, 2008; Ericsson & Pool, 2017; Marzano, 2017). Planning and preparation, classroom environment, instruction, student growth, and professionalism are five generally agreed upon standards used to define the qualities of effective teaching (Danielson, 2008; Marshall, 2009; Marzano, 2017; Stronge, 2018).

*Planning and preparation.* Effective teachers can design a safe, supportive, efficient, and an academically challenging learning environment that is tailored to the needs of the students as they master rigorous and worthwhile learning objectives (Danielson, 2008; Marshall, 2009; Marzano, 2017; Stronge, 2018). When planning, teachers must clearly identify behavioral expectations and academic learning for their students and determine strategies for how this information will be communicated to students in the classroom (Marshall, 2009; Saginor, 2008; Stronge, 2018). Teachers must know the baseline performance of their students, the desired level of performance they hope the students will reach, and the instructional strategies that will be used as interventions (Hattie, 2012; Marzano, 2017; Stiggins, 2014). Learning objectives should be identified through district written curricula and then tailored to each student from the results of baseline testing of their current performance levels (Danielson, 2008; Hattie, 2012; Marzano, 2017; Stiggins, 2014). The learning gap for each student is then identified and an appropriate instructional intervention can then be planned (Hattie, 2012; Marzano, 2017).

*The classroom environment.* Effective teachers cultivate a learning environment that is safe, supportive, efficient, and academically challenging (Danielson, 2008; Marshall, 2009;

Marzano, 2017; Stronge, 2018). Students need to feel safe and supported by the teacher and other students in the classroom in order to increase levels of student achievement (Payne, 2005). “Effective teachers care about their students and demonstrate that they care in such a way that their students know it . . .” (Stronge, 2007, p. 23). This care can be demonstrated by connecting with students and making them feel valued (Platt & Tripp, 2014). Effective teachers are capable of communicating, ensure that students strive to meet high expectations, and are capable of successfully helping students who struggle (Marshall, 2009; Saginor, 2008). High functioning classroom environments operate efficiently by managing routines, procedures, directions, and transitions with little loss of instructional time and the teacher spends little time reminding and cajoling students about behavior management (Danielson, 2008). This is evidenced by a classroom that is managed to maximize student learning opportunities and can be characterized as respectful in nature (Saginor, 2008; Stronge, 2018) with positive interactions between students and the teacher and between the students as well (Danielson, 2008). When misbehavior occurs, it is handled calmly, consistently, briefly, and immediately without interrupting the flow of instruction and focusing on cultivating positive relationships (Sprick et al. 2010).

*Instruction.* Effective teachers engage students in deliberate practice using a repertoire of instructional strategies aligned to rigorous worthwhile learning objectives (Danielson, 2008; Marshall, 2009; Marzano, 2017; Stronge, 2018). Deliberate practice is the combination of focused practice by the student and focused feedback from the teacher (Ericsson & Pool, 2017; Marzano et al. 2011) and has been a hallmark of instruction for many decades (Wong & Wong, 1998). Effective teachers match the instructional strategy with the needs of the

students ranging from direct instruction to knowledge application (Marzano, 2017). The goal of effective instruction is content and/or performance mastery at increasing levels of cognitive complexity (Marzano, 2017; Saginor, 2008).

Direct instruction and knowledge application are common instructional methodologies used to engage students with content and/or performance tasks (Danielson, 2008; Saginor, 2008). Direct instruction is a strategy that is primarily led by the teacher where the teacher “directs” the student what to do. Marzano (2017) added that direct instruction is the strategy of breaking down complex information into digestible “chunks” when the material is first being introduced to the students. Knowledge application strategies are designed for students to engage with content at higher levels of cognitive complexity such as application, synthesis, and evaluation (Kieschnick & Casap, 2017; Marzano, 2017). Focused feedback from the teacher provides the students with an accurate description of how to close the gap between current performance and preferred performance and where they are each step of the way (Frontier & Mielke, 2016). Student success is highly contingent on frequent, meaningful, and actionable feedback from the teacher (Hattie, 2012).

*Student growth.* Effective teachers analyze student learning to determine the cognitive changes in students after instruction was implemented and can offer specific explanations for factors that may have influenced learning (Danielson, 2008; Hattie, 2012; Marzano, 2017; Stiggins, 2014). Hattie (2012) described this examination as visible learning, which asks and answers the question regarding which strategies have the largest impact on student achievement. He contended that many activities have an impact but some activities have a much stronger impact and the only way to figure this out is to constantly make student learning

visible by examining student achievement (Hattie, 2012). Stiggins (2014) provided a rating scale for teacher efficacy regarding the analysis of student growth:

1. Teacher demonstrates strong impact: Compelling evidence is offered that students clearly grew on nearly all priority standards. When that was not the case, the teacher offered specific explanations in terms of factors that impacted student learning.
2. Teacher demonstrates moderate impact: Plausible evidence indicates growth on many of the teacher's priority standards. When that was not the case, the teacher was able to offer some explanations.
3. Teacher demonstrates little impact: Evidence of student growth on a majority of the teacher's priority standards is minimal or absent. The teacher's explanations of why this was the case are too incomplete or imprecise to be compelling. (p. 53)

Feedback from assessments should have a greater impact on what the teacher has accomplished rather than what the students have accomplished. As teachers closely examine student learning, ". . . there can be important adjustments to how they teach, how they consider what success looks like, how they recognize student's strengths and gaps, and how they regard own effects on students" (Hattie, 2012, p. 141). Effective teachers can analyze how instruction impacted student learning and better meet the needs of their students through ongoing adjustments.

*Professionalism.* The commendable employee follows district policies and meets expectations for personal conduct (Danielson, 2008; Marshall, 2009; Marzano, 2017; Stronge, 2018). "Historically, performance evaluation has focused primarily on classroom

responsibilities. To deal with duties outside of the classroom, state and local instruments include a catch-all category labels professionalism or fulfillment of professional duties . . .” such as “. . . professional dress, reliability and punctuality, communicating with families, reflective practice, performance of routine responsibilities, and professional growth” (Platt & Tripp, 2014, p. 95). Conduct standards for teachers focus on their ability and willingness to comply with organizational policies and expectations for personal conduct. They are the general employment standards in the district regarding expectations for attendance, compliance with district policies, and expectations for behavior. Danielson (2007) referred to professional responsibilities as reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally, and showing professionalism. Marshall (2009) described professional responsibilities as, attendance, reliability, professionalism, judgment, teamwork, contributions, communication, openness, collaboration, and self-improvement. Stronge (2018) noted that professionalism is determined by how well a teacher:

- Maintains a professional demeanor and behavior (e.g., appearance, punctuality, attendance).
- Respects and maintains confidentiality and assumes responsibility for professional actions.
- Handles administrative routines, policies, and procedures quickly and efficiently.
- Represents the school/community favorably.

- Evaluates and identifies personal strength and weakness related to professional skills and their impact on student learning and sets goals for improvement of skills and professional performance.
- Participates in professional growth activities (e.g., mentoring, peer coaching, and/or supervising practicing teachers or interns, attending conferences, participating in workshops, pursuing course work, and/or belonging to professional organizations at the district, state, and/or national level).
- Serves on school and/or district committees and supports school activities. (pp. 123-124)

**Levels of performance.** Levels of performance describe how well a teacher is meeting a given teaching standard (Berliner, 2004; Platt & Tripp, 2014; Zepeda, 2017). Standards define what excellence looks like and how it can be measured (Danielson, 2008; Ericsson & Pool, 2016; Marzano & Toth, 2013; Stronge, 2018). Defining levels of expertise, through a continuum of performance, allows for the measurement of current performance in relation to ideal performance, and how to close the gap that exists between each level (Berliner, 2004; Frontier & Mielke, 2016; Zepeda, 2017). Performance ratings can be dichotomous (meets or does not meet) or performance ratings can be more nuanced to delineate a range of performance through multiples levels. In general, language such as ineffective, marginal, proficient, and exceptional are used describe teacher pedagogical performance and conduct as an employee (Danielson, 2008; Marshall, 2009; Marzano, 2017; Stronge, 2018). It is also imperative for principals to recognize teacher developmental levels and experience and adjust expectations accordingly (Sullivan & Glanz, 2013).

*Ineffective performance/conduct.* The ineffective teacher is a teacher who, relative to experience, persistently fails to perform at a minimally acceptable level and is unable and/or unwilling to improve with additional support (Chait, 2010; Lawrence, 2005; Tucker, 1997). Ineffective teachers are teachers who, relative to experience, perform so poorly that they need to leave the profession (Frontier & Mielke, 2016), are unsalvageable (Bridges, 1992), and could easily be replaced by a better teacher if they chose to resign (Whitaker, 2015).

*Marginal performance/conduct.* The marginal teacher is a teacher who, relative to experience, inconsistently performs at a minimally acceptable level (Chait, 2010; Lawrence, 2005; Tucker, 1997). The marginal teacher vacillates between ineffective and proficient, and is capable of performing just well enough to keep the job, to the detriment of student learning (Fuhr, 1996; Lawrence, 2005; Zepeda, 2017). Zepeda (2017) noted that because marginal teachers, are “. . . able to get away with substandard teaching, marginal teachers erode teacher morale, causing competent teachers to lose faith in the administration and the system that allow marginal teachers to continue without remediation” (p. 335). A distinction between ineffective and marginal teachers is that marginal teachers are capable of improving when confronted about their instructional deficiencies and poor professional conduct by a strong instructional leader, whereas ineffective teachers are not (Danielson & McGreal, 2000; McEwan-Adkins, 2005; Platt & Tripp, 2014; Zepeda, 2017).

*Proficient performance/conduct.* A proficient teacher is one who, relative to experience, performs at or above a minimum level of acceptable performance (Berliner, 2004; Danielson, 2001; Lawrence, 2005). The proficient teacher is an experienced, professional educator who knows when and how to use the right strategy correctly (Frontier & Mielke, 2016; Zepeda,

2017). “They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies, and activities to use with students . . .” and “. . . they have mastered the work of teaching while working to improve their practice” (Danielson, 2008, p. 40). They care deeply about their students and the profession, recognize the complexity of teaching, and dedicate the time and energy required for continuous improvement (Stronge, 2007). Proficient teachers are the backbone and heart of a school as well as the profession (Whitaker, 2015).

*Exceptional performance/conduct.* An exceptional teacher is one who, relative to experience, consistently performs above the minimum level of acceptable performance (Danielson, 2011; Frontier & Mielke, 2016; Stronge, 2007). Exceptional teachers are an elite group of teachers that make up a small percentage of the population (Berliner, 2004; Ericsson & Charness, 1994; Ericsson & Pool, 2017; Grote, 2005; Marzano et al. 2011). They operate at higher levels of performance and professionalism than other teachers, knowing how and when to implement a broad array of mastered strategies, are deeply reflective and self-monitoring, and highly adaptive to solving novel problems, all while demonstrating high levels of professionalism and actively contributing to the field of education (Berliner, 2004; Danielson, 2008; Frontier & Mielke, 2016; Glickman et al. 2007; Marzano et al. 2011). Expert teachers are the teachers that perform at such a high level that they should be nominated for a statewide or national teaching award (Frontier & Mielke, 2016) and would be very difficult to replace if they resigned (Whitaker, 2015).

***Collecting Evidence.*** Evidence from interviews, observations, and artifacts are the foundation for providing developmental and summative feedback to teachers (Glickman et al.



2007; Sullivan & Glanz, 2013; Zepeda, 2017). Interview data can be collected by directly interviewing teachers about instruction during the clinical supervision process, from students, colleagues, and parents (Baeder, 2018). Observational data can be collected during a segment of instruction, staff meetings, professional development, and any other time the teacher is on the job (Platt & Tripp, 2014). Examples of artifacts are student achievement, attendance records, grades, and letters sent home. Danielson (2007) explained:

The term evidence is not intended to suggest a courtroom or litigious environment.

Rather, it is intended to convey that conversations about teaching must be grounded in actual events, in actions or statements, in artifacts, or in decisions a teacher has made.

Without such grounding, impressions of teachers' skills are based entirely on the observers' own idiosyncratic views of teaching and their understandings of what has occurred and what those events mean. (p. 1)

High quality evidence is descriptive in nature, seeks to provide a mirror for the teacher (Van Soelen, 2016) to reflect on performance gaps (Boudette et al. 2010) and is essential when constructing a feedback conversation for the teacher (Frontier & Mielke, 2016). The clinical supervision protocol is a formal data collection process used to facilitate the teacher's ability to identify and solve problems of practice through abstract thinking (Costa et al. 2014; Glickman et al. 2007; Van Soelen, 2016). Sullivan and Glanz, (2013) defined this process as, ". . . an ongoing, nonjudgmental, collaborative process that engages teachers in dialogue that encourages deep reflective practices for the purpose of improving teaching and learning" (p. 121). The basic steps of the process are the preconference planning, observation, and post-conference feedback (Danielson, 2008).

*Preconference interview.* The preconference interview between the principal and the teacher is used to determine the purpose, focus, methods, and schedules (Sullivan & Glanz, 2013; Glickman et al. 1998; Zepeda, 2017). The purpose for the observation should be clearly articulated as only a developmental exercise (coaching) (Knight, 2011) and/or evaluation (Danielson, 2008; Zepeda, 2017). The focus identifies what will be evaluated and the method determines how the evidence will be gathered (Danielson, 2008; Sullivan & Glanz, 2013). Scheduling the actual time, date, and place of both the observation and the post conference will also be scheduled at that time. Danielson (2007) outlined eight areas for inquiry that the teacher should answer for the pre-observation conference (p. 173):

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
  - a. How will you engage the students in the learning?
  - b. What will you do?
  - c. What will the students do?
  - d. Will the students work in groups, or individually, or as a large group?
  - e. Provide any worksheets or other materials the students will be using.
5. How will you differentiate instruction for different individuals or groups of students in the class?
6. How and when will you know whether the students have learned what you intend?

7. Is there anything that you would like me to specifically observe during the lesson?

The principal will then observe the classroom lesson and collect data as identified in the pre-conference planning session.

*Observation.* Teacher evaluation typically invokes the idea that a principal will “observe” a segment of live instruction, collect as much data as possible, and render an opinion of that teacher’s instructional skill based on the data collected (Archer et al. 2016; Van Soelen, 2016; Zepeda, 2017). “. . . observation of classroom practice is the cornerstone of the evidence of a teacher’s skill . . .” because, “. . . what teachers do in their interaction with students is what matters most in influencing student learning” (Danielson, 2008, p. 2). Glickman and colleagues (1998) described that an observation instrument, “. . . is a tool for organizing and recording different categories of classroom life” (p. 245). Quantitative and qualitative methodologies are used to collect, sort and interpret data in order to provide feedback to teachers (Archer et al. 2016; Glickman et al. 2007; Popham, 2013; Van Soelen, 2016).

Quantitative procedures seek to measure categorical frequencies using predetermined data collection procedures (Glickman et al. 1999; Van Soelen, 2016; Zepeda, 2017). “In other words, one category of tools reduces data into fixed or pre-established groups and the other category describes a situation so that common themes may emerge” (Sullivan & Glanz, 2013, p. 64). Frequencies regarding teacher and student behaviors can be counted and statistically analyzed (Glickman et al. 1999). Teacher directed questions and students’ opportunities to respond can be tallied in terms of the total number, cognitive level, distribution, student success rates, and teacher feedback and support (Archer et al. 2016; Glickman et al. 2007; Sprick et al. 2010; Van Soelen, 2016). Social behaviors such as teacher recognition and

reinforcement of positive behavior, student disruptions, and teacher corrections of student misbehaviors can also easily be tallied and analyzed (Glickman et al. 2007; Saginor, 2008; Sprick et al. 2010). This data can be collected by counting and consolidating frequencies or by more prescriptive methods such as a seating chart that can provide further detail regarding individual student involvement and behavior (Zepeda, 2017). Quantitative procedures are efficient and provide a sound basis for reflective non-judgmental feedback but may lack context (Caposey, 2018; Van Soelen, 2016; Zepeda, 2017).

Qualitative procedures seek to describe and interpret the classroom through the observer's eyes (Zepeda, 2017). Teaching is a complex set of behavioral interactions between the teacher and the students (Danielson, 2008). Quantitative measures provide an explanation of what specifically happened and qualitative measures provide context to better understand why it happened that way at that time (Creswell, 2007). Narratives are a common form of qualitative feedback and can be verbatim in nature where the observer's attempts to capture everything that occurred in the classroom word for word or selective in nature where the observer selects specific events to be noted (Glickman et al. 2007). Narratives can be open ended or use focused questionnaires to create more structure in the observation (Glickman et al. 1998). Narratives have been a common method of data collection and reporting for many principals (Caposey, 2018).

*Post-conference interview.* Ideally the principal will engage the teacher in reflective inquiry through differentiated coaching (Downey et al. 2004; Sullivan & Glanz, 2013; Zepeda, 2017). Danielson (2007) outlined six areas for inquiry for the post-observation conference (p. 181):

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery. To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

During the observation, the principal should focus on collecting factual evidence that accurately describe the classroom with little or no interpretation and evaluation (Archer et al. 2016; Baeder, 2018). An important distinction between description, interpretation, and evaluation is required for an effective post-conference (Archer et al. 2016; Glickman et al. 1998). Van Soelen (2016) used the acronym DIE (description, interpretation, evaluation) for evidence gathering and feedback used in classroom observations. Description is the very literal presentation of what has been observed, that is grounded in quantitative data, direct quotes, is specific, and nonjudgmental (Archer et al. 2016). Interpretation assigns some level of meaning or intent and it may be unclear to the reader as to how the interpretation was made if it is not preceded by description (Archer et al. 2016; Glickman et al. 1998; Van Soelen, 2016). Evaluation assigns personal judgment to what has been observed (Archer et al. 2016; Glickman et al. 1998; Van

Soelen, 2016). Objective description invites the teacher to reflect on the quality of teaching and an envisioned future because a final judgment has not been rendered through interpretive or evaluative statements (Baeder, 2018; Sullivan & Glanz, 2013; Van Soelen, 2016). This type of data collection and “descriptive prowess” takes considerable time to develop and time to construct (Archer et al. 2016; Van Soelen, 2016).

*Artifacts.* While classroom observation has often been synonymous with teacher evaluation (Danielson, 2008; Hunter, 1983; Marzano & Toth, 2013) effective evaluation systems utilize multiple sources of evidence over an extended period of time to substantiate performance ratings (Caposey, 2018; Danielson, 2008; Platt & Tripp, 2014). Many elements of teaching are not readily observable in the classroom such as planning documents, professional development plans, parent communication logs, and the completion of non-instructional tasks such as grading and reporting. Evaluation of these items is done through the review of artifacts. “Artifacts offer the best, and in some cases the only, evidence of certain aspects of teaching” (Danielson, 2008, p. 3). Platt and Tripp (2014) added, “Artifacts are tangible representations of different aspects of teachers’ complicated work. They vary in purpose and can provide valuable information about a teacher’s depth of thinking and his or her decision-making process” (p. 37). Principals can review artifacts prior to observing the classroom to determine how well a teacher plans for instruction and view artifacts after a lesson to examine student achievement. Other opportunities include daily lesson plans, unit plans, various levels of correspondence, and examples of student achievement, committee work, and professional development (Danielson, 2008; Popham, 2013). Artifacts are divided into teaching-focused and learning-focused categories. The teacher focused data collection represents the educational

means or the inputs and the learning focused data represents the outputs or the ends of education (Danielson, 2008; Popham, 2013).

Teaching focused artifacts provide insight into the teacher's ability to optimize student learning by articulating a progressive and coherent set of learning objectives, selecting instructional strategies, implementing instruction, assessing instruction, and reflecting on what did and did not work (Danielson, 2008; Hattie, 2012; Marzano, 2017). "Planning is preparation for action. Without prior thought and planning, ongoing review and adjustment as the plan unfolds in practice, and finally, reflection on what worked and what didn't, and how to improve, we seldom improve practice" (Stronge, 2010, p. 32). Therefore, evidence of teaching focused artifacts such as lesson and unit plans, assessments, and self-reflection are a critical component of a systematic approach to teacher evaluation and supervision.

*Student achievement.* One of the biggest shifts in teacher evaluation was the inclusion of student achievement as a way to measure teacher effectiveness (Darling-Hammond, 2013; Marzano & Toth, 2013). Student achievement focused data seeks to examine, define, and document the impact instruction had on student achievement (Hattie, 2012; Stiggins 2014). This has been popularly described as value-added measures or growth models, which attempt to statistically measure the instructional impact on student achievement (Marzano & Toth, 2013). The basic concept of "value added" is to quantify how much a teacher's input "instruction" contributed to student output "learning" (Popham, 2013). This calculation theoretically could determine the level of impact a teacher's instruction had on student learning (Darling-Hammond, 2013, Hattie, 2012; Marzano & Toth, 2013; Popham, 2013; Stiggins, 2014). Essentially, the theory behind value added is that better instruction should

result in higher levels of student achievement. However, although “. . . there is wide agreement that student growth is an important criterion for teacher effectiveness, there is no agreement as to what specific types of growth measures are best” (Marzano & Toth, 2013, p. 19). Marzano and Toth (2013) described six different student growth measures commonly used as:

1. Status model – one point in time snapshot of student performance
2. Cohort-to-cohort models – a comparison of grade level advancement from year to year
3. Growth models – a comparison of growth between two points in time
4. Value-added measures (VAM’s) – the employment of complex statistical formulas that attempt to attribute influences on student learning over time to specific factors.
5. Student learning objectives (SLO’s) – measures the extent to which students meet specific learning objectives within a specified period of time.
6. School-wide attribution – measures the overall attribution of school-wide growth on state summative assessments. (pp. 19-20)

Many scholars have debated the oversimplification of such statistical measures to evaluate teachers and question the proportionality of those measures for summative teacher evaluation methods (Darling-Hammond, 2013; Danielson, 2008; Popham, 2013; Stiggins, 2014).

Nevertheless, improving student achievement through improved instruction is the fundamental purpose of either evaluation and/or supervision.

*Evidence from other sources.* There are many other opportunities to acquire evidence outside of the classroom (Popham, 2013). Evidence gathered on the teacher’s ability to



manage routine administrative duties, communicate and collaborate with colleagues, and follow district policies and procedures provide a broader perspective of the teacher's performance as an employee of the district aside from teaching (Danielson, 2008; Platt & Tripp, 2014). Some of this evidence is easy to collect such as properly completing required district forms in a timely manner, however, perceptions of behavior or attitude may seem difficult to collect. Grote (2011) noted that a negative attitude is a behavior that we don't like but, ". . . rather than using judgments and labels . . . focus on what you know for sure – the specific things that the person did or said" (p. 192). Direct quotes are an effective form of qualitative data collection for behaviors and attitude and stay within the guidelines of description rather than inference and evaluation (Archer et al. 2016; Van Soelen, 2016).

***Reflecting on feedback.*** Purposeful reflection is an internalized self-examination of meaningful feedback regarding past performance intended to improve future performance (Ericsson & Pool, 2017; Frontier & Mielke, 2016). Feedback is information about the past, delivered in the present, intended to influence the future (Goldsmith, 2008; Hirsch, 2017; Stone & Heen, 2015; Van Soelen, 2016) and deliberate practice is the active pursuit of higher levels of expertise through purposeful and systematic efforts towards meeting a goal (Berliner, 2004; Ericsson & Pool, 2016; Frontier & Mielke, 2016; Pink, 2009). Feedback is information that, ". . . fills a gap between what is understood and what is aimed to be understood. It can lead to increased effort, motivation or engagement to reduce the discrepancy between the current status and the goal . . ." (Hattie & Clarke, 2019, p. 3). Expertise is gained when purposeful reflection is combined with focused feedback derived from deliberate practice.

*Meaningful and relevant feedback.* Meaningful feedback is descriptive, relevant, and understandable information used to identify the gap between past/current performance and preferred performance (Frontier & Mielke, 2016). Descriptive feedback is void of interpretation and judgment and uses very literal and non-judgmental “description” using quantitative data and highly descriptive language to provide a mirror-like image of performance (Archer et al. 2016; Baeder, 2018; Van Soelen, 2016). Relevant feedback is valuable and important to the receiver of the feedback (Frontier & Mielke, 2016; Stone & Heen, 2015). Understandable feedback is simple, straight and easily discernable information (Archer et al. 2016; Baeder, 2018; Van Soelen, 2016). Feedback that is aligned to these considerations will have a higher likelihood of being received in meaningful and purposeful ways (Archer et al. 2016; Van Soelen, 2016) and provides the opportunity to make better decisions than they would have made without such information (Baeder, 2018; Platt & Tripp, 2014).

*Purposeful reflection.* The intention of feedback is to stimulate the receiver to purposefully reflect through the recognition of current performance while illuminating steps to a preferred level of performance and the motivation to get there (Connors, Smith & Hickman, 2010; Frontier & Mielke, 2016; Heath & Heath, 2010). The teacher’s developmental level, expertise, commitment and overall mindset play a significant role in the teacher’s ability to improve (Glickman et al. 2007). Connors and colleagues (2010) used the characters in the Wizard of OZ to describe the elements of the “OZ” principle. They defined the “OZ” principle as the ability to achieve desired results by overcoming current circumstances through four stages using the characters from the Wizard of OZ: (a) the courage to see it “the Cowardly Lion” (b) the heart to own it “the Tin Woodsman” (c) the wisdom to solve it “the Scarecrow” (d) and

exercising the means to do it “Dorothy”. Connors et al. (2010) theorized that the most successful people had the courage to see problems, the heart to own problems, the wisdom to solve problems and the means address problems for continuous and autonomous improvement. Frontier and Mielke (2016) believed that meaningful reflection was based on a teacher’s locus of control, growth mindset, and metacognition; purposeful reflection was the teacher’s ability to closely examine performance gaps, embrace dissonance, adapt, and repeat the cycle. “When teachers weave internal expertise and external criteria together into the exquisite tapestry of teaching and learning they gain confidence in their ability to make a difference for all students” (Costa et al. 2014, p. 19). These authors added that the five states of mind that effective teachers innately pursue are:

1. The capacity for efficacy. Humans long for competence, learning, self-empowerment, mastery, and control.
2. The capacity for flexibility. Humans survive by developing repertoires of response patterns that allow them to create, adapt, and change.
3. The capacity for consciousness. Humans uniquely strive to monitor and reflect on their and others’ thoughts and actions.
4. The capacity for craftsmanship. Humans yearn to become clearer, more linguistically precise, congruent in beliefs and actions, and integrated with an aligned work life.
5. The capacity for interdependence. Humans, as social beings in need of reciprocity and community, grow in relationship with others. (Costa et al. p. 21)

Meaningfully reflecting on feedback derived from past practice allows teachers to consider increasingly effective ways to reach their students. Effective teachers want to continuously rise above their current levels of performance to reach higher levels of expertise. Their mindset is an important factor in the success of their ability turn reflection into deliberate action aimed at making substantive improvements.

### **The Challenges with Supervision and Evaluation**

During a four to five-year span, a teacher education program prepares teachers through coursework and a student teaching practicum. According to McGreal (1983), “. . . by any perspective, it is a broad coverage experience provided in a short time, which tends to result in a person ready to learn to teach rather than a person ready to teach” (p. 70). Known as non-tenure, probationary status, and/or novices, these teachers are placed in classrooms where they have to learn the profession often by trial and error in a sink or swim culture rather than a supportive environment designed to help the teacher gradually acquire the necessary skills of the profession (Danielson, 2008; Glickman et al. 2007; McGreal, 1983). The sink or swim culture is fueled by supervision and evaluation programs that lack a shared understanding of good teaching, fail to differentiate between novice and experienced practitioners, confuse the roles of supervision and evaluation, lack teacher involvement in the evaluation process, and do not provide accurate and helpful feedback to improve instruction (Costa et al. 2014; Glickman et al. 2007; Nolan & Hoover, 2008; Zepeda, 2017). In the end, many claim that evaluations are viewed as a waste of time and energy for both the teacher and the principal (Danielson, 2008; Glickman et al. 2007). Powell and Kusuma-Powell (2015) described traditional teacher evaluation as “. . . immensely time and energy consuming; and it destroys the culture of trust in

school ... arguably the single greatest folly and waste of time in schools is the perpetuation of the failed system of teacher evaluation” (p. 7). The rest of this section identifies selected problems regarding supervision and evaluation.

**Limited evidence of teacher performance.** Supervision and evaluation rely on the principals’ ability to define the effectiveness of a teacher through evidence (Danielson, 2008; Knight, 2018; Popham, 2013). While establishing a set of common standards for teaching is important, determining what evidence, how it should be collected, and how it should be used to rate a teacher’s performance is significant (Danielson, 2008; Darling-Hammond, 2013; Marzano & Toth, 2013; Popham, 2013). Standards serve to identify instructional strategies and teacher behaviors that have the strongest known impact on student achievement (Hattie, 2012; Marzano, 2017; Popham, 2013). Evidence is gathered to substantiate whether or not a standard has been met. Popham (2013) further described:

An evaluative criterion that’s not operationalized by any kind of evidence turns out to be little more than an empty label. Evaluative criteria become meaningful only when teacher evaluators signify how a teacher’s status with respect to a given evaluative criterion will be ascertained. (p. 39)

It is not enough to simply state that a teacher has met the standards for planning and preparation, instruction, the classroom environment, student growth and/or professionalism. The rating must be firmly grounded in highly descriptive and objective evidence to support a given rating (Archer et al. 2016; Van Soelen, 2016). Evidence provides a real-life and practical description of what it actually means to meet the standards (Zepeda, 2017).

Too often evidence is sparsely and ineffectively gathered, if gathered at all, which erodes the foundation of a fair summative evaluation and the provision of meaningful and actionable feedback (Archer et al. 2016; Popham, 2013). Classroom observations play an important role in gathering evidence to evaluate and supervise teachers (Zepeda, 2017). However, the quality and quantity of those observations matter significantly when forming decisions (Frontier & Mielke, 2016) and providing feedback (Caposey, 2018). Marzano and Toth (2013) reported that most districts require principals to conduct about two observations per teacher per year ranging from fifteen to sixty minutes each when collecting observational data for summative evaluation and that current practices are unable to, “. . . provide an accurate picture of an individual teacher’s classroom tendencies simply because so few observations are performed” (p. 11). Additionally, principals often lack a “game plan” for collecting data in the classroom which leads to unsubstantiated and/or mystifying feedback that is somehow generated without concrete evidence to support it (Archer et al. 2016; Van Soelen, 2016). The combination of a minimal observations and inadequate data collection procedures contribute to little or no actionable feedback (Platt & Tripp, 2014) and frustration with the entire process (Danielson, 2008).

**Lack of teacher involvement.** The fundamental concept of supervision resides in the ability of the principals to employ a progression of supervisory approaches contingent upon the characteristics of problem and the needs of the teacher (Glickman et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013). One of the core tenets of this approach to supervision is providing the teacher, “. . . with as much initial choice as they are ready to assume, then fosters teachers’ decision-making capacity and expanded choice over time” (Glickman et al. 1998, p.

195). However, teachers are often passive participants in the evaluation process and aren't fully engaged as professionals capable of solving their own problems of practice (Platt & Tripp, 2014). Costa and colleagues (2014) warned:

What goes on in a teacher's head – how a teacher thinks about teaching and learning – is a missing aspect in the current evaluation paradigm . . . when external evaluators treat their maps as complete and do not engage in deep and meaningful conversations about the larger territory of teaching and learning they lose sight of the fact that teachers have vast storehouse of knowledge. Our current overemphasis on external standards expects that the goals of an institution will take precedence over the needs of teachers, further distancing them from accountability dialogue. (pp. 14-15)

When evaluation systems fail to include the teachers as meaningful and active participants, teachers aren't given the opportunity to become self-aware problem solvers. Instead they become overly dependent on the administrator to direct improvement efforts (Caposey, 2018) which too often leads to low-quality, isolated interventions that the teachers don't buy into and merely go through the motions to complete the perfunctory process (Costa et al. 2014; Danielson, 2008).

**Failure to differentiate between novice and experienced teachers.** The first three years in many states, including Montana, is a probationary period for teachers. During that time districts work with these teachers, often referred to as non-tenure, to help them grow and to then decide if the teacher demonstrates an acceptable level of competency and is a good fit for the district. However, districts often don't make effective use of this period of time to either help the teacher improve and/or even to determine if the teacher is truly a good fit

(Danielson & McGreal, 2000; Weisberg et al. 2012). Novice teachers show up “equipped with a knowledge base of subject matter, teaching strategies, and planning skills, novice teachers embark on an odyssey of emotions including exhilaration, frustration, uncertainty, confusion, and isolation” (Zepeda, 2017, p. 129). Even though teachers are more often ready to learn how to teach than ready to actually teach, the profession holds the same expectations for a beginning teacher as they do for an experienced teacher (Danielson & McGreal, 2000; Glickman, 2007; Hoover, 2008). Danielson & McGreal (2000) wrote that:

Most other professions build in a period of apprenticeship. No one would expect a prospective surgeon, straight from medical school, to take charge of a complex operation. Nor would a new architect be asked to design single-handedly, a large office building. Yet the job of teaching for a novice is identical to that of a seasoned veteran (sometimes harder); and the procedures used to evaluate them are identical. When a principal arrives to conduct the observation of a novice teacher, she holds the very same checklist as that used for experienced teachers. (p. 5)

Nolan and Hoover (2008) added:

. . . many first year teachers experience a period of culture shock. No longer under the direct guidance and watchful eyes of cooperating teacher and a university supervisor, they can find themselves feeling isolated and alone on the job. Other professionals are gradually immersed into their responsibilities. For example, novice lawyers are not expected to tackle the most difficult cases, and first-year engineers are seldom given the responsibility for the most challenging projects/ they gradually work up to assuming a full load. Teachers, on the contrary, are immersed into the totality of professional



responsibilities from their very first day on the job. They typically have the same student loads and daily teaching responsibilities as their experienced counterparts. In the worst-case scenario, because they lack seniority, they are handed a less-than-desirable schedule of classes, often with the least motivated or most needed students. It is no wonder that novice teachers frequently describe their first year as a time of being overwhelmed, trying to keep one step ahead of their students in planning and paperwork, and generally feeling a high degree of stress and frustration. (p. 226)

Districts too often fail to establish career stages or a progression of expectations for teachers while simultaneously giving them similar and/or more difficult teaching assignments (Danielson, 2008). This leads to a sink or swim mentality where teachers are forced to make decisions on what and how to improve just to survive in the classroom and profession (Glickman et al. 2007; Zepeda, 2017). This isolation leads to confusion as to what good teaching actually looks like and whether or not it is actually occurring in the classroom by both the teacher and the principal.

**Confusing roles of evaluation and supervision.** Supervision and evaluation ensure students are receiving high quality instruction by competent teachers who are actively engaged in continuous improvement (Frontier & Mielke, 2016; Popham, 2013; Zepeda, 2017). Many scholars believe that supervision and evaluation should be separated by purpose, process, and ideally, the person (evaluator) to avoid cross-contamination (Glickman et al. 2007; Nolan & Hoover, 2008; Popham, 2013). However, many districts unwittingly have allowed cross contamination by interchangeably using supervision and evaluation as all the same. This is evident when the evaluator uses the exact same procedures for both developmental

supervision and evaluation (McGreal, 1983; Popham, 2013). When the same procedures are used to fix a teacher that also may be used to fire a teacher, it is natural for the teacher to avoid and resist any recommendations for improvement, because improvement is now cast as a potential employment liability (Frontier & Mielke, 2016). When the need to improve (supervision) is cross-contaminated with the future status of employment (evaluation) teachers are naturally unwilling to admit mistakes because keeping a job is often more important than improving (Frontier & Mielke, 2016; Popham, 2013).

Too often cross-contamination creates a culture where only a few teachers are deemed needing improvement while the majority of teachers are led to believe they have reached the highest level of expertise (Frontier & Mielke, 2016; Platt & Tripp, 2014; Popham, 1988; Weisberg et al. 2009). This is due to the dilemma that principals face when attempting to carry out both functions simultaneously and identically. Glickman and colleagues (1998) cautioned that, “. . . when schools attempt to carry out summative and formative evaluation simultaneously, they tend to place primary emphasis on summative goals, and formative evaluation is reduced to secondary status” (p. 289). While Popham (1988) believed that, “. . . because principals are so caught up in an effort to improve their staff’s instructional skills, little effort is devoted to reaching an evidenced-based judgment about a teacher’s overall instructional capabilities” (p. 271). Danielson and McGreal (2000) expressed a greater concern when they noted that, “. . . current evaluation practices achieve neither of their stated goals. Many teacher evaluation systems serve neither the accountability nor the professional development function” (p. 9). Frontier and Mielke (2016) argued that, “this predicament – casting the need for improvement as a liability and accepting competence as excellence – is

typical in an evaluation system whose purpose is either to acknowledge competence or to weed out incompetence” (p. 11). Either way, the accountability function gives way to the perception of growth and/or the growth function gives way to the perception of accountability, and neither is done very well.

**Lack of meaningful and relevant feedback.** Supervision and evaluation rely on meaningful feedback to describe current performance, coaching feedback to highlight performance potential, and appreciative feedback to recognize incremental growth and inspire continued efforts to reach desired performance (Danielson, 2008; Goldsmith, 2008; Hirsch, 2017; Marzano et al. 2011; Stone & Heen, 2015). Feedback provides a roadmap towards higher levels of expertise and is an investment in the teacher (Caposey, 2018). However, often principals do not provide meaningful and actionable feedback (Danielson, 2008; Darling-Hammond, 2013; Marzano & Toth, 2013; Weisberg et al. 2009). Danielson and McGreal (2000) noted that teachers, “. . . do not expect to learn from evaluation process . . .” (p. 6) and see it as a, “meaningless exercise” (p. 7) to be endured as quickly and painlessly as possible. In reviewing actual personnel files, researchers discovered that the vast majority of statements in evaluations were positive, laudatory in tone, and did not reference what was being observed (Bridges, 1992; Caposey, 2018; Platt & Tripp, 2014; Weisberg et al. 2009). The use of double-talk or muted criticisms were reported as being used to soften the sting or avoid directly confronting a concern (Platt & Tripp, 2014). These evaluation statements were often ambiguously written and enshrouded compliments (Platt et al. 2000; Platt & Tripp, 2014).

Weisberg and colleagues (2009) found that only 1 in 4 teachers received feedback on how to improve their practice. This held true for novices where only 47% of teachers in their

first four years received any feedback on how to improve (Weisberg et al. 2009). Another problematic area was the lack of “targeted support for the subset of teacher who have had development areas identified” (Weisberg et al. 2009, p. 14). They found that only 45% of teachers, who had identified deficiencies in their most recent evaluations received helpful feedback to make necessary improvements. A key finding in the Weisberg et al. study was the tendency of school districts to assume that all teachers were alike and viewed as interchangeable widgets (2009). Kraft and Gilmour (2017) revisited the concept of teachers as interchangeable widgets by researching the difference between principals’ perceived distribution of teacher performance with actual distribution in teacher ratings through summative evaluations. They found that the principals’ perceived higher levels of underperforming teachers than what was recorded. Sometimes the discrepancy between what was perceived and what was recorded was four to one, or principals perceived that four times as many teachers were underperforming than what was officially recorded (Kraft & Gilmour, 2017).

**Negligent retention of underperforming teachers.** Negligent retention is the failure to supervise and/or terminate an employee who should have been remediated and/or released (Grote, 2011). Evaluation pitfalls have made identifying, remediating, and dismissing ineffective teachers difficult (Bridges, 1992; Fuhr, 1996; Kraft & Gilmour, 2017; Platt & Tripp, 2014; Tucker, 1997; Weisberg et al. 2009, Zepeda, 2017). Several studies from the late 1970’s to late 1990’s found two concerning trends. First, the approximate range of incompetent teachers was estimated to be about 5% to 15% in a typical staff (Bridges, 1992; Frase & Streshly, 1994; Kraft & Gilmour, 2017; Tucker, 1997). Second, the identification rate of incompetence in summative

evaluations was estimated to be about 1% to 2% (Bridges, 1992; Jacob, 2011; Tucker, 1997).

These studies exposed a disproportionate relationship between the number of perceived and the number of identified underperforming teachers.

These ranges have been a consistent theme (Grauf, 2015; Kraft & Gilmour, 2017; Toch & Rothman, 2008; Weisberg et al. 2009) and several studies discovered that about 99% of teachers typically received a satisfactory summative evaluation, over 90% received one of the two highest ratings, and only about 1% received an unsatisfactory evaluation (Jacob, 2011; Toch & Rothman, 2008; Weisberg, et al. 2009). Using those calculations, 5% to 15% of teachers may be considered incompetent by their respective administrator, but only 1% to 2% of them will actually be identified as such through a summative evaluation. The disproportionate trend of the number of perceived incompetent teachers with the number of them being identified as such, meant many teachers were considered incompetent but were not made aware of their inferior status nor were they required to do something about it (Grauf, 2015; Kraft & Gilmour, 2017; Toch & Rothman, 2008; Weisberg et al. 2009). Instead, principals managed incompetence by tolerating and protecting the teacher by transferring them to a different school, changing the scope of their employment, or placing them in reassignment centers (Bridges, 1992; McEwan-Adkins, 2005; Platt & Tripp, 2014; Whitaker, 2015; Zepeda, 2017).

### **Selected Barriers that Influence Accurate Evaluations Ratings.**

Providing teachers with consistently accurate evaluations is difficult for many reasons, but it is especially difficult when attempting to identify, remediate, and/or dismiss a teacher who is failing to meet minimum requirements (Bridges, 1992; Fuhr, 1996; Kraft & Gilmour, 2017; Tucker, 1997; Weisberg et al. 2009). Attempting to address a failing teacher will try the

character of the most experienced administrator (Nolan & Hoover, 2008; Platt & Tripp, 2014; Zepeda, 2017). The rest of this section describes several selected barriers noted as influencing the accuracy of summative evaluations.

**Differentiating performance and conduct.** Performance and conduct are the two separate but essential functions of a teacher (Grote, 2006; Mader-Clark & Guerin, 2016; Rebore, 2004). Performance describes how well the teacher meets the district's expectations of classroom instructional practices (Platt & Tripp, 2014). Conduct assesses the employee's ability and willingness to comply with organizational policies and procedures and exhibit expected professional behaviors (Platt & Tripp, 2014). Teacher performance is measured by the teacher's instructional ability and effort to promote and enhance worthwhile student learning (Danielson, 2008; Darling-Hammond, 2013; Hattie, 2012; Marzano & Toth, 2013; Popham, 2013) and are simply the standards for teaching (Danielson, 2008) such as preparing and planning for classroom instruction, ensuring a safe orderly learning environment, delivering instruction, and assessing student learning (Darling-Hammond, 2013; Hattie, 2012; Knight, 2011; Stronge, 2018; Marzano & Toth, 2013). Performance issues are incompetence or the "lack of requisite skills or knowledge" or inefficiency, as in "the failure to achieve intended results in a reasonable period of time" (Platt & Tripp, 2014, p. 233). Conduct goes beyond the teacher's ability in the classroom and looks at teacher as an employee for the district (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014). Issues that involve the teacher's ability and/or willingness to comply with policies and procedures are conduct problems (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004).

There are two separate pathways principals should use when responding to unsatisfactory job performance and/or conduct: (a) mandatory plans of improvement, or (b) progressive discipline (Platt & Tripp, 2014; Rebore, 2004). Mandatory plans of improvement are initiated when a teacher is not meeting a job performance standard and progressive discipline is initiated when a teacher is not complying with district standards or exhibits misconduct (Grote, 2011; Platt & Tripp, 2014, Rebore, 2004). The fundamental difference between the two pathways is the opportunity for remediation. A plan of improvement provides greater flexibility or a reasonable period time to make necessary improvements for such things as planning for instruction, delivering instruction, and other responsibilities of the teacher as a teacher (Platt & Tripp, 2014). Progressive discipline has little flexibility and is often a directive to meet district standards of conduct and behavior for transgressions such as, tardiness, failing to complete routine tasks and/or paperwork, abiding by district policies, and communication with other staff and supervisors (Grote, 2011; Lawrence, 2005; Rebore, 2004). These are not considered serious transgressions as isolated events but continued failures will require “progressive” levels of discipline such as verbal warnings, written warnings, reprimands, leave with or without pay, and eventually dismissal (Platt & Tripp, 2014). Serious transgression such as physically harming students, fighting with co-workers and parents, and stealing district property may warrant immediate dismissal and “skip” progressions altogether (Grote, 2011; Lawrence, 2005; Rebore, 2004).

Administrators must first decide if the situation that needs attention is a teaching problem (failure to meet a minimum performance standard) or an employee problem (failure to comply with a standard or exhibiting misconduct) prior to taking action (Platt & Tripp, 2014).

Failure to differentiate between conduct and performance may lead to an inappropriate supervisory response (Grote, 2011; Lawrence, 2005; Rebore, 2004). Teachers who are clearly violating a policy or expectation of behavior should not be placed on a plan of improvement because their behavior needs to discontinue immediately and completely (Platt & Tripp, 2014). Likewise, a teacher who is trying to improve classroom instruction will need time and support through a structured plan of improvement that identifies problems of practice, clear direction on how to improve, attainable goals, and timelines (Platt & Tripp, 2014). Many principals confuse the two and then take inappropriate action when attempting to address performance and/or conduct (Grote, 2011; Lawrence, 2005; Platt & Tripp, 2014).

**Unrealistic teacher rating expectations.** Teachers expect to receive the highest possible rating, even during their first years in the classroom, and if they receive feedback requiring improvement, they feel like they are being singled out and treated unfairly (Weisberg et al. 2009). A majority of teachers are rated as though they have reached the highest levels of expertise with only the most egregiously low performing teacher(s) required to make improvements (Frontier & Mielke, 2016). This creates a culture where one expects to be rated as proficient and/or higher regardless of their actual teaching ability (Tucker, 1997; Weisberg et al. 2009) and casts any needs of improvement as an employment liability (Frontier & Mielke, 2016; Popham, 2013). Therefore, teachers are driven to actively resist any language that suggest they need to improve in their evaluation and principals are heavily influenced to continue the inflated ratings to avoid conflict (Platt & Tripp, 2014). Weisberg and colleagues found that the persistence of rating inflation:



. . . creates a culture in which teachers are strongly resistant to receiving an evaluation rating that suggests their practice needs improvement. Schools then find themselves in a vicious cycle, administrators generally do not accurately evaluate poor performance, leading to an expectation of high performance ratings, which in turn, cause administrators to face stiff cultural resistance when they do issue even marginally negative evaluations. The result is a dysfunctional school community in which performance problems cannot be openly identified or addressed. (p. 23)

Thus, the annual ritual of rating teachers as good to great and only reserving a needs improvement for the most desperate, reinforces inaccurate and incongruent evaluations.

**Lack of time.** Principals have identified as a factor that negatively influences their ability to effectively evaluate and supervise teachers (Dandoy, 2012; Frase & Streshly, Grauf, 2015; 2000; Menuet, 2005; Platt & Tripp, 2014). According to Weisberg et al. (2009), 82% of principals surveyed revealed that the amount of time, effort and resources required to dismiss an unacceptably performing teachers was too high. Principals face many competing priorities such as student discipline, special education meetings, meetings with staff, meetings with parents, and general building management (Caposey, 2018; Whitaker, 2015; Zepeda, 2017). Supervising an underperforming teacher is viewed as a major consumption of time with little likelihood of a positive outcome (Nolan & Hoover, 2008; Whitaker, 2015; Zepeda, 2017). There is a general concern that principals would not have the time to effectively evaluate and supervise a poor performing teacher adequately enough to stand up to a legal challenge (Bridges, 1992; Grauf, 2015; Kraft & Gilmour, 2017; Tucker, 1997). Essentially, the cost of giving up certain responsibilities to take on a challenging teacher is not worth it.

This fear of emotional pain and inevitable conflict, sometimes accompanied by the belief that they have neither the skills nor the backing to get the job done, becomes debilitating when it leads an evaluator to back away or look away (Platt et al. 2000, p. 19).

Stories of lengthy remediation periods, contentious school board hearings, and possible litigation in court curtail even ambitious and dedicated principals from addressing underperforming teachers (Nolan & Hoover, 2008; Platt et al. 2000; Zepeda, 2017).

**Poor evaluation process.** Another impediment to providing teachers with an accurate evaluation is the evaluation process (Darling-Hammond, 2013; Frontier & Mielke, 2016; Popham, 2013). The evaluation standards or the data collection procedures are the two primary concerns regarding a poor evaluation process (Darling-Hammond, 2013; Frontier & Mielke, 2016; Popham, 2013). Effective standards clearly articulate expectations through a continuum of performance. Even when the standards for teaching are in writing, two people can have two different interpretations of the standards (Caposey, 2018; Nolan & Hoover, 2008). Principals are required to provide evidence to support their claims of teacher performance (Popham, 2013). This especially holds true when a teacher is not meeting an acceptable level of performance and requires additional supervision, remediation, and possible dismissal (Platt & Tripp, 2014). However, Chait (2010) argued that, “It is very difficult for principals to document the instructional weaknesses of poor-performing teachers, given the superficiality of most teacher evaluation systems today” (p. 9). Many standards for teaching are not written clearly, are not grounded in research, and are not locally validated (Danielson, 2008; Platt & Tripp, 2014; Zepeda, 2017). Additionally, many evaluation standards are a dichotomous in nature and

only provide for a “meets the standard” or “does not meet the standard” for a teaching rating (Marzano & Toth, 2013) which does not allow for the nuances of describing a progression of performance (Danielson, 2007; Glickman et al. 2007; Marzano, 2017).

Additionally, limited or poor evidence gathering procedures add to a poor evaluation process (Marzano & Toth, 2013). The most common number of classroom observations used in teacher evaluations is about two; however, to actually collect enough observations to make an accurate judgment on a teacher’s performance would require a number closer to forty (Marzano & Toth, 2013). Madeline Hunter (1983) referred to these limited observations as fatal visits whereas a disproportionate weight was attributed to a small amount of data. This creates an environment where the principal doesn’t have enough data to accurately rate the teacher and the teacher expects very little out of the process other than a passing grade (Danielson & McGreal, 2000). Additionally, other data sources such as planning and preparation, student achievement, and the teacher’s ability to reflect on teaching is inadequately referenced as a part of the process (Costa et al. 2014; Frontier & Mielke, 2016). The combination of poorly written standards and poor data collection procedures affects the accuracy of summative evaluations (Danielson, 2008).

**Desire to avoid conflict.** Principals have reported that they do not like the discomfort associated with confronting teachers, especially underperforming teachers (Bridges, 1992; Tucker, 1997; Weisberg et al. 2009). Addressing an underperforming teacher is psychologically and emotionally challenging (Zepeda, 2017). Whitaker (2015) expressed that, “One of the greatest challenges school leaders face in dealing with negative employees is understanding that it is up to them [principals] to address their [teachers’] problems” (p. 23). Principals

instead have found ways to tolerate poor performing teachers by minimizing their impact on students (Bridges, 1992; Platt & Tripp, 2014). In the most egregious cases the principal will typically use pressure tactics such as involuntary reassigning the teacher to a less desirable position and inducing resignation/retirement whenever possible (Bridges, 1992; Tucker, 1997; Weisberg et al. 2009). Ultimately, principals view the direct confrontation of underperforming teachers as a difficult and arduous process filled with potentially negative consequences from colleagues, the staff, supervisors, community members, and trustees (Bridges, 1992; Tucker, 1997; Whitaker, 2015; Zepeda, 2017).

**Lack of training.** Principals are at times, poorly trained to evaluate teachers and districts do not prioritize the process (Archer et al. 2016; Weisberg et al. 2009). Identifying and supervising teachers who require additional supervision is a challenging prospect, especially ineffective, marginal, and incompetent teachers (Chait, 2010; Platt & Tripp, 2014; Zepeda, 2017). Principals may not have had enough training and or field experience to effectively supervise lower performing teachers (Lawrence 2005; Nolan & Hoover, 2008; Zepeda, 2017). Combined with other factors, a perceived lack of expertise will stymie any supervisory response to a teacher that may lead to remediation and/or termination due to the fear of being sued by the teacher, being exposed as an incompetent or uncaring principal, and the emotional stress that principal may have to bear during the process (Bridges, 1992; Lawrence, 2005; Platt & Tripp, 2014; Zepeda, 2017). A perceived lack of training is a potential factor that may reduce the likelihood of a principal's ability and willingness to address underperforming teachers.

**Unclear performance standards.** Teaching standards in many districts are ambiguous in nature, are not mutually agreed upon between the principals and teachers, and are not

grounded in research (Danielson & McGreal, 2000; Platt & Tripp, 2014; Zepeda, 2017). When the standards of performance are ambiguous, then interpretation subjectivity overwhelms the conversation between the principal and the teacher about what is expected in the classroom (Darling-Hammond, 2013). Furthermore, standards are not always grounded in research or what actually impacts the quality of instruction students receive (Hattie, 2012; Popham, 2013). When principals are unclear and/or the teacher is unclear what is actually expected in the classroom, then it is difficult to accurately evaluate a teacher's performance in a mutually meaningful way (Platt & Tripp; Zepeda, 2017). Furthermore, if the standard is not grounded in research as an effective practice, then what is expected may not actually impact the instructional quality in a classroom (Hattie, 2012; Popham, 2013).

**Lack of support.** Support for doing the job and accountability for making sure it is getting done are required for effective supervision and evaluation procedures (Caposey, 2018; Platt & Tripp, 2014). If a principal perceives a lack of support from their superiors it will be difficult to pursue meaningful plans of improvement and or dismissal (Platt & Tripp, 2014; Zepeda, 2017). Additionally, support can come in the form of accountability. If the principal's supervisors don't hold the principal accountable for conducting effective evaluations, then the principal may choose not to address underperforming teachers (Caposey, 2018; Platt et al. 2000). A perceived lack of support can also come from colleagues and the community. If the teacher is well liked by the staff or the staff comes to the teacher's rescue, then the principal may experience pressure from the rest of the staff which may alter how they address underperformance and cause them to avoid it altogether (Dandoy, 2012; Grauf, 2015). The same is true with the community, especially in small towns, where the staff member is well

established and known (Bridges, 1992; Dandoy, 2012). When principals are unsure of the support they would receive and/or are not held accountable for effective teacher evaluations they may avoid addressing poor performance (Caposey, 2018; Platt & Tripp, 2014).

### **Summary of Chapter Two**

This literature review focused on the four sections related to this study: (a) evolution of supervision and evaluation (b) the purpose and process of supervision and evaluation (c) the problems with supervision and evaluation and finally (d) factors that influence the supervision and evaluation of teachers. The history and evolution of supervision began in early American public education where laymen or trustees evaluated teachers, typically young female, using the community's values and mores as standards. As the America urbanized and schools consolidated into larger systems, bureaucrats, or superintendents and principals, assumed the responsibilities of evaluating teachers often using checklists to ensure efficiencies were being met. The post industrial revolution called for greater levels of democracy or teacher involvement in the process of evaluation. Modern supervision and evaluation systems focused on formative coaching models and summative evaluation models. Formative models are described as tailored coaching and learning experiences used to explore ways to improve and acquire higher levels of expertise. The formative coaching and clinical supervision models provided examples such as Hunter's *mastery teaching*, Downey's *three-minute walk through*, Sprick's *coaching classroom management*, and the principles of *Developmental Supervision*. Summative models were described next and defined as comprehensive examinations of the teacher's overall performance to determine if the teacher has met the minimum requirements to continue employment for the school district. Summative models such as Danielson's,

Marzano's, and Stronge's standards for performance and performance levels were compared and contrasted.

Section two described the similarities of formative coaching and summative evaluation procedures identifying that both require clear and unambiguous standards, clear methods of collecting evidence, and feedback. The feedback for summative evaluation is a judgment of overall performance that is based on a standardized accumulation of evidence over an extended period of time. The feedback for developmental supervision is based on a tailored collection of evidence from a specific aspect of classroom instruction used to identify opportunities to improve (Glickman et al. 2007; Knight, 2018).

Section three described the problems with supervision and evaluation and identified a sink or swim culture that lacks a shared understanding of good teaching, fails to differentiate between novice and experienced practitioners, promotes common law evaluation practices, lacks teacher involvement in the evaluation process, and does not provide accurate and helpful feedback to improve instruction. In the next chapter, the methodology used to answer this study's research question is described.

Section four described barriers that make it difficult for principals to provide teachers with accurate evaluations such as, differentiating performance and conduct, unrealistic teacher rating expectations, lack of time, unclear standards, poor process, desire to avoid conflict, lack of training, and a lack of support.

### **Chapter Three: Methodology**

The purpose of this quantitative, non-experimental study was to explore the differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories and the differences between evaluation barriers. This chapter describes the methodology for the non-experimental survey design. The rationale is provided for the survey design. The two research questions are explained, and the two related hypothesis are listed. The variables identified for the study are described, and each measurement and survey tool that will be utilized is discussed. Data collection procedures, gathered from a volunteer sample of Montana principals is explained. The data analysis and the a priori assumptions are also articulated.

The methodology for this study was a non-experimental survey design. According to Creswell (2007), quantitative studies explore variables through a non-experimental or experimental design. The non-experimental design examines variables by observing or measuring variables of interest (Cozby, 2007). Survey research is designed to infer the characteristics of a given population from the answers provided from a sample of the population (Vaus, 2014). This is accomplished through self-administered surveys or questionnaires (Cozby, 2007; Salkind, 2003; Vaus, 2014).

#### **Research Questions**

This study answered two research questions. The two research questions were:

1. Are there statistically significant and important differences between certain evaluation barriers and teacher performance combinations?
2. Are there statistically significant and important differences between evaluation barriers?



These two research questions will be answered through two corresponding hypotheses.

### **Hypothesis**

The first research hypothesis is:

H<sub>1</sub> - There is a statistically significant difference in the principals' perceived influence of evaluation barriers for different teacher performance levels.

The first null hypothesis is:

H<sub>0</sub> - There is no statistically significant difference in the principals' perceived influence of evaluation barriers for different teacher performance levels.

The second research hypothesis is:

H<sub>1</sub> - There is a statistically significant difference between evaluation barriers.

The second null hypothesis is:

H<sub>0</sub> - There is no statistically significant difference between evaluation barriers.

### **Variables**

This study used a 4 X 11 factorial design to explore the differences between principals' perceived influence of selected evaluation barriers for different teacher performance levels and a 10 X 11 factorial design to explore the differences between evaluation barriers. This design had two independent variables and one dependent variable. The independent variables were: (1) teacher performance and (2) evaluation barriers. The dependent variables were the mean scores calculated from the ten selected evaluation barriers for each selected teacher performance category. The selected teacher performance categories were:

1. Good Teacher/Good Employee: A teacher who consistently meets the district's expectations for classroom instruction and consistently follows district policies,

- procedures, and expectations for professionally acceptable behaviors (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004).
2. Good Teacher/Marginal Employee: A teacher who consistently meets the district's expectations for classroom instruction but inconsistently follows district policies, procedures, and expectations for professionally acceptable behaviors (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004).
  3. Marginal Teacher/Good Employee: A teacher who inconsistently meets the district's expectations for classroom instruction but consistently follows district policies, procedures, and expectations for professionally acceptable behaviors (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004).
  4. Marginal Teacher/Marginal Employee: A teacher who inconsistently meets the district's expectations for classroom instruction and inconsistently follows district policies, procedures, and expectations for professionally acceptable behaviors (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004).

The second set of independent variables was eleven selected evaluation barriers. An evaluation barrier is a factor that impedes the principal's ability or willingness to provide a teacher with an accurate evaluation (McEwan-Adkins, 2005; Whitaker, 2015; Zepeda, 2017). The ten selected evaluation barriers are defined as:

1. Teachers' expectations of high ratings: The teachers' expectation to receive the highest ratings regardless of their actual performance (Frontier & Mielke, 2016; Tucker, 1997; Weisberg et al. 2009).

2. Lack of time: Principals perception that accurately evaluating teachers may take too much time in relation to other demands on their time (Bridges, 1992; Frase & Streshly, 2000; Menuey, 2005; Tucker, 1997; Zepeda, 2017).
3. Lack of Training: Principals perception that they have not received adequate training to evaluate teachers (Bridges, 1992; Lawrence, 2005; Platt & Tripp, 2014; Zepeda, 2017).
4. Desire to avoid conflict: The principals' desire to avoid the unpleasantness that may occur by criticizing the performance of teachers through accurate evaluations (Whitaker, 2015; Zepeda, 2017).
5. Poor evaluation process: The principals' perception that the evaluation process is inadequate and affects the accuracy of evaluations (Darling-Hammond, 2013; Frontier & Mielke, 2016; Popham, 2013).
6. Unclear Performance Standards: The principals perception that the performance standards are ambiguous and/or do not reflect effective teaching practices (Darling-Hammond, 2013; Platt & Tripp; Zepeda, 2017).
7. Lack of support from superiors: The principals' perception that their superiors would not support their efforts to accurately evaluate teachers, especially if they gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Bridges, 1992; Caposey, 2018; Platt & Tripp, 2014; Zepeda, 2017).
8. Lack of support from staff: The principals' perception that their staff would not support their efforts to accurately evaluate teachers, especially if the principal gave

- a needs improvement rating to teachers who they believed deserved a needs improvement rating (Whitaker, 2015; Zepeda, 2017).
9. Lack of support from the community: The principals' perception that the community would not support their efforts to accurately evaluate teachers, especially if the principal gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Bridges, 1992; Whitaker, 2015).
  10. Lack of support from the school board: The principals' perception that the school board of trustees would not support their efforts to accurately evaluate teachers, especially if the principal gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Bridges, 1992; Lawrence, 2005; Whitaker, 2015).
  11. Protection from the union: The principals' perception that the union would challenge the principals' efforts to accurately evaluate teachers, especially if the principal gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Lawrence, 2005; Nolan & Hoover, 2008; Zepeda, 2017).

An eleven-point Thurstone Scale was used to generate data at the interval level of measurement. This data was generated from the principals' perceived level of influence for each evaluation barrier in relation to the selected teacher performance categories. According to Brace (2018), interval scales provide for a rating of each item on a scale that has a numerically equal distance between each point, and an arbitrary zero point and allow mean scores and standard deviations to be calculated across a sample for each item.

The dependent variables were the mean scores calculated from the eleven selected evaluation barriers for each selected teacher performance category. Table 1 further describes the variables proposed for this study.

Table 1

## Variable Characteristics

Variable Name	Description	Type of Variable	Level of Measurement	Source of Data
Teacher Performance	The principals' perception of teacher performance	Independent	Nominal	Questionnaire Question # 2
Evaluation Barriers	The principals perceived level of influence that selected barriers have on the accuracy of teacher evaluations	Independent	Interval	Questionnaire Question # 3, 4, 5, 6
Mean Scores	The mean score calculated from the Thurstone Scale for each evaluation barrier for each teacher performance category	Dependent	Interval	The mean score calculated from the Thurstone Scale for each evaluation barrier for each teacher performance category

**Population and Sample**

The population for this study was full-time Montana principals responsible for evaluating teachers. According to the Montana Office of Public instruction, during 2020/21 school year, there were 442 full-time principals in Montana that are responsible for evaluating

teachers. Due to the manageable size and the use of an electronic survey, this study sought a census (Cozby, 2007; Dillman, Smyth & Christian, 2014; Fowler, 2014) or a study of everyone in the population however, 122 principals responded making this a volunteer sample.

### **Data Collection Procedures**

The researcher developed a self-administered online questionnaire using Qualtrics to collect quantitative data for this study. Qualtrics is an online survey platform that is widely used to research and analyze information from surveys and questionnaires. The data collection for this study required principals to report: (a) their perception of teacher performance within four selected categories, (b) the strength of influence selected barriers have on the accuracy of evaluation and (c) demographic information about themselves. Participants received an email providing a short description of the study and an invitation to participate (see Appendix E). If they agreed to participate, they selected an electronic link attached to the email that uploaded the questionnaire. The estimated time to complete the questionnaire was approximately ten minutes. Data from the completed questionnaire was compiled and used to inform the research questions.

**Measurements and instruments.** There are limitations associated with questionnaires. The identified potential limitations for this study were accuracy, completion, and social desirability. Accuracy is a potential limitation if the respondent doesn't understand the question or how to answer it properly (Brace, 2018; Cozby, 2007; DeVellis, 2017; Dillman et al. 2014; Fink, 2017; Fowler, 2014; Vaus, 2014). Completion is a limitation if the respondents experience difficulty in completing the questionnaire or find it laborious to complete (Brace, 2018; Dillman et al. 2014; Fink, 2017). Social desirability is a limitation if respondents

inaccurately respond in a socially desirable way when asked challenging or potentially controversial questions (Cozby, 2007; Vaus, 2014). The design of the instrument to collect data for this study addressed each of these potential limitations by (a) managing accuracy by keeping the language in the questionnaire simple and only using one thought, (b) managing completion by keeping the questionnaire to ten minutes or less, and (c) managing social desirability through anonymity and clearly articulating the purpose of the questionnaire and study (Brace, 2018; Cozby, 2007; DeVellis, 2017; Fink, 2017; Fowler, 2014; Vaus, 2014).

**Validity.** Validity is the degree to which test measures what it intends to measure (Salkind, 2003; Cozby, 2007). To address concerns of content validity, the questionnaire met the following recommended criteria by (a) completing an exhaustive review of the literature to identify the scope of teacher evaluation performance categories and selected evaluation barriers, (b) creating operational definitions of performance ratings and evaluation barriers, and (c) developing a questionnaire and field testing it with experts to determine if the questionnaire is likely to collect the data that is being sought (Brace, 2018; Cozby, 2007; DeVellis, 2017; Fink, 2017; Fowler, 2014; Vaus, 2014):

**Reliability.** Reliability refers to the consistency or stability of a measure over time (Cozby, 2007) by providing consistent measures in comparable situations (Fowler, 2014). Good questions then generate accurate responses for what the researcher is actually trying to measure. Reliability was obtained by following Fowler's (2014) guidelines. First each respondent was asked the same set of questions through a self-administered online questionnaire and were required to answer in identical ways. This ensured that the differences in answers were actual differences rather than differences from variations in ways the

questions were asked and/or answered (Fowler, 2014). Second, simple, concrete and universal language was used to ask questions with as few words as possible (Brace, 2018; Fowler, 2014). Brace (2018) recommended keeping words in a question as close to ten as possible. Third, the terms were defined to ensure an operational understanding of what is being asked (Vaus, 2014).

**Instrument.** Input from experienced principals, who were not eligible for the study was sought to improve the questionnaire. To finalize the questionnaire, opinions were sought using a cognitive assessment or “thinking out loud” approach (Brace, 2018; Cozby, 2007; Vaus, 2014). These experts provided their opinions regarding operational definitions, question wording, practicality, and their overall opinion of the questionnaire. The results of the cognitive assessment produced the questionnaire, which was divided into three sections. The first section sought the principals’ perception of teacher performance. The second section sought the principals perceived level of influence selected evaluation barriers have on the accuracy of teacher evaluations. The third section sought demographic information from the principals themselves. The following is a description and justification of questions to be asked in the questionnaire.

***Questionnaire section one: Principal’s perception of teacher performance.*** In this set of questions, the principals were asked to rate their teachers’ overall performance as a “classroom teacher” and a “district employee”.



*Question #1: How many teachers are you responsible for evaluating?* This was a numerical response to determine “how many” total teachers the principal was responsible for evaluating.

*Question #2: How many of the teachers that you evaluate perform at the below combinations?* The principals were asked to report “how many” teachers they were responsible for evaluating actually performed within the four performance combinations: (a) Good Teacher and Good Employee; (b) Good Teacher and Marginal Employee; (c) Marginal Teacher and Good Employee; and (d) Marginal Teacher and Marginal Employee. This was a forced numerical response within each of the four performance categories. The sum of the responses for each category was required to equal the total numbers the principal supervises.

Teacher evaluation systems were reviewed and determined that both the teacher’s pedagogical skill as well as the teacher’s professional behaviors made up a comprehensive summative evaluation for teachers (Danielson, 2008; Marzano et al. 2011; Platt & Tripp, 2014; Stronge, 2007). Additionally, evaluation systems typically use a continuum of performance in four levels ranging from insufficient, marginal, proficient, and exceptional (Berliner, 2004; Danielson, 2008; Platt & Tripp, 2014; Stronge, 2007). Guided by existing literature, this study focuses on the “teacher” and the “employee” and sought to find out how many teachers are meeting and not meeting the district’s expectations as a “teacher” and as an “employee” as perceived by principals.

The definition of teacher performance ratings was divided into two categories: the “teacher” and the “employee”. The rating of the “teacher” defined the degree to which the teacher met the district’s expectations of classroom instruction (Grote, 2006; Mader-Clark &

Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004). The rating of the “employee” defined the degree to which the employee met the district’s expectations for following district policies, procedures, and expectations for professionally acceptable behavior (Grote, 2006; Mader-Clark & Guerin, 2016; Platt & Tripp, 2014; Rebore, 2004). The performance rating was also divided into two categories: “marginal” and “good”. Essentially, marginal meant inadequate or not meeting the district’s expectations and good meant adequate or meeting the district’s expectations. The principals were asked to report how many of the teachers they were responsible for evaluating within four performance combinations: (a) Good Teacher and Good Employee; (b) Good Teacher and Marginal Employee; (c) Marginal Teacher and Good Employee; and (d) Marginal Teacher and Marginal Employee. The intention was to collect data on the number of teachers who met or did not meet the district’s expectations as “teacher” and as an “employee.

**Questionnaire section two: Barriers that influence accurate evaluations.** The next set of questions sought information from principals regarding their perceptions on how selected barriers influence the accuracy of evaluations. The definition of evaluation barrier is a factor that impedes the principal’s ability or willingness to provide a teacher with an accurate evaluation (McEwan-Adkins, 2005; Whitaker, 2015; Zepeda, 2017). Scholarly literature and research have exposed multiple barriers that may impede the principal’s ability and/or willingness to provide a teacher with an accurate evaluation, especially if the evaluation is not going to be viewed favorably by the teacher (Danielson, 2008; Frontier & Mielke, 2014; McEwan-Adkins, 2005; Platt & Tripp, 2014; Whitaker, 2015; Zepeda, 2017). An eleven-point Thurstone scale was used to determine the level of influence that selected barriers had on the

accuracy of teacher evaluations as reported by the principals. Principals were asked to indicate their strength of agreement with how they perceived each barrier influenced their ability to accurately evaluate teachers within the for performance combinations: (a) Good Teacher and Good Employee, (b) Good Teacher and Marginal Employee, (c) Marginal Teacher and Good Employee, and (e) Marginal Teacher and Marginal Employee.

The questionnaire used an eleven-point Thurstone scale because data from this scale is assumed to be at the interval level of measurement (Brace, 2018; Cozby, 2007; Salkind, 2003). The principals selected from 1 to 11 with 1 indicating that the principal strongly disagreed that the barrier influenced their ability to accurately evaluate teachers and 11 indicating that the principal strongly agreed that the barrier influenced their ability to accurately evaluate teachers. The eleven selected evaluation barriers are further articulated and justified below.

*Expectations of high teacher rating expectations.* Scholarly literature and research have revealed that teachers often expect to receive the highest possible rating regardless of their years of experience or actual level of performance (Frontier & Mielke, 2017; Tucker, 1997; Weisberg et al. 2009). Additionally, teachers have demonstrated a tendency to actively resist any language that suggests they need to improve because they may be concerned that admitting the need to improve increases their likelihood to be terminated (Frontier & Mielke, 2016; Platt & Tripp, 2014; Popham, 2013). As a result, this places pressure on the principal to rate teachers higher than what they should be rated.

*Lack of time.* Principals' have reported that accurately evaluating teachers may take too much time in relation to other demands on their time (Bridges, 1992; Frase & Streshly, 2000; Menuey, 2005; Tucker, 1997; Zepeda, 2017). Additionally, principals perceive that the time

spent supervising and evaluating teachers won't necessarily provide a positive outcome (Nolan & Hoover, 2008; Whitaker, 2015; Zepeda, 2017). Therefore, according to Marzano and Toth (2013), principals are not fully capable of providing teachers with an accurate evaluation because they do not spend enough time observing the teacher and collecting evidence regarding their performance.

*Lack of training.* Principals learn to evaluate teachers by being evaluated themselves and through formal training (Baeder, 2018). Studies have shown that teachers do not receive accurate evaluations from their principals (Kraft & Gilmour, 2017; Weisberg et al. 2009). Principals may perceive they have a lack of training or use a lack of training as a reason that they cannot accurately evaluate teachers, and thereby give teachers arbitrarily high ratings (Archer et al. 2016; Baeder, 2018; Lawrence, 2005; Weisberg et al. 2009).

*Desire to avoid conflict.* Providing an accurate evaluation to an underperforming teacher is a challenging, difficult, and an arduous process filled with potentially negative consequences (Whitaker, 2015; Zepeda, 2017). Principals perceive this conflict as psychologically and emotionally stressful and tend to avoid conflict when necessary (Whitaker, 2015; Zepeda, 2017). As a result, principals may rate teachers higher than they should be to avoid conflict.

*Poor evaluation process.* Many districts follow a strict protocol for evaluating teachers (Platt & Tripp, 2014). Often, principals perceive that the process does not allow for enough high quality data collection to make an informed decision about the teacher's performance and this subsequently leads to superficial and inaccurate ratings (Darling-Hammond, 2013; Frontier & Mielke, 2016; Popham, 2013). A poor process then, affects the accuracy of evaluation

because there is a lack of evidence to support evaluation claims, or no claim is made at all (Baeder, 2018; Popham, 2013).

*Unclear performance standards.* Teaching standards in many districts are ambiguous in nature, are not mutually agreed upon between the principals and teachers, and are not grounded in research (Danielson & McGreal, 2000; Platt & Tripp, 2014; Zepeda, 2017). When principals are unclear and/or the teacher is unclear what is actually expected in the classroom, then it is difficult to accurately evaluate a teacher's performance in a mutually meaningful way (Platt & Tripp; Zepeda, 2017). Furthermore, if the standard is not grounded in research as an effective practice, then what is expected may not actually impact the instructional quality in a classroom (Hattie, 2012; Popham, 2013).

*Lack of support from superiors.* The principal's perception that their superiors would not support efforts to accurately evaluate teachers, especially if they gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Bridges, 1992; Caposey, 2018; Platt & Tripp, 2014; Zepeda, 2017). First, the principal's superiors may not provide the professional development or provide oversight during the evaluation process to give the principal's feedback on their evaluations of teachers (Baeder, 2018; Caposey, 2018). Second, the principal's superior may not provide the principal with the needed support to provide underperforming teachers with an accurate evaluation (Platt & Tripp, 2014). If the principal perceives that they are not supported by their superiors, they may be reluctant to provide a teacher with an unfavorable rating even if they believed the teacher needs to improve. Thus, rendering a potentially inaccurate evaluation of a teacher who needs direction and motivation to improve.

*Lack of support from staff.* Providing teachers, especially underperforming teachers, with an accurate evaluation will affect the climate and culture of the staff in the building (Zepeda, 2017). Teachers will often rally around the teacher who has received the low, but accurate evaluation, and support them (Whitaker, 2015). This adds to the difficulty of accurately evaluating teachers, especially underperforming teachers, because the principal may perceive that they will have to “take on” the entire staff, not just the underperforming teacher (Whitaker, 2015; Zepeda, 2017). If the principal perceives that they will not be supported by the rest of the staff, they may be reluctant to provide a teacher with an unfavorable rating even if they believed the teacher needs to improve. Thus, rendering a potentially inaccurate evaluation of a teacher who needs direction and motivation to improve.

*Lack of support from community.* Teachers, especially in smaller communities, become well-known members of the community and well-liked as a teacher and/or community member (Bridges, 1992; Whitaker, 2015). This adds to the difficulty of accurately evaluating teachers, especially underperforming teachers, because the principal may perceive that members of the community would not support their efforts to accurately evaluate teachers, especially if the principal gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Bridges, 1992; Whitaker, 2015), thus, rendering a potentially inaccurate evaluation of a teacher who needs direction and motivation to improve.

*Lack of support from the board.* Teachers, especially in smaller communities, become well-known members of the community and well-known by board members, and in some cases may be related to school board members (Bridges, 1992; Lawrence, 2005; Whitaker, 2015). This adds to the difficulty of accurately evaluating teachers, especially underperforming teachers,

because the principal may perceive that they are taking on members of the board, not just the underperforming teacher (Bridges, 1992; Whitaker, 2015). If the principal perceives that they will not be supported by the board, they may be reluctant to provide a teacher with an unfavorable rating even if they believed the teacher needs to improve. Thus, rendering a potentially inaccurate evaluation of a teacher who needs direction and motivation to improve.

*Protection from the union.* The teacher's union is tasked with protecting the rights of the teacher's they represent (Lawrence, 2005; Platt & Tripp, 2014). Principals may perceive that the union would potentially dispute an unfavorable rating of a teacher and subsequently challenge the process, claim bias or discriminatory practices, and attack the character of the principal themselves (Lawrence, 2005; Nolan & Hoover, 2008; Zepeda, 2017). This adds to the difficulty of accurately evaluating teachers, especially underperforming teachers, because the principal may perceive that the union would not support their efforts to accurately evaluate teachers, especially if the principal gave a needs improvement rating to teachers who they believed deserved a needs improvement rating (Bridges, 1992; Whitaker, 2015). Thus, rendering a potentially inaccurate evaluation of a teacher who needs direction and motivation to improve.

***Questionnaire section three: Principal demographics.*** The next section of the questionnaire sought demographic information from full-time Montana principals. The accuracy of teacher evaluations may be influenced by the principals' grade level supervised, teacher experience outside and within the district, principal experience outside and within the district, age in relation to staff, and gender identity. Demographics are the characteristics of a population such as race, ethnicity, gender, education, profession and other personal

characteristics of the individuals being studied (Cozby, 2007; Fink, 2017). They are considered independent variables because they cannot be manipulated (Cozby, 2007). This information provided information about the characteristics of a sample, or for this study, the population being studied. Demographic variables allowed the researcher to explore potential differences within and among the various groups (Brace, 2018; Vaus, 2014). As a result, differences between groups or within groups enhanced data analysis and provided opportunities for further research (Brace 2018; Vaus, 2014). The inclusion of demographics added to the knowledge of the research and provided a richer understanding of shared commonalities as well as variances that existed between and within populations being studied.

These questions used describe the population's characteristics and examined their influence on a principal's decision to accurately evaluate teachers. The principals were asked to answer nine demographic questions. The nine questions seeking demographic information were:

*What grade level do you supervise?* This is a forced choice question with six possible responses in multiple-choice form used to collect nominal level data regarding the principal's grade level configuration. The breakdown of grade levels are common grade level configurations with "other" as an option for a configuration that is unique: High School, Middle School, Elementary, K-12, K-8 and other.

*To which gender do you identify?* This is a forced choice question with seven possible responses in a multiple-choice format used to collect nominal level data regarding the principal's gender identity. The options were developed in collaboration with university professors to address a potentially sensitive topic, particularly in the state of Montana. The



options are: Female, Male, Transgender Female, Transgender Male, Gender Variant/Non-Conforming, Not Listed, and Prefer not to Answer.

*What is your age in relation to the rest of your staff?* This is forced choice question with three potential responses used to collect nominal level data regarding a comparison of the principal's age in relation to the majority of the teacher's they supervise. There are three options: (a) I am older than most of the teachers I supervise, (b) I am about the same age as most of the teachers I supervise and (c) I am younger than most of the teachers I supervise.

*Experience.* The next set of questions ask respondents about the number of years they have as a teacher and principal in total and number of years within the district. The response options are: (1) 0 to 3 years (2) 4 to 9 years (3) 10+ years. The probationary period for principals is the first three years of employment, or signed contracts, according to Montana Law. Tenure, or non-probationary employment begins on the fourth consecutive contract signed in a district and the subsequent years up to ten is when expertise is typically acquired at an optimal level (Berliner, 2004; Ericsson & Pool, 2017; Marzano & Toth, 2013). Therefore, the next set of questions will be: (a) *How many total years of teaching experience do you have?* (b) *How many total years of teaching experience do you have in your current district?* (c) *Including this year, how many total years of experience do you have as a principal?* (d) *Including this year, how many total years of experience do you have as a principal in your current district?*

### **Data Analysis**

This study used a 4 X 11 factorial design to explore the differences between principals' perceived influence of selected evaluation barriers for different teacher performance levels and a 10 X 11 factorial design to explore the differences between evaluation barriers. A one-way

between groups ANOVA will identify differences in the mean scores between the principals' perceptions of performance and perceived influence of evaluation barriers, and between the barriers and remaining barriers. A post-hoc Tukey HSD Honest Significant Difference test was used to further understand the statistically significant differences reported from the ANOVA's.

*a priori Assumptions.* The a priori assumptions for this study will be:

- a) Levels of Measurement – This factorial design has two independent variables and one dependent variable. The two independent variables are categorical (nominal) levels of data and the dependent variable is considered interval level data. The two independent variables are perceived performance categories and evaluation barriers. The dependent variable is the mean scores calculated from a Thurstone Scale for each barrier and assumed to be interval level data.
- b) Volunteer Sample – This study sought a volunteer sample of Montana principals, (Cozby, 2007; Dillman et al. 2014; Fowler, 2014) or a sample of those principals who choose to participate in completing the questionnaire that was emailed to 442 available principals.
- c) Independence of Observations – Independence of observations will be met through the principals' independent completion of a self-administered questionnaire.
- d) Normal Distribution – a census of all full time Montana principals who are responsible for evaluating teachers will be sought for this study. Therefore, it is assumed that the responses will represent the population's distribution.
- e) Homogeneity of Variance – The homogeneity of variance was assumed due to equal group size.

- f) Alpha Level– an *a priori* alpha level of .05 will be used to determine statistical significance.

### **Summary**

In summary, this chapter described the methodology for this non-experimental quantitative study. The structure of the non-experimental design was described, and the rationale for the survey design provided. The two research questions framed the focus of this study and two hypotheses and related null hypothesis were listed.

The three variables identified for the study were outlined, which described the independent and dependent variables, the level of measurement for each variable, and the data sources. The population consisted of full time Montana principals who are responsible for evaluating teachers and the sample was described as a census, or a study of everyone in the population. This chapter described the questionnaire used to collect data and how participant consent will be conducted online via Qualtrics.

This chapter also described how the questionnaire was developed and its contents were informed by the literature. The validity and reliability of the questionnaire were explained. Data collection will be done in one stage through an online questionnaire. The *a priori* assumptions were articulated. Each hypothesis will be analyzed by a one-way between groups ANOVA to statistically identify differences in the mean scores between the principals' perceptions of performance and perceived influence of evaluation, and the evaluation barriers and remaining barriers. A post-hoc Tukey HSD will be used to determine where those differences lie. In Chapter Four, the results of the analysis will be presented

## Chapter Four - Results

This chapter presents the results of the collected data for this quantitative, non-experimental study. The purpose of this quantitative, non-experimental study was to explore the differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories and the differences between evaluation barriers. A self-administered questionnaire was used to collect data from principals in Montana regarding their perceptions of: (a) teacher performance within four selected categories, (b) the strength of influence selected barriers have on the accuracy of teacher evaluations that principals provide teachers and (c) demographic information about themselves.

The data were analyzed first with descriptive statistics and then analyzed with inferential statistics using 4 X 11 factorial design to explore differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories, and a 10 X 11 factorial design to explore the differences between barriers. A one-way between groups ANOVA was used to identify any differences in the mean scores between the principals' perceptions of performance and perceived influence of evaluation barriers, and the evaluation barriers themselves. Finally, a post-hoc Tukey HSD test was used to further understand the statistically significant differences reported from the two ANOVA's.

### Data Analysis

A questionnaire was sent to 442 principals in the state of Montana and 122 principals participated by completing the questionnaire. The results of the questionnaire were analyzed in three stages: (a) Stage One – Descriptive Statistics (b) Stage Two – Inferential Statistics and (c) Stage Three – Post-hoc analyses. Stage one analyzed the data from a macro perspective

using descriptive statistics gathered from the questionnaire. Stage two analyzed the data using factorial design and one-way between groups ANOVA to identify statistically significant differences. Stage three examined the magnitude of the differences, or effect size, using a Cohen's *d*.

Descriptive statistics included (a) an analysis of the population characteristics and the characteristics of the sample, (b) an explanation for the discrepancy between teachers evaluated by principals and the reported performance combinations by principals, (c) the distribution of performance combinations of teachers (2,853) as reported by principals ( $n = 122$ ), and (d) the demographics of the participants. Demographic data included seven categories or grouping variables: (a) grade level supervised, (b) total years of teaching experience, (c) total years of in district teaching experience, (d) total years of principal experience, (e) total year of in district principal experience, (f) age in relation to staff, and (g) gender identity. The data gathered will be analyzed and used to answer the research questions by accepting or rejecting the null hypotheses.

### **Demographics of Participating Principals**

**Population and sample.** Table 2 reports the population statistics for principals in Montana. The population for this study was all full-time Montana public school principals who are responsible for evaluating teachers. The Montana Office of Public Instruction's database was used to identify principals who were responsible for evaluating teachers. In the spring of 2021, there were 442 principals who were responsible for evaluating teachers. Male principals comprised 54% of the eligible principals. Female principals comprised 46% of the eligible principals.

Table 2

*Population Characteristics*

	Total No. of Principals	% of Principals	Total No. of Teachers Evaluated	% of Teachers Evaluated	M No. of Teaches Evaluated	Range of Teachers Evaluated
Male	237	54%	7204	56%	30	4, 141
Female	205	46%	5654	44%	28	2, 107
All	442	100%	12,858	100%	29	2, 141

Table 3 reports additional statistics for the principals who participated in the study by completing the questionnaire. Of the 442 principals emailed, 122 responded to the questionnaire for a return rate of 27%, which is considered to be an acceptable percentage (Brace, 2018; de Vaus, 2014). The 122 principals reported that they were responsible for evaluating 2,857 teachers or 22% of the 12,858 total public school teachers in Montana. Male principals in the sample comprised 67 or 55% of the respondents, which is slightly higher than the population percentage of 54%. Male principals reported that they were responsible for evaluating 1,687 teachers or 59% of the 2,857 teachers represented in this study. Female principals comprised 52 or 43% of the respondents, which was slightly lower than the population percentage of 46%. Female principals reported that they were responsible for evaluating 1,687 teachers or 59% of 2,857 teachers represented in this study. Three principals selected options other than male or female for gender to make up the other 2%.

Table 3

*Participant Characteristics*

Gender	Total No. of Principals	% of Principals	Total No. of Teachers Evaluated	% of Teachers Evaluated	(M)	Range of Teachers Evaluated
					Number of Teachers Evaluated	
Male	67	55%	1,687	59%	25	3, 110
Female	52	43%	1,124	39%	22	8, 100
Other	3	2%	46	2%	31	14, 16
Total	122	100%	2,857	100%	23	3, 110

**Participant Demographics**

Demographic information was collected from the participating Montana public school principals. Demographics are the characteristics of a population such as race, ethnicity, gender, education, profession and other personal characteristics of the individuals being studied (Cozby, 2007; Fink, 2017). They are considered independent variables because they cannot be manipulated (Cozby, 2007). Demographic grouping variables allow the researcher to explore potential differences within and among the various groups (Brace, 2018; Vaus, 2014). Thirteen of principals' demographic grouping variables, with a number equal or greater than thirty, were reported in the inferential statistics analysis. As a result, differences between groups or within groups are identified to enhance data analysis and to provide opportunities for further research (Brace 2018; Vaus, 2014).

Tables 4 displays information about the entire sample and each subgroup as generated from the questionnaire responses for: (a) grade level supervised, (b) total years of teaching experience, (c) total years of in district teaching experience, (d) total years of principal experience, (e) total years in current position, (f) age in relation to staff, and (g) gender identity. The majority of the respondents were either elementary or high school principals rather than K-

12 principals, had ten or more years of teaching experience, and were males. Nearly half (49%) of the respondents were older than the staff they evaluated, 45% had less than three years of teaching experience in the district and the majority of the respondents had been in their current position for at least four years. Additionally, the number of teachers evaluated, percentages, mean, and range are provided in Table 4 for each demographic grouping variable.



Table 4

*Participant Demographics and Number of Teacher's Evaluated*

Demographic Grouping Variable	<i>n</i>	%	Total No. of Teachers Evaluated	% of Teachers Evaluated	(M)	Range of Teachers Evaluated
					Number of Teachers Evaluated	
<b>All Principals</b>	122*	100%	2,857	100%	23	3, 100
<b>Gender Identity</b>						
Identify as Female	52*	43%	1,124	39%	22	8, 100
Identify as Male	67*	55%	1,687	59%	25	3, 110
Not Listed	1	1%	16	1%	16	16, 16
Prefer not to answer	2	2%	30	1%	15	14, 16
<b>Age in Relation to Staff</b>						
Older	60*	49%	1,346	47%	22	8, 100
About the Same Age	45*	37%	1,096	38%	24	3, 110
Younger	17	14%	415	15%	24	8, 53
<b>Grade Level Supervised</b>						
Elementary	46*	38%	906	32%	20	8, 38
High School	42*	34%	1,199	42%	29	3, 110
K-12	18	15%	324	11%	18	8, 53
Middle School	16	13%	428	15%	27	10, 52
<b>Principal Experience</b>						
Total Principal Experience						
≤ 3	22	18%	424	15%	19	3, 38
4 to 9	52*	43%	1,179	41%	23	9, 80
≥ 10	48*	39%	1,254	44%	26	8, 110
Experience in Current Position						
≤ 3	49*	40%	1,128	39%	23	8, 110
4 to 9	52*	43%	1,286	45%	25	3, 100
≥ 10	20	16%	427	15%	21	10, 32
Missing Data	1	1%	16	1%	16	16, 16
<b>Teaching Experience</b>						
Total Years Teaching						
≤ 3	1	1%	19	1%	19	19, 19
4 to 9	22	18%	670	23%	30	10, 110
≥ 10	99*	81%	2,168	76%	22	3, 100
In-District Teaching Experience						
≤ 3	55*	45%	1,203	42%	22	3, 110
4 to 9	27	22%	644	23%	24	10, 100
≥ 10	40*	33%	1,010	35%	25	8, 80

Note: \*participating principal demographics ( $n \geq 30$ ) that will be included in inferential statistic calculation

Table 5 reports the discrepancy between the number of teachers the principals stated that they are responsible for evaluating and the number of teachers they assigned to the performance categories that followed in the questionnaire. Principals were first asked how many teachers they were responsible for evaluating and then were asked to determine how many of those teachers performed within four categories: (1) Good Teacher/Good Employee (2) Good Teacher/Marginal Employee (3) Marginal Teacher/Good Employee (4) Marginal Teacher/Marginal Employee. The principals reported that they were responsible for evaluating 2,857 teachers while the total amount within the four performance categories was 2,853. It appeared that four principals reported different numbers for teachers evaluated and the number they reported in the four performance categories. Therefore, these principals were excluded from Table 6, which presents the distribution of performance combinations as the discrepancy affects the percentages. The principals will be included in the inferential statistics, as these discrepancies do not affect the Thurstone Scale Ratings. These discrepancies are presented in Table 5.

Table 5

*Discrepancy between Teachers Evaluated and Reported Performance Combinations*

Grade Level	Total Teaching	In Dist, Teaching	Principal	Current Position	Age in Relation to staff	Gender Identity	No. of Teachers Evaluated	No. of Performance Combinations	Discrepancy
Elementary	≥ 10	4 to 9	4 to 9	4 to 9	Older	Female	13	19	7
Elementary	≥ 10	4 to 9	≥ 10	4 to 9	Same Age	Male	11	13	2
Elementary	≥ 10	≤ 3	≤ 3	≤ 3	Younger	Female	9	10	1
Elementary	≥ 10	4 to 9	≥ 10	≤ 10	Same age	Male	19	5	-14

### **Distribution of Teacher Performance Combinations**

Table 6 describes the distribution of teacher performance combinations for 2,805 teachers as reported by principals with demographic groupings having more than 30 participants. Principals were asked to categorize the teachers they are responsible for evaluating within four performance categories. The distribution of teacher performance as perceived by participating Montana principals is displayed in Table 6.

Table 6

*Distribution of Teacher Performance Combinations*

Demographic Groupings ( $n \geq 30$ )	$n$	No. of Teachers	% ( $n$ ) GT/GE	% ( $n$ ) GT/ME	% ( $n$ ) MT/GE	% ( $n$ ) MT/ME
All Principals	118	2,805	72.4% (2,030)	10.5% (295)	11.3% (316)	5.8% (164)
Gender Identity						
Identify as Female	50	1,102	76.7% (845)	9.2% (101)	9.2% (101)	5.0% (55)
Identify as Male	65	1,657	69.4% (1,150)	11.6% (192)	12.7% (210)	6.3% (105)
Age in Relation to Staff						
Older	59	1,333	75.8% (1,010)	8.9% (119)	9.8% (130)	5.6% (74)
About the Same Age	43	1,066	69.3% (739)	12.6% (134)	11.6% (124)	6.5% (69)
Grade Level Supervised						
Elementary	42	854	77.6% (663)	9.4% (80)	8.9% (76)	4.1% (35)
High School	42	1,199	68.9% (826)	11.7% (140)	12.3% (147)	7.2% (86)
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	50	1,143	71.7% (820)	9.2% (105)	12.1% (138)	7.0% (80)
4 to 9 Year	49	1,254	72.1% (904)	12.3% (154)	10.5% (132)	5.1% (64)
Total Principal Experience						
4 to 9 Years	51	1,166	69.1% (806)	12.6% (147)	13.4% (156)	4.9% (57)
$\geq 10$ Years	46	1,224	75.5% (924)	8.2% (100)	10.0% (122)	6.4% (78)
Teaching Experience						
In District Teaching Experience						
$\leq 3$ Years	54	1,194	69.3% (828)	10.4% (124)	12.7% (152)	7.5% (90)
$\geq 10$ Years	40	1,010	75.0% (758)	10.2% (103)	10.3% (104)	4.5% (45)
Total Years Teaching						
$\geq 10$ Years	95	2,116	73.2% (1,548)	10.1% (214)	11.2% (237)	5.5% (117)

Note. GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee

## Descriptive Statistics

This section presents the overall mean ( $M$ ) and standard deviation ( $SD$ ) for each Evaluation barrier and for each Evaluation barrier and Teacher Performance Combination.

**Abbreviations.** To improve the readability of the tables, the evaluation barriers were abbreviated from the language in the questionnaire as follows:

1. Expectations = Expectations of High Ratings from Teachers
2. Time = My Lack of Time
3. Training = My Lack of Training
4. Conflict = My Desire to Avoid Conflict
5. Standards = Unclear Teacher Performance Standards
6. Process = Poor Evaluation Process
7. Superiors = Lack of Support from My Superiors if I Give a Needs Improvement Rating
8. Staff = Lack of Support from the Staff if I Give a Needs Improvement Rating
9. Board = Lack of Support from the Board if I Give a Needs Improvement Rating
10. Community = Lack of Support from the Community if I Give a Needs Improvement Rating
11. Union = A Challenge from the Union for a Needs Improvement Rating

**Evaluation barriers.** Tables 7 presents data pertaining to evaluation barriers from all participating Montana principals and those demographic categories with a number of participants equal to or greater than thirty. Participants rated each Evaluation barrier using an 11-point Thurstone scale with 1 being the lowest level of influence and 11 being the highest level of influence on their ability to accurately evaluate four different teacher Performance

Combinations. Any rating of (1) which is the default rating used in the questionnaire is indeterminable if the rating was intentional or was due to a lack of a response.

Participant data were grouped into six demographic categories (a) All Participating Principals, (b) Gender Identity, (c) Age in Relation to Staff, (d) Grade Level Supervised, (e) Principal Experience, and (d) Teaching Experience. The mean (*M*) and standard deviation (*SD*) for the Thurstone scale ratings are displayed in Table 7. The Tables are arranged vertically by demographic categories and horizontally by evaluation barriers in alphabetical order (see Appendix A for additional information regarding Median, Range, Minimum and Maximum values).

The two evaluation barriers, My Lack of Time and Expectations of High Ratings from Teachers, revealed consistently larger mean scores for all participating principals and within each of the remaining demographic categories. Elementary principals and principals who identify as male reported the largest mean scores for the barrier, My Lack of Time ( $M = 6.1$ ). The three evaluation barriers (a) Lack of Support from the Board, (b) Lack of Support from the Community, and (c) Lack of Support from the Staff revealed consistently smaller mean scores for all participating principals and within remaining demographic categories. Principals with equal to or greater than to ten years of teaching experience reported the smallest mean scores for the two barriers; Lack of Support from the Board and Lack of Support from Superiors ( $M = 1.9$ ). The largest difference in mean scores within a demographic category and evaluation barrier was (1.4) for Poor Evaluation Process between principals who identify as Female ( $M = 3.3$ ) and principals who identify as male ( $M = 4.7$ ).

Table 7

*Evaluation Barriers*

Demographics	Evaluation Barriers										
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Time	Training	Union
All Participating Principals											
All	2.4 (2.2)	2.5 (2.5)	3.0 (2.2)	5.5 (3.1)	4.1 (3.3)	3.3 (2.7)	3.4 (2.6)	2.5 (2.5)	5.6 (3.6)	3.3 (2.5)	3.7 (3.4)
Gender Identity											
Female	2.1 (2.1)	2.3 (2.2)	2.9 (2.2)	5.5 (3.3)	3.3 (2.9)	3.1 (2.7)	2.9 (2.4)	2.1 (2.2)	5.1 (3.6)	2.8 (2.3)	3.3 (3.1)
Male	2.6 (2.6)	2.6 (2.6)	3.0 (2.1)	5.6 (2.9)	4.7 (3.4)	3.5 (2.8)	3.7 (2.7)	2.7 (2.6)	6.1 (3.5)	3.6 (2.6)	4.0 (3.5)
Age in Relation to Staff											
Same Age	2.5 (2.3)	2.5 (2.2)	3.1 (2.3)	5.4 (3.1)	4.3 (3.4)	3.4 (2.6)	3.2 (2.4)	2.7 (2.5)	6.0 (3.6)	3.4 (2.4)	3.9 (3.3)
Older	2.4 (2.6)	2.5 (2.6)	2.8 (2.1)	5.5 (3.1)	3.7 (3.1)	3.3 (2.8)	3.0 (2.3)	2.3 (2.4)	5.5 (3.4)	3.1 (2.4)	3.5 (3.4)
Grade Level Supervised											
Elementary	2.5 (2.5)	2.5 (2.5)	3.3 (2.3)	5.8 (2.8)	4.3 (3.2)	3.7 (2.8)	3.6 (2.6)	2.6 (2.5)	6.1 (3.4)	3.6 (2.5)	4.1 (3.4)
High School	2.3 (2.2)	2.2 (2.1)	3.2 (2.3)	6.0 (2.8)	4.3 (3.4)	3.3 (2.5)	3.5 (2.7)	2.4 (2.3)	5.8 (3.5)	3.2 (2.4)	3.5 (3.2)
Principal Experience											
Experience in Current Position											
≤ 3 Years	2.4 (2.4)	2.4 (2.4)	2.8 (2.1)	5.4 (2.9)	4.3 (3.2)	3.5 (2.7)	3.7 (2.8)	2.5 (2.4)	5.3 (3.6)	3.2 (2.4)	3.8 (3.2)
4 to 9 Years	2.1 (2.3)	2.2 (2.4)	3.2 (2.3)	5.4 (3.1)	3.9 (3.5)	3.2 (2.8)	3.1 (2.5)	2.2 (2.3)	5.9 (3.7)	3.4 (2.8)	3.7 (3.5)
Total Principal Experience											
4 to 9 Years	2.4 (2.5)	2.5 (2.5)	3.0 (2.2)	5.1 (3.2)	4.4 (3.3)	3.4 (2.7)	3.5 (2.5)	2.6 (2.5)	5.9 (3.7)	3.4 (2.7)	4.3 (3.6)
≥ 10 Years	2.4 (2.4)	2.7 (2.6)	2.8 (2.1)	5.7 (3.0)	3.6 (3.2)	3.2 (2.8)	2.9 (2.4)	2.5 (2.5)	5.7 (3.4)	2.9 (2.1)	3.0 (3.0)
Teaching Experience											
In District Teaching Position Experience											
≤ 3 Years	2.7 (2.8)	2.7 (2.6)	3.1 (2.4)	5.4 (2.9)	4.4 (3.4)	3.7 (2.9)	3.6 (2.8)	2.8 (2.7)	5.4 (3.5)	3.1 (2.4)	3.9 (3.5)
≥ 10 Years	1.9 (1.6)	2.1 (1.8)	2.7 (2.0)	5.7 (3.2)	3.6 (3.0)	3.0 (2.4)	3.0 (2.2)	1.9 (1.6)	5.5 (3.6)	3.0 (2.2)	3.7 (3.2)
Total Teaching Experience											
≥ 10 Years	2.2 (2.4)	2.4 (2.4)	2.8 (2.1)	5.5 (3.1)	3.8 (3.2)	3.3 (2.7)	3.1 (2.5)	2.2 (2.2)	5.5 (3.6)	3.0 (2.3)	3.7 (3.3)

Note: *M* (SD)

**Performance combinations and evaluation barriers.** Tables 8, 9, 10, and 11 present data pertaining to performance combinations and evaluation barriers from all participating Montana principals and those demographic categories with a number of participants equal to or greater than thirty. Participants were asked to categorize teachers they supervise into four performance categories: (1) Good Teacher/Good Employee (2) Good Teacher/Marginal Employee (3) Marginal Teacher/Good Employee, and (4) Marginal Teacher/Marginal Employee. Principals then rated each Evaluation barrier using an 11-point Thurstone scale with 1 being the lowest level of influence and 11 being the highest level of influence on their ability to accurately evaluate four different teacher Performance Combinations. Participant data were grouped into six demographic categories (a) All Participating Principals, (b) Gender Identity, (c) Age in Relation to Staff, (d) Grade Level Supervised, (e) Principal Experience, and (d) Teaching Experience. The mean (*M*) and standard deviation (*SD*) for the Thurstone scale ratings are displayed in Tables 8, 9, 10, and 11. The table are arranged vertically by demographic categories and horizontally by evaluation barriers in alphabetical order (see Appendix B for additional information regarding Median, Range, Minimum and Maximum values).

***Marginal teachers/marginal employees and evaluation barriers.*** Table 8 presents data pertaining to marginal teachers/marginal employees and evaluation barriers. The two evaluation barriers, My Lack of Time and Expectations of High Ratings from Teachers, revealed consistently larger mean scores for all participating principals and within each of the remaining demographic categories. Principals who identify as male and principals with four to nine years of total principal experience reported the largest mean scores for the barrier My Lack of Time ( $M = 6.8$ ), which was also the largest mean score for any evaluation barrier and within the four



teacher performance categories. The three evaluation barriers (a) Lack of Support from the Board, (b) Lack of Support from the Community, and (c) Lack of Support from the Staff revealed consistently smaller mean scores for all participating principals and within remaining demographic categories. Principals with equal to or greater than ten years of in district teaching experience reported the smallest mean scores for the barrier Lack of Support from Superiors ( $M = 2.0$ ). The largest difference in mean scores within demographic category and evaluation barrier was (1.2) for A Challenge from the Union between principals with four to nine years of total principal experience ( $M = 4.8$ ) and principals with  $\geq 10$  years of total principal experience ( $M = 3.6$ )

Table 8

*Marginal Teachers/Marginal Employees and Evaluation Barriers*

Demographics	Evaluation Barriers										
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Time	Training	Union
All	2.4 (2.2)	2.4 (2.3)	3.4 (2.3)	5.9 (2.8)	4.5 (3.3)	3.7 (2.6)	3.8 (2.7)	2.5 (2.3)	6.4 (3.4)	3.7 (2.5)	4.3 (3.5)
Gender Identity											
Female	2.1 (1.7)	2.4 (2.2)	3.5 (2.5)	6.3 (3.0)	3.7 (2.9)	3.8 (2.7)	3.4 (2.4)	2.2 (2.1)	6.1 (3.4)	3.4 (2.4)	4.0 (3.3)
Male	2.6 (2.4)	2.5 (2.5)	3.3 (2.2)	5.6 (2.6)	5.1 (3.5)	3.7 (2.6)	4.0 (2.8)	2.6 (2.4)	6.8 (3.3)	4.0 (2.5)	4.5 (3.6)
Age in Relation to Staff											
Same	2.6 (2.1)	2.6 (2.3)	3.7 (2.3)	6.0 (2.9)	4.7 (3.3)	4.2 (2.7)	3.6 (2.3)	2.8 (2.4)	6.7 (3.3)	3.8 (2.4)	4.8 (3.4)
Older	2.3 (2.2)	2.3 (2.4)	3.2 (2.4)	5.8 (2.8)	4.0 (3.1)	3.4 (2.4)	3.4 (2.5)	2.2 (2.0)	6.4 (3.4)	3.6 (2.4)	3.8 (3.5)
Grade Level Supervised											
Elementary	2.8 (2.6)	2.8 (2.8)	3.7 (2.5)	5.8 (2.7)	4.8 (3.4)	3.7 (2.8)	3.9 (2.7)	2.9 (2.8)	6.5 (3.6)	3.9 (2.6)	4.2 (3.6)
High School	2.4 (2.1)	2.3 (2.1)	3.9 (2.4)	6.5 (2.5)	5.0 (3.5)	3.5 (2.2)	3.9 (2.8)	2.5 (2.3)	6.6 (3.3)	3.5 (2.4)	4.1 (3.3)
Principal Experience											
Experience in Current Position											
≤ 3 Years	2.3 (2.1)	2.5 (2.2)	3.1 (2.3)	6.1 (2.4)	4.7 (3.3)	3.7 (2.4)	4.1 (2.9)	2.4 (2.0)	6.3 (3.4)	3.8 (2.6)	4.4 (3.3)
4 to 9 Years	2.3 (2.1)	2.2 (2.4)	3.7 (2.4)	5.7 (2.9)	4.2 (3.5)	3.8 (2.9)	3.6 (2.6)	2.4 (2.3)	6.6 (3.6)	3.8 (2.5)	4.2 (3.6)
Total Principal Experience											
4 to 9 Years	2.5 (2.3)	2.6 (2.4)	3.5 (2.3)	5.7 (2.8)	4.8 (3.4)	3.9 (2.6)	4.0 (2.6)	2.6 (2.3)	6.8 (3.5)	3.9 (2.6)	4.8 (3.7)
≥ 10 Years	2.3 (2.0)	2.4 (2.5)	3.2 (2.3)	6.0 (3.0)	4.0 (3.1)	3.4 (2.7)	3.1 (2.5)	2.4 (2.5)	6.3 (3.3)	3.1 (2.2)	3.6 (3.3)
Teaching Experience											
In District Teaching Experience											
≤ 3 Years	2.6 (2.4)	2.6 (2.4)	3.6 (2.6)	5.9 (2.6)	4.8 (3.5)	3.9 (2.8)	4.0 (3.0)	2.7 (2.4)	6.1 (3.4)	3.5 (2.5)	4.3 (3.6)
≥ 10 Years	2.1 (1.6)	2.2 (1.8)	3.1 (2.2)	6.2 (2.8)	4.0 (3.1)	3.8 (2.3)	3.5 (2.2)	2.0 (1.6)	6.5 (3.4)	3.5 (2.3)	4.5 (3.3)
Total Teaching Experience											
≥ 10 Years	2.2 (2.1)	2.4 (2.3)	3.2 (2.3)	6.0 (2.8)	4.2 (3.1)	3.8 (2.6)	3.5 (2.5)	2.2 (2.0)	6.4 (3.5)	3.5 (2.4)	4.3 (3.5)

Note: *M* (SD)

***Marginal teachers/good employees and evaluation barriers.*** Table 9 presents data pertaining to marginal teachers/good employees and evaluation barriers. The two evaluation barriers, My Lack of Time and Expectations of High Ratings from Teachers, revealed consistently larger mean scores for all participating principals and within each of the remaining demographic categories. Principals who are the same age as the staff they evaluate and principals with four to nine years of principal experience reported the largest mean scores for the barrier My Lack of Time ( $M = 6.1$ ). The three evaluation barriers, (a) Lack of Support from the Board, (b) Lack of Support from the Community, and (c) Lack of Support from the Staff, revealed consistently smaller mean scores for all participating principals and within remaining demographic categories. Principals who identify as female and principals equal to or greater than ten years of in district teaching experience reported the smallest mean scores for the barrier Lack of Support from the Board ( $M = 2.0$ ). The largest difference in mean scores within a demographic category and evaluation barrier was (1.5) for A Challenge from the Union between principals with four to nine years of total principal experience ( $M = 4.5$ ) and principals with equal to or greater than ten years of total principal experience ( $M = 3.0$ )

Table 9

*Marginal Teachers/Good Employees and Evaluation Barriers*

Demographics	Evaluation Barriers										
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Time	Training	Union
All Participating Principals											
All	2.3 (2.4)	2.5 (2.5)	3.1 (2.1)	5.6 (3.0)	3.9 (3.2)	3.5 (2.8)	3.3 (2.5)	2.6 (2.5)	5.6 (3.5)	3.3 (2.5)	3.7 (3.3)
Gender Identity											
Female	2.0 (2.0)	2.3 (2.2)	3.0 (2.0)	5.5 (3.3)	3.2 (2.8)	3.3 (2.8)	2.9 (2.3)	2.4 (2.5)	5.2 (3.6)	2.8 (2.2)	3.3 (3.0)
Male	2.6 (2.7)	2.7 (2.7)	3.1 (2.1)	5.7 (2.8)	4.4 (3.3)	3.7 (2.8)	3.6 (2.7)	2.7 (2.5)	6.0 (3.5)	3.8 (2.6)	4.1 (3.5)
Age in Relation to Staff											
Same	2.6 (2.3)	2.7 (2.4)	3.4 (2.2)	5.6 (2.9)	4.2 (3.3)	3.6 (2.6)	3.3 (2.3)	2.9 (2.5)	6.1 (3.5)	3.6 (2.4)	4.2 (3.4)
Older	2.2 (2.5)	2.4 (2.5)	2.8 (2.0)	5.5 (3.1)	3.4 (2.9)	3.5 (2.9)	3.0 (2.3)	2.2 (2.3)	5.2 (3.4)	3.1 (2.4)	3.2 (3.3)
Grade Level Supervised											
Elementary	3.5 (2.9)	3.0 (2.9)	3.2 (2.1)	5.7 (3.2)	4.1 (3.2)	2.7 (2.8)	3.5 (2.7)	2.8 (2.9)	5.7 (3.7)	3.6 (2.7)	4.2 (3.6)
High School	2.1 (2.1)	2.2 (2.0)	3.3 (2.1)	6.0 (2.8)	4.1 (3.3)	3.6 (2.6)	3.4 (2.6)	2.3 (2.1)	5.8 (3.4)	3.3 (2.6)	3.5 (3.1)
Principal Experience											
Experience in Current Position											
≤ 3 Years	2.3 (2.4)	2.4 (2.4)	2.8 (1.9)	5.2 (2.9)	4.0 (3.1)	3.5 (2.6)	3.6 (2.8)	2.6 (2.5)	5.0 (3.6)	3.2 (2.4)	3.8 (3.2)
4 to 9 Years	2.2 (2.3)	2.2 (2.3)	3.5 (2.2)	5.9 (3.0)	3.8 (3.4)	3.4 (2.9)	3.1 (2.3)	2.4 (2.4)	6.1 (3.6)	3.5 (2.8)	3.8 (3.6)
Total Experience											
4 to 9 Years	2.5 (2.5)	2.5 (2.4)	3.3 (2.1)	5.6 (3.0)	4.2 (3.3)	3.6 (2.8)	3.6 (2.4)	2.8 (2.5)	6.0 (3.6)	3.6 (2.8)	4.5 (3.7)
≥ 10 Years	2.4 (2.5)	2.9 (2.7)	2.9 (2.0)	5.7 (3.0)	3.4 (3.1)	3.5 (3.0)	2.9 (2.4)	2.5 (2.4)	5.6 (3.4)	2.9 (2.1)	3.0 (2.9)
Teaching Experience											
In District Teaching Experience											
≤ 3 Years	2.5 (2.6)	2.7 (2.6)	3.0 (2.2)	5.3 (3.0)	4.2 (3.4)	3.7 (3.0)	3.4 (2.8)	2.7 (2.6)	5.3 (3.5)	3.1 (2.5)	3.6 (3.4)
≥ 10 Years	2.0 (1.6)	2.1 (1.8)	2.9 (2.0)	5.9 (3.0)	3.3 (2.8)	3.2 (2.5)	3.1 (2.2)	2.2 (1.9)	5.4 (3.4)	3.0 (2.2)	4.0 (3.4)
Total Teaching Experience											
≥ 10 Years	2.2 (2.3)	2.5 (2.4)	3.0 (2.1)	5.6 (2.9)	3.6 (3.1)	3.5 (2.8)	3.1 (2.4)	2.4 (2.3)	5.5 (3.5)	3.0 (2.3)	3.8 (3.3)

Note: *M* (SD)

***Good teachers/marginal employees and evaluation barriers.*** Table 10 presents data pertaining to good teachers/marginal employees and Evaluation barriers. The two Evaluation barriers, My Lack of Time and Expectations of High Ratings, from Teachers revealed consistently larger mean scores for all participating principals and within each of the remaining demographic categories. High school principals reported the largest mean scores for the barrier Expectations for High Ratings from Teachers ( $M = 6.1$ ). The three Evaluation barriers (a) Lack of Support from the Board, (b) Lack of Support from the Community, and (c) Lack of Support from the Staff revealed consistently smaller mean scores for all participating principals and within remaining demographic categories. Principals equal to or greater than to 10 years of in district teaching experience reported the smallest mean scores for the barrier Lack of Support from Superiors ( $M = 1.9$ ). The largest difference in mean scores within a demographic category and evaluation barrier was (1.3) a for a Lack of Support from the Board between elementary principals ( $M = 3.6$ ) and high school principals ( $M = 2.3$ )

Table 10

*Good Teachers/Marginal Employees and Evaluation Barriers*

Demographics	Evaluation Barriers										
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Time	Training	Union
All Participating Principals											
All	2.4 (2.2)	2.7 (2.6)	3.2 (2.4)	5.5 (3.1)	4.1 (3.4)	3.4 (2.8)	3.4 (2.7)	2.6 (2.6)	5.5 (3.5)	3.2 (2.6)	3.8 (3.4)
Gender Identity											
Female	2.5 (2.7)	2.7 (2.6)	3.1 (2.4)	5.4 (3.3)	3.4 (3.0)	3.1 (2.8)	3.1 (2.6)	2.3 (2.5)	5.0 (3.6)	3.0 (2.6)	3.5 (3.3)
Male	2.6 (2.7)	2.7 (2.7)	3.2 (2.3)	5.7 (2.9)	4.6 (3.5)	3.6 (2.8)	3.6 (2.6)	2.8 (2.6)	6.0 (3.5)	3.4 (2.6)	4.1 (3.4)
Age in Relation to Staff											
Same	2.8 (2.5)	2.7 (2.4)	3.3 (2.4)	5.3 (3.2)	4.2 (3.3)	3.5 (2.6)	3.3 (2.6)	2.9 (2.7)	5.7 (3.6)	3.4 (2.4)	3.9 (3.3)
Older	2.5 (2.9)	2.8 (2.8)	3.0 (2.3)	5.5 (3.1)	3.7 (3.2)	3.3 (2.9)	3.0 (2.3)	2.4 (2.5)	5.5 (3.3)	3.1 (2.6)	3.7 (3.5)
Grade Level Supervised											
Elementary	3.6 (3.0)	3.4 (3.0)	3.4 (2.5)	5.6 (3.3)	4.5 (3.5)	3.3 (3.2)	3.8 (2.8)	2.6 (2.7)	5.8 (3.7)	3.7 (3.0)	4.7 (3.6)
High School	2.3 (2.3)	2.4 (2.3)	3.0 (2.3)	6.1 (2.8)	4.2 (3.4)	3.2 (2.7)	3.4 (2.8)	2.5 (2.3)	5.4 (3.6)	2.9 (2.3)	3.6 (3.4)
Principal Experience											
Experience in Current Position											
≤ 3 Years	2.5 (2.6)	2.5 (2.5)	2.9 (2.1)	5.3 (2.9)	4.2 (3.2)	3.6 (3.0)	3.7 (2.7)	2.5 (2.4)	5.3 (3.5)	3.0 (2.3)	3.9 (3.2)
4 to 9 Years	2.2 (2.4)	2.4 (2.5)	3.4 (2.6)	5.6 (3.3)	3.8 (3.6)	3.1 (2.7)	3.1 (2.7)	2.3 (2.3)	5.7 (3.7)	3.5 (2.9)	3.8 (3.6)
Total Principal Experience											
4 to 9 Years	2.7 (2.7)	2.7 (2.7)	3.2 (2.2)	5.0 (3.3)	4.3 (3.3)	3.3 (2.7)	3.4 (2.6)	2.6 (2.5)	5.6 (3.7)	3.4 (2.8)	4.3 (3.5)
≥ 10 Years	2.6 (2.7)	3.0 (2.9)	3.1 (2.5)	5.7 (3.0)	3.5 (3.2)	3.2 (2.8)	2.8 (2.2)	2.7 (2.8)	5.6 (3.4)	2.8 (2.1)	3.1 (3.1)
Teaching Experience											
In District Teaching Experience											
≤ 3 Years	2.9 (3.0)	2.9 (2.8)	3.3 (2.5)	5.2 (2.9)	4.3 (3.5)	3.7 (3.1)	3.7 (2.8)	3.0 (2.9)	5.3 (3.4)	3.0 (2.4)	4.0 (3.5)
≥ 10 Years	2.2 (2.0)	2.4 (2.2)	2.7 (2.1)	5.8 (3.2)	3.6 (3.0)	3.0 (2.6)	2.9 (2.3)	1.9 (1.6)	5.3 (3.7)	3.1 (2.4)	3.8 (3.3)
Total Teaching Experience											
≥ 10 Years	2.5 (2.7)	2.6 (2.6)	2.9 (2.3)	5.3 (3.1)	3.8 (3.2)	3.4 (2.9)	3.2 (2.6)	2.4 (2.5)	5.4 (3.6)	3.0 (2.4)	3.8 (3.4)

Note: *M* (SD)

***Good teachers/good employees and evaluation barriers.*** Table 11 presents data pertaining to good teachers/good employees and evaluation barriers. The mean ( $M$ ) and standard deviation ( $SD$ ) for the Thurstone scale ratings are displayed in Table 11 for each demographic grouping and eleven evaluation barriers. The table is arranged vertically by demographic categories and horizontally by evaluation barriers in alphabetical order.

The two evaluation barriers, My Lack of Time and Expectations of High Ratings from Teachers, revealed consistently larger mean scores for all participating principals and within each of the remaining demographic categories. Principals who identify as male reported the largest mean scores for the barrier My Lack of Time ( $M = 5.9$ ). The three evaluation barriers (a) Lack of Support from the Board, (b) Lack of Support from the Community, and (c) Lack of Support from the Staff revealed consistently smaller mean scores for all participating principals and within remaining demographic categories. Principals equal to or greater than to ten years of in district teaching experience reported the smallest mean scores for the barrier Lack of Support from the Board ( $M = 1.4$ ), which was also the smallest mean score for any evaluation barrier within the four teacher performance categories. The largest difference in mean scores within a demographic category and evaluation barrier was (1.8) for My Lack of Time between principals who identify as female ( $M = 4.1$ ) and principals and principals who identify as male ( $M = 5.9$ )

Table 11

*Good Teachers/Good Employees and Evaluation barriers*

Demographics	Evaluation Barriers										
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Time	Training	Union
All Participating Principals											
All	2.2 (2.5)	2.2 (2.3)	2.2 (1.7)	5.0 (3.3)	4.0 (3.3)	2.7 (2.5)	3.0 (2.4)	2.2 (2.4)	5.0 (3.7)	2.9 (2.3)	3.0 (3.0)
Gender Identity											
Female	1.7 (1.9)	1.8 (1.7)	2.0 (1.5)	4.7 (3.5)	3.0 (2.8)	2.4 (2.1)	2.2 (1.9)	1.6 (1.6)	4.1 (3.5)	2.2 (1.7)	2.3 (2.4)
Male	2.5 (2.8)	2.5 (2.5)	2.3 (1.8)	5.2 (3.2)	4.7 (3.4)	3.0 (2.8)	3.5 (2.6)	2.7 (2.8)	5.9 (3.6)	3.4 (2.7)	3.6 (3.3)
Age in Relation to Staff											
Same	2.0 (2.1)	2.0 (1.7)	1.9 (1.6)	4.7 (3.4)	4.0 (3.5)	2.4 (2.0)	2.8 (2.3)	2.2 (2.2)	5.4 (3.9)	2.9 (2.3)	2.8 (2.8)
Older	2.4 (2.7)	2.5 (2.5)	2.1 (1.5)	5.1 (3.3)	3.7 (3.0)	3.0 (2.8)	2.7 (2.1)	2.4 (2.6)	4.9 (3.4)	2.7 (2.1)	3.2 (3.2)
Grade Level Supervised											
Elementary	2.8 (2.7)	2.6 (2.6)	2.2 (1.6)	5.2 (3.5)	4.3 (3.5)	2.4 (2.8)	3.1 (2.7)	2.2 (2.5)	5.2 (3.8)	3.0 (2.5)	3.4 (3.3)
High School	2.9 (2.4)	2.2 (2.1)	2.4 (1.9)	5.5 (3.1)	4.1 (3.2)	2.4 (2.4)	3.1 (2.5)	2.4 (2.3)	5.4 (3.6)	3.0 (2.4)	2.9 (2.7)
Principal Experience											
Experience in Current Position											
≤ 3 Years	2.4 (2.5)	2.4 (2.4)	2.4 (1.9)	5.0 (3.4)	4.2 (3.1)	3.2 (2.6)	3.5 (2.6)	2.4 (2.5)	4.7 (3.6)	2.9 (2.3)	3.3 (2.9)
4 to 9 Years	1.9 (2.3)	2.0 (2.3)	2.3 (1.7)	4.7 (3.2)	3.7 (3.5)	2.4 (2.5)	2.6 (2.3)	1.9 (2.1)	5.2 (3.9)	2.9 (2.7)	3.0 (3.2)
Total Principal Experience											
4 to 9 Years	2.1 (2.4)	2.3 (2.4)	2.1 (1.7)	4.3 (3.4)	4.2 (3.3)	2.7 (2.5)	2.9 (2.2)	2.3 (2.4)	5.0 (3.9)	2.9 (2.6)	3.6 (3.4)
≥ 10 Years	2.3 (2.6)	2.4 (2.3)	1.9 (1.2)	5.5 (3.2)	3.4 (3.1)	2.8 (2.7)	2.7 (2.5)	2.4 (2.6)	5.3 (3.5)	2.6 (1.9)	2.4 (2.6)
Teaching Experience											
In District Teaching Experience											
≤ 3 Years	2.8 (3.0)	2.7 (2.6)	2.4 (1.9)	5.1 (3.1)	4.4 (3.3)	3.3 (2.8)	3.5 (2.6)	2.7 (2.7)	4.8 (3.6)	2.8 (2.3)	3.5 (3.2)
≥ 10 Years	1.4 (0.9)	1.6 (1.2)	1.9 (1.4)	5.0 (3.5)	3.4 (3.0)	2.2 (1.8)	2.4 (2.0)	1.6 (1.2)	4.9 (3.6)	2.6 (1.7)	2.5 (2.4)
Total Teaching Experience											
≥ 10 Years	2.0 (2.3)	2.1 (2.1)	2.0 (1.6)	4.8 (3.4)	3.6 (3.1)	2.6 (2.4)	2.6 (2.3)	1.9 (2.0)	4.8 (3.7)	2.6 (2.1)	2.9 (2.9)

Note: *M*(*SD*)



## **Inferential Statistics: Statistically Significant and Important Differences between Evaluation Barriers**

The inferential statistic stage of the data analyses revealed the differences between principals' perceived influence of selected evaluation barriers by using a 10 X 11 factorial design. A one-way between groups analysis of variance (ANOVA) was used to identify differences in the mean scores between the principals' perceived influence of evaluation barriers. A post-hoc Tukey HSD test was then used to further understand the statistically significant differences reported from the ANOVA results. Participant demographics were disaggregated, and only combinations with a number of participants equal to, or greater than, thirty were examined, which was to ensure the sample size met the minimum requirement of the Central Limit Theorem.

In this section, each hypothesis is reported, the strength of the differences, and the level of statistical significance, which is determined *a priori* as being *p*-value of  $\leq .05$ . The F critical value was determined *a priori* at 2.60. A Post hoc Tukey HSD test was then conducted to determine differences and Cohen's *d* ( $d \geq 0.2$ ) was used to calculate effect size. This section seeks to answer the research question: Are there statistically significant and important differences between evaluation barriers?

**Evaluation barriers.** A one-way ANOVA revealed that overall, there was a statistically significant difference ( $p \leq .05$ ) between evaluation barriers as reported by all participating Montana principals ( $n = 122$ ). Participant demographics were disaggregated, and only combinations with a number of participants equal to or greater than thirty were examined. A Post hoc Tukey HSD test determined which combination of barriers had statistically significant

differences and subsequently a Cohen's  $d$  was used to calculate the magnitude of those differences. Tables 12 – 17 provide a summary of the statistically significant ( $p \leq .05$ ) and important mean differences ( $d \geq .02$ ) between evaluation barriers (see Appendix C for further information regarding the complete ANOVA and Post hoc Tukey HSD results). Barriers listed vertically are those barriers with larger mean scores and horizontal barriers are those barriers with lower mean scores. The corresponding number that meets each barrier at the X and Y axis is the magnitude of the differences found by calculating a Cohen's  $d$  effect size as result of a statistically significant finding at  $p \leq .05$ . The combinations that were not included, or blank, were due to a lack of a statistically significant finding.

The first research hypothesis is:

$H_1$  - There is a statistically significant difference in the principals' perceived influence of evaluation barriers for different teacher performance levels.

The first null hypothesis is:

$H_0$  - There is no statistically significant difference in the principals' perceived influence of evaluation barriers for different teacher performance levels.

**Evaluation barriers: all participating principals.** There were 110 possible combinations of barriers and analysis revealed 39 statistically significant and important differences. Ten differences were reported as large ( $d \geq 0.8$ ), ten differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and nineteen differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Therefore, the null hypothesis was rejected. Table 12 provides statistically significant ( $p \leq .05$ ) and important mean differences ( $d \geq 0.2$ ) between evaluation barriers and the results of the Tukey HSD's Test for multiple comparisons for all participating principals.

Table 12

*Evaluation Barriers: All Participating Montana Principals (n = 122)*

Evaluation Barriers	Evaluation Barriers								
	Process 4.1 (3.3)	Union 3.7 (3.4)	Staff 3.3 (2.7)	Standards 3.4 (2.6)	Training 3.3 (2.5)	Conflict 3.0 (2.2)	Community 2.5 (2.5)	Superiors 2.5 (2.5)	Board 2.4 (2.5)
Expectations 5.5 (3.1)	0.4*	0.5**	0.7**	0.7**	0.8***	0.9***	1.1***	1.1***	1.1***
Time 5.6 (3.6)	0.4*	0.5**	0.7**	0.7**	0.8***	0.9***	1.0***	1.0***	1.1***
Process 4.1 (3.3)			0.3*	0.3**	0.3*	0.4*	0.6**	0.6**	0.6**
Union 3.7 (3.4)						0.3*	0.4*	0.4*	0.5**
Standards 3.4 (2.6)							0.3*	0.3*	0.4*
Staff 3.3 (2.7)							0.3*	0.3*	0.4*
Training 3.3 (2.5)							0.3*	0.3*	0.4*
Conflict 3.0 (2.2)									0.2*

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ),  $M$  (SD), Cohen's  $d$ : \*small, \*\*medium, and \*\*\*large

**Evaluation barriers: gender identity.** Principals who identify as female reported 15 statistically significant and important differences between barriers out of 110 possible combinations. Nine differences were reported as large ( $d \geq 0.8$ ), five differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and one difference was reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals who identify as male reported 20 statistically significant and important differences between barriers out of 110 possible combinations. For the male subgroup, seven differences were large ( $d \geq 0.8$ ), four differences were medium ( $d \geq 0.5$  &  $d < 0.8$ ), and nine differences were small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 13 provides statistically significant ( $p \leq .05$ ) and important

mean differences ( $d \geq 0.2$ ) between evaluation barriers and the results of the Tukey HSD's Test for multiple comparisons for the participating principals demographic category: Gender Identity.

Table 13  
*Evaluation Barriers: Gender Identity*

Evaluation Barriers	Evaluation Barriers									
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Training	Union
Identify as Female	2.1 (2.1)	2.3 (2.2)	2.9 (2.2)		3.3 (2.9)	3.1 (2.7)	2.9 (2.4)	2.1 (2.2)	2.8 (2.3)	3.3 (3.1)
Expectations 5.5 (3.3)	1.2***	1.2***	0.9***		0.7**	0.8***	0.9***	1.2***	0.7**	0.7**
Time 5.1 (3.6)		1.0***				0.6**		1.0***		0.6**
Union 3.3 (3.1)	0.5**								0.2*	
Identify as Male	2.6 (2.6)	2.6 (2.6)	3.0 (2.1)	5.6 (2.9)	4.7 (3.4)	3.5 (2.8)	3.7 (2.7)	2.7 (2.6)	3.6 (2.6)	4.0 (3.5)
Conflict 3.0 (2.1)	0.2*									
Expectations 5.6 (2.9)	1.1***		1.0***		0.3*	0.7**	0.7**	1.1***	0.7**	0.5**
Staff 3.5 (2.8)		0.3*	0.2*							
Standards 3.7 (2.7)		0.4*	0.3*							
Time 6.1 (3.5)	1.2***			0.2*		0.8***	0.8***	1.1***		
Training 3.6 (2.6)	0.4*							0.4*		

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), M (SD), Cohen's  $d$ = \*small, \*\*medium, and \*\*\*large

**Evaluation barriers: age in relation to staff.** Principals who were about the same age as the staff they evaluate reported 15 statistically significant and important differences between barriers out of 110 possible combinations. Eight differences were reported as large ( $d \geq 0.8$ ), two differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and five differences were

reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals who are older than the staff they evaluate reported 16 statistically significant and important differences between barriers out of 110 possible combinations. Nine differences were reported as large ( $d \geq 0.8$ ), four differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and one difference was reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 14 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between evaluation barriers and the results of the Tukey HSD's Test for multiple comparisons for the participating principals demographic category: Age in Relation to Staff.

Table 14

*Evaluation Barriers: Age in Relation to Staff*

Evaluation Barriers	Evaluation Barriers								
	Board	Community	Conflict	Process	Staff	Standards	Superiors	Training	Union
Same	2.5 (2.3)	2.5 (2.2)		4.3 (3.4)	3.4 (2.6)	3.2 (2.4)	2.7 (2.5)		3.9 (3.3)
Conflict 3.1 (2.3)		0.3*					0.2*		
Expectations 5.4 (3.1)	1.1***	1.1***		0.4*	0.7**	0.8***	1.0***		0.5**
Process 4.3 (3.4)					0.3*				
Time 6.0 (3.6)		1.2***			0.8***	0.9***	1.1***		
Training 3.4 (2.4)							0.3*		
Older	2.4 (2.6)	2.5 (2.6)	2.8 (2.1)	3.7 (3.1)	3.3 (2.8)	3.0 (2.3)	2.3 (2.4)	3.1 (2.4)	3.5 (3.4)
Expectations 5.5 (3.1)	1.1***		1.0***	0.6**	0.8***	0.9***	1.2***	0.9***	0.6**
Staff 3.3 (2.8)		0.3*							
Standards 3.0 (2.3)		0.2*							
Time 5.5 (3.4)	1.1***				0.7**	0.9***	1.1***		0.6**
Union 3.5 (3.4)		0.3*							

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), M (SD), Cohen's  $d$ = \*small, \*\*medium, and \*\*\*large

***Evaluation barriers: grade level supervised.*** Elementary principal reported 13 statistically significant and important differences between barriers out of 110 possible combinations. Six differences were reported as large ( $d \geq 0.8$ ), five differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and two differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). High school principals reported 17 statistically significant and important differences between barriers out of 110 possible combinations. Eleven differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and three differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 15 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between evaluation barriers and the results of the Tukey HSD's Test for multiple comparisons for the participating principals demographic category: Grade Level Supervised.

Table 15

*Evaluation Barriers: Grade Level Supervised*

Evaluation Barriers	Evaluation Barriers								
	Board	Community	Conflict	Process	Staff	Standards	Superiors	Training	Union
Elementary	2.5 (2.5)	2.5 (2.5)		4.3 (3.2)	3.7 (2.8)	3.6 (2.6)	2.6 (2.5)	3.6 (2.5)	4.1 (3.4)
Expectations 5.8 (2.8)	1.2***			0.5**	0.7**	0.8***	1.2***	0.8***	0.5**
Standards 3.6 (2.6)		0.4*							
Time 6.1 (3.4)						0.8***	1.2***		0.6**
Union 4.1 (3.4)		0.5**						0.2*	
High School	2.3 (2.2)	2.2 (2.1)	3.2 (2.3)	4.3 (3.4)	3.3 (2.5)	3.5 (2.7)	2.4 (2.3)	3.2 (2.4)	3.5 (3.2)
Expectations 6.0 (2.8)	1.5***	1.5***	1.1***	0.5**	1.0***	0.9***	1.4***	1.1***	0.8***
Process 4.3 (3.4)	0.7**				0.4*		0.7**		
Time 5.8 (3.5)	1.2***				0.8***		1.2***		
Training 3.2 (2.4)	0.4*						0.3*		

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ),  $M$  (SD), Cohen's  $d$ : \*small, \*\*medium, and \*\*\*large

**Evaluation barriers: principal experience.** Principals with  $\leq 3$  years of experience in current position reported 18 statistically significant and important differences between barriers out of 110 possible combinations. Along with principals with equal to or more than 10 years of in district teaching experience, 18 was the most statistically significance and important differences within the demographic categories. Five differences were reported as large ( $d \geq 0.8$ ), six differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and seven differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with 4 to 9 years of experience in current position reported 16 statistically significant and important differences between barriers out of 110 possible combinations. Ten differences were reported as large ( $d \geq 0.8$ ), five differences

were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and one difference was reported as small ( $d \geq 0.2$  &  $d < 0.5$ ).

Principals with four to nine years of total principal experience reported 14 statistically significant and important differences between barriers out of 110 possible combinations. Six differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and five differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with  $\geq 10$  years of total principal experience reported 11 statistically significant and important differences between barriers out of 110 possible combinations. Nine differences were reported as large ( $d \geq 0.8$ ), one difference was reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and one difference was reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 16 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between evaluation barriers and the results of the Tukey HSD's Test for multiple comparisons for the participating principals demographic category: Principal Experience.



Table 16

*Evaluation Barriers: Principal Experience*

Evaluation Barriers	Evaluation Barriers									
	Board	Community	Conflict	Expectations	Process	Staff	Standards	Superiors	Training	Union
Experience in Current Position										
≤ 3 Years	2.4 (2.4)	2.4 (2.4)	2.8 (2.1)		4.3 (3.2)	3.5 (2.7)	3.7 (2.8)	2.5 (2.4)	3.2 (2.4)	3.8 (3.2)
Conflict 2.8 (2.1)	0.2*									
Expectations 5.4 (2.9)	1.1***				0.4*	0.7**	0.6**	1.1***	0.8***	0.5**
Standards 3.7 (2.8)		0.5**								
Time 5.3 (3.6)	1.0***				0.3	0.6**	0.5**	1.0***		0.4*
Union 3.8 (3.2)		0.5**	0.4*						0.2*	
4 to 9 Years	2.1 (2.3)	2.2 (2.4)	3.2 (2.3)		3.9 (3.5)	3.2 (2.8)	3.1 (2.5)	2.2 (2.3)	3.4 (2.8)	3.7 (3.5)
Expectations 5.4 (3.1)	1.2***	1.2***	0.8***		0.5**	0.8***	0.8***	1.2***	0.7**	0.5**
Process 3.9 (3.5)							0.3*	0.6**		
Time 5.9 (3.7)	1.2***					0.8***	0.9***	1.2***		
Training 3.4 (2.8)								0.5**		
Total Principal Experience										
4 to 9 Years	2.4 (2.5)	2.5 (2.5)	3.0 (2.2)	5.1 (3.2)		3.4 (2.7)	3.5 (2.5)	2.6 (2.5)		4.3 (3.6)
Conflict 3.0 (2.2)								0.2*		
Expectations 5.1 (3.2)	1.0***	0.9***	0.8***			0.6**	0.6**	0.9***		0.2*
Process 4.4 (3.3)							0.3*	0.6**		
Time 5.9 (3.7)				0.2*			0.8***	1.0***		
Training 3.4 (2.7)								0.3*		
≥ 10 Years	2.4 (2.4)	2.7 (2.6)	2.8 (2.1)		3.6 (3.2)	3.2 (2.8)	2.5 (2.5)	2.9 (2.4)	2.9 (2.1)	3.0 (3.0)
Expectations 5.7 (3.0)	1.2***		1.2***		0.7**	0.9***	1.1***	1.2***	1.1***	0.9***
Time 5.7 (3.4)						0.8***				0.8***
Staff 3.2 (2.8)		0.2*								

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ),  $M$  (SD), Cohen's  $d$ =\*small, \*\*medium, and \*\*\*large

***Evaluation barriers: teaching experience.*** Principals with  $\leq 3$  years of in district teaching experience reported 10 statistically significant and important differences between barriers out of 110 possible combinations. Four differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and three differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with  $\geq 10$  years in district teaching experience reported 18 statistically significant and important differences between barriers out of 110 possible combinations. Along with equal to or less than three years in their current position, 18 was the most statistically significance and important differences within the demographic categories. Ten differences were reported as large ( $d \geq 0.8$ ), six differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and two differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with  $\geq 10$  years of total teaching experience reported 17 statistically significant and important differences between barriers out of 110 possible combinations. Nine differences were reported as large ( $d \geq 0.8$ ), six differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and two differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 17 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between evaluation barriers and the results of the Tukey HSD's Test for multiple comparisons for the participating principals demographic category: Principal Experience.

Table 17

*Evaluation Barriers: Teaching Experience*

Evaluation Barriers	Evaluation Barriers								
	Board	Community	Conflict	Process	Staff	Standards	Superiors	Training	Union
In District Teaching Position Experience									
≤ 3 Years	2.7 (2.8)	2.7 (2.6)		4.4 (3.4)	3.7 (2.9)	3.6 (2.8)	2.8 (2.7)	3.1 (2.4)	3.9 (3.5)
Expectations 5.4 (2.9)	0.9***			0.3*	0.6**	0.6**	0.9***	0.8***	0.5**
Standards 3.6 (2.8)		0.3*							
Staff 3.7 (2.9)		0.3*							
Time 5.4 (3.5)							0.9***		
≥ 10 Years	1.9 (1.6)	2.1 (1.8)	2.7 (2.0)		3.0 (2.4)	3.0 (2.2)	1.9 (1.6)	3.0 (2.2)	3.7 (3.2)
Expectations 5.7 (3.2)	1.6***	1.5***	1.2***		1.0***	1.0***	1.6***		0.6**
Process 3.6 (3.0)					0.2*		0.7**		
Time 5.5 (3.6)	1.4***	1.3***			0.8***		1.4***		0.5**
Training 3.0 (2.2)	0.6**	0.5**					0.6**		
Union 3.7 (3.2)								0.2*	
Total Teaching Experience									
≥ 10 Years	2.2 (2.4)	2.4 (2.4)	2.8 (2.1)	3.8 (3.2)	3.3 (2.7)	3.1 (2.5)	2.2 (2.2)	3.0 (2.3)	3.7 (3.3)
Expectations 5.5 (3.1)	1.2***	1.1***	1.0***	0.5**	0.7**	0.8***	1.2***	0.9***	0.6**
Process 3.8 (3.2)					0.2**		0.6**		
Time 5.5 (3.6)	1.1***				0.7**	0.8***	1.1***		0.5**
Training 3.0 (2.3)							0.4*		

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), **M (SD)**, Cohen's  $d$ = \*small, \*\*medium, and \*\*\*large

## **Inferential Statistics: Statistically Significant and Important Differences between Evaluation Barriers and Performance Combinations**

The inferential statistics stage of the data analyses revealed the differences between principals' perceived influence of selected evaluation barriers by using a 4 X 11 factorial design. A one-way between groups analysis of variance, or ANOVA, was used to identify differences in the mean scores between the principals' perceived influence of evaluation barriers. A post-hoc Tukey HSD test was then used to further understand the statistically significant differences reported from the ANOVA results. Participant demographics were disaggregated, and only combinations with a number of participants equal to, or greater than, thirty were examined, which was to ensure the sample size met the minimum requirement of the Central Limit Theorem.

In this section, each hypothesis is reported and the level of statistical significance, which is determined *a priori* as being *p*-value of  $\leq .05$ . The F critical value was determined *a priori* at 2.60. A Post hoc Tukey HSD test was then conducted to determine the magnitude of the differences by calculating a Cohen's *d* effect size.

This section seeks to answer the research question: Are there statistically significant and important differences between evaluation barriers and performance combinations?

**Evaluation barriers and performance combinations.** A one-way ANOVA revealed that overall, there was a statistically significant difference ( $p \leq .05$ ) between evaluation barriers and performance combinations for all participating Montana principals ( $n = 122$ ). A Post hoc Tukey HSD test was conducted to determine which combination of barriers and performance combinations had statistically significant differences  $p \leq .05$  and subsequently a Cohen's *d* was

used to calculate the magnitude of those differences. Tables 18 – 23 provide a summary of the statistically significant ( $p \leq .05$ ) and important mean differences ( $d \geq .02$ ) between evaluation barriers (see Appendix D for further information regarding the complete ANOVA and Post hoc Tukey HSD results). The Evaluation barriers are arranged vertically in alphabetical order in the left column and the Performance Combinations are arranged in ascending order of magnitude in horizontally in rows. The corresponding number that meets each barrier at the X and Y axis is the calculated effect size as result of a statistically significant finding at ( $p \leq .05$ ). The combinations that were not included, or blank, was due to a lack of a statistically significant finding at ( $p \leq .05$ ).

The second research hypothesis is:

H<sub>1</sub> - There is a statistically significant difference between evaluation barriers.

The second null hypothesis is:

H<sub>0</sub> - There is no statistically significant difference between evaluation barriers.

***Evaluation barriers and performance combinations: all participating principals.*** There were six statistically significant differences between the evaluation barriers and performance combinations out of 66 possible combinations. No differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and three differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Therefore, the null hypothesis was rejected. Table 18 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between performance combinations and evaluation barriers, and the results of the Tukey HSD's Test for multiple comparisons for all participating principals.

Table 18

*Evaluation Barriers and Performance Combinations: All Principals (n = 122)*

Evaluation Barriers	Performance Combinations					
	GT/GE & MT/GE		GT/GE & GT/ME		GT/GE & MT/ME	
My Desire to Avoid Conflict	2.2 (1.7)	3.1 (2.1)	2.2 (1.7)	3.2 (2.4)	2.2 (1.7)	3.4 (2.3)
	0.5**		0.5**		0.6**	
Lack of Support from the Staff					2.7 (2.5)	3.7 (2.6)
					0.4*	
My Lack of Time					5.0 (3.7)	6.4 (3.4)
					0.4*	
A Challenge from the Union					3.0 (3.0)	4.3 (3.5)
					0.4*	

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), M (SD), \*=small, \*\*= medium, and \*\*\*= large, GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee

**Evaluation barriers and performance combinations: gender identity.** Principals who identify as female reported four statistically significant and important differences between barriers and performance combinations out of 66 possible combinations. One difference was reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals who identify as male reported one statistically significant and important difference between barriers and performance combinations. No differences were reported as large ( $d \geq 0.8$ ), one difference was reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ).

Table 19 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between performance combinations and evaluation barriers, and the results of the Tukey HSD's Test for multiple comparisons for: Gender Identity.

Table 19

*Evaluation Barriers and Performance Combinations: Gender Identity*

Evaluation Barriers	Performance Combinations	
	GT/GE & MT/ME	
Identify as Female		
	2.0 (1.5)	3.5 (2.5)
My Desire to Avoid Conflict	0.8***	
	2.4 (2.1)	3.8 (2.7)
Lack of Support from Staff	0.6**	
	4.1 (3.5)	6.1 (3.4)
My Lack of Time	0.6**	
	2.3 (2.4)	4.0 (3.3)
A Challenge from the Union	0.6**	
Identify as Male		
	2.3 (1.8)	3.3 (2.2)
My Desire to Avoid Conflict	0.5**	

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ),  $M$  (SD), \*=small, \*\*= medium, and \*\*\*= large, GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee

***Evaluation Barriers and performance combinations: age in relation to staff.*** Principals who about the same age as the staff they evaluate reported five statistically significant and important differences between barriers and performance combinations out of 66 possible combinations. Two differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d$

< 0.5). Principals who are older than the staff they evaluate reported one statistically significant and important difference between barriers and performance combinations. No differences were reported as large ( $d \geq 0.8$ ), one difference was reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 20 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between performance combinations and evaluation barriers, and the results of the Tukey HSD's Test for multiple comparisons for: Age in Relation to Staff.

Table 20

*Evaluation Barriers and Performance Combinations: Age in Relation to Staff*

Evaluation Barriers	Performance Combinations					
	GT/GE & GT/ME		GT/GE & MT/GE		GT/GE & MT/ME	
About the Same Age as the Staff they Evaluate	1.9 (1.6)	3.3 (2.4)	1.9 (1.6)	3.4 (2.2)	1.9 (1.6)	3.7 (2.3)
My Desire to Avoid Conflict	0.7**		0.8***		0.9***	
Lack of Support from Staff					2.4 (2.0)	4.2 (2.7)
A Challenge from the Union					0.7**	
					2.8 (2.8)	4.8 (3.4)
Older than the Staff they Evaluate					0.6**	
My Desire to Avoid Conflict					2.1 (1.5)	3.2 (2.4)
					0.5**	

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), M (SD), \*=small, \*\*= medium, and \*\*\*= large, GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee



**Evaluation barriers and performance combinations: grade level supervised.** Elementary principals reported one statistically significant and important difference between Marginal Teachers/Marginal Employees and Good Teachers/Good Employees for the evaluation barrier My Desire to Avoid Conflict. No differences were reported as large ( $d \geq 0.8$ ), one difference was reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). High school principals reported one statistically significant and important difference between Marginal Teachers/Marginal Employees and Good Teachers/Good Employees for the evaluation barrier My Desire to Avoid Conflict. No differences were reported as large ( $d \geq 0.8$ ), one difference was reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 21 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between performance combinations and evaluation barriers, and the results of the Tukey HSD's Test for multiple comparisons for: Grade Level Supervised.

Table 21

*Evaluation barriers and Performance Combinations: Grade Level Supervised*

Evaluation barriers	Performance Combinations	
	GT/GE & MT/GE	GT/GE & MT/ME
Elementary		
	2.2 (1.6)	3.2 (2.1)
My Desire to Avoid Conflict	0.5**	
High School		
		2.4 (1.9)      3.9 (2.4)
My Desire to Avoid Conflict	0.7**	

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), M (SD), \*=small, \*\*= medium, and \*\*\*= large, GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee

***Evaluation barriers and performance combinations: principal experience.*** Principals with four to nine years of experience in their current position reported three statistically significant and important differences between barriers and performance combinations out of 66 possible combinations. No differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with four to nine years of total principal experience reported two statistically significant and important differences between barriers and performance combinations. No differences were reported as large ( $d \geq 0.8$ ), two differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with equal to or greater than ten years of total principal experience reported two statistically significant and important differences between barriers and performance combinations. One difference was reported as large ( $d \geq 0.8$ ), one difference was reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 22 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq 0.2$ ) mean differences between performance combinations and evaluation barriers, and the results of the Tukey HSD's Test for multiple comparisons for: Principal Experience.

Table 22

*Evaluation Barriers and Performance Combinations: Principal Experience*

Evaluation Barriers	Performance Combinations					
	GT/GE & GT/ME		GT/GE & MT/GE		GT/GE & MT/ME	
Experience in Current Position						
4 to 9 Years	2.3 (1.7)	3.4 (2.6)	2.3 (1.7)	3.5 (2.2)	2.3 (1.7)	3.7 (2.4)
My Desire to Avoid Conflict	0.5**		0.6**		0.7**	
Total Principal Experience						
4 to 9 Years			2.1 (1.7)	3.3 (2.1)	2.1 (1.7)	3.5 (2.3)
My Desire to Avoid Conflict			0.6**		0.7**	
≥ 10 Years			1.9 (1.2)	2.9 (2.0)	1.9 (1.2)	3.2 (2.3)
My Desire to Avoid Conflict			0.6**		0.8***	

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ),  $M$  (SD), \*=small, \*\*= medium, and \*\*\*= large, GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee

***Evaluation barriers and performance combinations: teaching experience.*** Principals with greater than or equal to ten years of in district teaching experience reported three statistically significant and important differences between barriers and performance combinations out of 66 possible combinations. One difference was reported as large ( $d \geq 0.8$ ), two differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and no differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Principals with equal to or greater than ten years of total teaching experience reported seven statistically significant and important differences between barriers and performance combinations. No differences were reported as large ( $d \geq 0.8$ ), three differences were reported as medium ( $d \geq 0.5$  &  $d < 0.8$ ), and four differences were reported as small ( $d \geq 0.2$  &  $d < 0.5$ ). Table 23 provides statistically significant ( $p \leq .05$ ) and important ( $d \geq$

0.2) mean differences between performance combinations and evaluation barriers, and the results of the Tukey HSD's Test for multiple comparisons for: Teaching Experience.

Table 23

*Evaluation Barriers and Performance Combinations: Teaching Experience*

Evaluation Barriers	Performance Combinations					
	GT/GE & GT/ME		GT/GE & MT/GE		GT/GE & MT/ME	
In District Teaching Position Experience						
≥ 10 Years					1.9 (1.4)	3.1 (2.2)
My Desire to Avoid Conflict					0.7**	
					2.2 (1.8)	3.8 (2.3)
Lack of Support from Staff					0.8***	
					2.5 (2.4)	4.5 (3.3)
A Challenge from the Union					0.7**	
Total Teaching Experience						
≥ 10 Years	2.0 (1.6)	2.9 (2.3)	2.0 (1.6)	3.0 (2.1)	2.0 (1.6)	3.2 (2.3)
My Desire to Avoid Conflict	0.5**		0.5**		0.6**	
					4.8 (3.4)	6.0 (2.8)
Expectations of High Ratings					0.4*	
					4.8 (3.7)	6.4 (3.5)
My Lack of Time					0.4*	
					2.6 (2.1)	3.5 (2.4)
My Lack of Training					0.4*	
					2.9 (2.9)	4.3 (3.5)
A Challenge from the Union					0.4*	

Note. Statistically significant ( $p \leq .05$ ) and Important ( $d \geq 0.2$ ), M (SD), \*=small, \*\*= medium, and \*\*\*= large, GT/GE = Good Teacher/Good Employee, GT/ME = Good Teacher/Marginal Employee, MT/GE = Marginal Teacher/Good Employee, MT/ME = Marginal Teacher/Marginal Employee

## Summary

In summary, this chapter reported the questionnaire results of the study, which explored data specific to evaluation barriers and teacher performance combinations. The data collection process and how the data was analyzed was explained. The study explored the differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories, as well as, the differences between the barriers and remaining barriers. The data was analyzed in three stages: (a) Stage One – Descriptive Statistics (b) Stage Two – Inferential Statistics and (c) Stage Three – Post-hoc analyses.

Stage One analyzed the data from a macro perspective using descriptive statistics gathered from a questionnaire. Stage Two analyzed the data using factorial design and one-way between groups ANOVA to identify statistically significant differences. Stage Three examined the magnitude of the differences by calculating a Cohen's *d effect size*. The data was then presented in tables to draw further conclusions in chapter five. The research questions were presented and both associated null hypotheses were rejected. Chapter Five contains the application of the results from chapter Four to each of the two research questions. Additional findings are presented and discussed related to the demographic grouping variables data. The conclusions and recommendations for future research are provided. Finally, implications of this study's findings are discussed and recommendations for practical application are provided to the intended audiences.

## Chapter Five – Findings

The purpose of this quantitative, nonexperimental study was to explore the statistically significant and important differences principals' perceived influence of selected evaluation barriers for different teacher performance categories, and the differences between evaluation barriers. In this study, participating principals were asked to categorize teachers they supervise into four performance categories: (1) Good Teacher/Good Employee (2) Good Teacher/Marginal Employee (3) Marginal Teacher/Good Employee, and (4) Marginal Teacher/Marginal Employee. Principals then identified how each of the eleven selected evaluation barriers influenced their ability to accurately evaluate teachers within each of the four performance categories.

Additional examination of the participants' demographic information identified how individual principal characteristics further influenced the differences between their perceived influence of selected evaluation barriers for six different teacher performance categories. Personal characteristics of each participant sought were: (a) grade level(s) supervised; (b) teaching experience; (c) in-district teaching experience; (d) principal experience; (e) experience in current position; (f) age in relation to staff; and (g) gender identity. Analysis of the data demonstrated that there are statistically significant and important differences between evaluation barriers and teacher performance combinations as well as statistically significant and important differences between the evaluation barriers for all participating Montana principals and reported principals' demographic variables.

This chapter contains findings from the analyses reported in Chapter Four for the two research questions. Additional findings are presented and discussed related to the demographic grouping variables data. The conclusions and recommendations for future research are also provided. Finally, implications of this study's findings are discussed and recommendations for practical application are provided to the intended audiences. As described in Chapter One, this study utilized two research questions.

### **Research Question One.**

*Are there statistically and important differences between evaluation barriers?*

**Evaluation barriers.** This study revealed that each of the eleven Evaluation barriers had at least one statistically significant and important difference with one of the remaining Evaluation barriers. The eleven Evaluation barriers selected for this study were: (a) expectations of high ratings from teachers; (b) my lack of time; (c) my lack of training; (d) my desire to avoid conflict; (e) unclear teacher performance standards; (f) poor evaluation process; (g) lack of support from my superiors; (g) lack of support from the staff; (h) lack of support from the board; (i) lack of support from the community; (j) a challenge from the union. This next section will present the statistically significant and important differences between evaluation barriers for the all participating principals ( $n = 122$ ) and notable variations within the thirteen participating principal demographic categories with a number of participants equal to or greater than thirty.

**Expectations of high ratings from teachers.** Expectations for High Ratings from Teachers was considered the most dominant evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean

difference ( $d \geq 0.2$ ) between Expectations of High Ratings from Teachers and nine other evaluation barriers (Process, Union, Staff, Standards, Training, Conflict, Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with no other evaluation barriers (see Table 12). All thirteen demographic groupings reported statistically significant and important differences. The largest frequency and largest magnitude of differences for Expectations of High Ratings from Teachers were reported by six principal demographic groupings. These groupings were: (a) High School principals, (b) principals who identify as female, (c) principals with equal to or greater than ten years of in district teaching experience, (d) principals equal to or greater than ten years of teaching experience, (e) principals with equal to or greater than ten years of principal experience, and (f) principals with four to nine years in their current position. Principals who identify as female reported over twice as many large differences between *Expectations of Higher Ratings from Teachers* and remaining evaluation barriers than principals who identify as male reported. These results suggest that principals who identify as female are notably more influenced by *Expectations of High Ratings from Teachers* than principals who identify as male (see Tables 13-17).

**My lack of time.** My Lack of Time was considered the second most dominant evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between My Lack of Time and nine other evaluation barriers (Process, Union, Staff, Standards, Training, Conflict, Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with no other evaluation barriers (see Table 12). All thirteen demographic groupings reported statistically significant and important differences. The largest frequency



and largest magnitude of differences for My Lack of Time was reported by principals with equal to or less than three years of in their current position (see Tables 13-17).

**Poor evaluation process.** Poor Evaluation Process was considered the third most dominant evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between Poor Evaluation Process and seven other evaluation barriers (Staff, Standards, Training, Conflict, Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with two other evaluation barriers (Expectations & Time) (see Table 12). Six of the remaining thirteen demographic groupings, reported statistically significant and important differences. The largest frequency and largest magnitude of differences for Poor Evaluation Process was reported by high school principals (see Tables 13-17).

**A challenge from the union.** A Challenge from the Union was considered the fourth most dominant evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between A Challenge from the Union and four other evaluation barriers (Conflict, Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with two other evaluation barriers (Expectations & Time) (see Table 12). Five of the remaining thirteen demographic groupings, reported statistically significant and important differences. The largest frequency and largest magnitude of differences for A Challenge from the Union was reported by principals with equal to or less than three years in their current position (see Tables 13-17).

**Unclear performance standards.** Unclear Performance Standards was considered a mixed moderate evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between Unclear Performance Standards and three other Evaluation barriers (Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with three other Evaluation barriers (Expectations, Time, & Process) (see Table 12). The largest frequency and largest magnitude of differences for Unclear Performance Standards was reported by principals who identify as male (see Tables 13-17).

**Lack of support from staff.** Lack of Support from Staff was considered a mixed moderate an evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between Lack of Support from Staff and three other Evaluation barriers (Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with three other evaluation barriers (Expectations, Time, & Process) (see Table 12). The largest frequency and largest magnitude of differences for Lack of Support from Staff was reported by principals who identify as male (see Tables 13-17).

**My lack of training.** My Lack of Training was considered a mixed moderate an evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between My Lack of Training and three other Evaluation barriers (Community, Superiors, & Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with three other evaluation barriers (Expectations, Time, & Process) (see Table 12). The largest frequency and largest

magnitude of differences for My Lack of Training was reported by principals with equal to or greater than ten years of in district teaching (see Tables 13-17).

**My desire to avoid conflict.** My Desire to Avoid Conflict was considered the fourth most subordinate evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between My Desire to Avoid Conflict and one other Evaluation Barrie (Board) and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with four other Evaluation barriers (Expectations, Time, Process, & Union) (see Table 12). The largest frequency and largest magnitude of differences for My Desire to Avoid Conflict was reported by principals who are about the same age as the staff they evaluate (see Tables 13-17).

**Lack of support from the community.** Lack of Support from the Community was considered the third most subordinate evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between Lack of Support from the Community and no other evaluation barriers and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with seven other evaluation barriers (Expectations, Time, Process, Union, Standards, Staff, & Training) (see Table 12). The largest frequency and largest magnitude of differences for Lack of Support from the Community was reported by principals who are about the same age as the staff they evaluate (see Tables 13-17).

**Lack of support from superiors.** Lack of Support from Superiors was considered the second most subordinate evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference

( $d \geq 0.2$ ) between Lack of Support from Superiors and no other evaluation barriers and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with seven other evaluation barriers (Expectations, Time, Process, Union, Standards, Staff, & Training) (see Table 12). The largest frequency and largest magnitude of differences for Lack of Support from Superiors was reported by principals with four to nine years of principal experience (see Tables 13-17).

**Lack of support from the board.** Lack of Support from the Board was the most subordinate evaluation barrier for all participating principals ( $n = 122$ ). All participating principals reported a statistically significant and important larger mean difference ( $d \geq 0.2$ ) between Lack of Support from the Board and no other evaluation barriers and statistically significant and important smaller mean differences ( $d \geq 0.2$ ) with eight other evaluation barriers (Expectations, Time, Process, Union, Standards, Staff, Training, & Conflict) (see Table 12). The largest frequency and largest magnitude of differences for Lack of Support from the Board was reported by principals with equal to or less than three years of experience in their current position and principals with equal to or greater than ten years of in district teaching experience (see Tables 13-17).

### **Research Question Two**

*Are there statistically and important differences between selected evaluation barriers and teacher performance category combinations?*

**Evaluation barriers and performance combinations.** This study revealed the statistically significant and important differences of eleven selected evaluation barriers and four teacher performance combinations. There were several statistically significant and important

differences ( $d \geq 0.2$ ) between performance combinations and evaluation barriers. Three of the six possible performance combinations associated four of the eleven evaluation barriers revealed statistically significant and important differences ( $d \geq 0.2$ ) for all participating principals ( $n = 122$ ). There were four statistically significant and important differences ( $d \geq 0.2$ ) between the performance combinations GT/GE (Good Teacher/Good Employee) and MT/ME (Marginal Teacher/Marginal Employee) that were associated with the Evaluation barriers: (a) My Desire to Avoid Conflict (b) A Challenge from the Union (c) My Lack of Time (d) Lack of Support from the Staff. There was one statistically significant and important mean difference ( $d \geq 0.2$ ) between GT/GE (Good Teacher/Good Employee) and GT/ME (Good Teacher/Marginal Employee), and one statistically significant and important mean difference ( $d \geq 0.2$ ) between GT/GE (Good Teacher/Good Employee) and MT/GE (Marginal Teacher/Good Employee) associated with the evaluation barrier: My Desire to Avoid Conflict (see Table 18). Eleven of the thirteen principal demographic groupings reported at least one statistically significant and important difference ( $d \geq 0.2$ ) between performance combinations and evaluation barriers. The only demographic groupings that did not report at least one statistically significant and important difference ( $d \geq 0.2$ ) between evaluation barriers and performance combinations was principals with equal to or less than three Years of in District Teaching experience and equal to or less than three Years in Current Position (see Tables 19-23).

***Good teachers/good employees and marginal teachers/marginal employees.*** All principals, and ten of the thirteen demographic groupings revealed statistically significant and important differences ( $d \geq 0.2$ ) between Good Teachers/Good Employees and Marginal Teachers/Marginal Employees and Evaluation barriers. All participating principals reported one

medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) for the My Desire to Avoid Conflict, and three small differences ( $d \geq 0.2$  &  $d < 0.5$ ) for (a) Lack of Support from the Union, (b) Lack of Support from the Staff, and (c) My Lack of Time (see Table 18).

Principals with equal to or greater than ten years teaching experience revealed the most differences between GT/GE and MT/ME, with one medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) associated with My Desire to Avoid Conflict, and four small differences ( $d \geq 0.2$  &  $d < 0.5$ ) associated with (a) A Challenge from the Union, (b) My Lack of Time, (c) My Lack of Training, and (d) Expectations of High Ratings from Teachers. Principals that identify as female reported the second highest number of differences between GT/GE and MT/ME, with one large difference ( $d \geq 0.8$ ) associated with My Desire to Avoid Conflict, and three medium differences ( $d \geq 0.5$  &  $d < 0.8$ ) associated with (a) Challenge from the Union, (b) Lack of Support from the Staff, and (c) My Lack of Time. Principals who identify as female reported more evaluation barriers at larger degrees of magnitude when differentiating between GT/GE and MT/ME teachers than principals who identify as male. These results suggest that principals who identify as female may have a more difficult time differentiating between GT/GE and MT/ME teachers than principals who identify as male (see Tables 19-23).

Principals who are about the same age as the staff revealed the third most differences between GT/GE and MT/ME, with one large difference ( $d \geq 0.8$ ) associated with My Desire to Avoid Conflict, and two medium differences ( $d \geq 0.5$  &  $d < 0.8$ ) associated with A Challenge from the Union and Lack of Support from the Staff. Principals with equal to or greater ten years in district teaching experience reported the third most differences between GT/GE and MT/ME, with one large difference ( $d \geq 0.8$ ) associated with Lack of Support from the Staff, and two

medium differences ( $d \geq 0.5$  &  $d < 0.8$ ) associated with My Desire to Avoid Conflict and A Challenge from the Union (see Table 18). Principals with  $\geq 10$  years of principal experience reported one large difference ( $d \geq 0.8$ ) between GT/GE and MT/ME associated with My Desire to Avoid Conflict. Principals with four to nine years in their current position, four to nine years of principal experience, high school principals, principals older than the staff, and principals who identify as female reported one medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) between GT/GE and MT/ME associated with My Desire to Avoid Conflict (see Tables 19-23).

***Good teachers/good employees and marginal teachers/good employees.*** All participating principals revealed one medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) associated with My Desire to Avoid Conflict (see Table 18). Six of the thirteen demographic groupings reported statistically significant and important differences between Good Teachers/Good Employees and Marginal Teachers/Good Employees and Evaluation barriers. Principals who about the same age as the staff reported one large difference ( $d \geq 0.8$ ) associated with My Desire to Avoid Conflict. Principals with four to nine years of principal experience, principals with four to nine years in their current position, principals with equal to or greater than ten years of principal experience, elementary principals, and principals with equal to or greater than ten years of teaching experience all reported one medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) associated with My Desire to Avoid Conflict (see Tables 19-23).

***Good teachers/good employees and good teachers/marginal employees.*** All participating principals revealed one medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) associated with My Desire to Avoid Conflict. Three of the thirteen demographic groupings reported statistically significant and important differences between Good Teachers/Good Employees and Good

Teachers/Marginal Employees and Evaluation barriers (see Table 18). Principals who about the same age as the staff, with four to nine years in their current position, and equal to or greater than ten years of teaching experience all reported one medium difference ( $d \geq 0.5$  &  $d < 0.8$ ) associated with My Desire to Avoid Conflict (see Tables 19-23).

## **Discussion**

This section presents the salient findings that confirm existing scholarly research and add new knowledge to the scholarly research. The results of this study confirm the estimates for distribution of teacher performance levels as perceived by principals. Additionally, the results of this study add to the scholarly literature by providing a more nuanced understanding of the distribution of teacher performance levels as perceived by principals, a hierarchical comparison between eleven selected evaluation barriers and how they potentially influence the accuracy of teacher evaluations, and a further nuanced understanding of how those barriers influence the accuracy of evaluations within four different performance combinations.

**Distribution of performance.** There was little existing research regarding principals' perception of teacher performance in the classroom and teacher conduct as a district employee. Previous research and scholarly literature estimated that 2% to 10% of teachers were considered, marginal, incompetent and/or ineffective (Bridges, 1992; Danielson & McGreal, 2000; Fuhr, 1996; Kraft & Gilmour, 2017; Tucker, 1997; Weisberg et al. 2009). This study provided a more nuanced perspective regarding principals' perceptions of teacher performance by expanding into four performance combinations rather than simply focusing on the lowest performers. For this study, participating principals were asked to categorize teachers they supervise into four performance categories: (1) Good Teacher/Good Employee



(2) Good Teacher/Marginal Employee (3) Marginal Teacher/Good Employee, and (4) Marginal Teacher/Marginal Employee.

The principals who participated in this study estimated that about 28% of teachers were performing below expectations as either a classroom instructor (11%), employee of the district (11%) and (6%) are performing below in both (see Table 6). These estimates are confirmed in the literature and are highly consistent in what Kraft and Gilmour found in their 2017 study where they reported that about 27.1% of teachers were performing below expectations. The remaining 72% of teachers, estimated by principals in this study, are performing as expected as a classroom instructor and an employee of the district. Figure 1 is a visual representation of the findings for distribution of performance.

Good Employees	11%	72%
Marginal Employees	6%	11%
	Marginal Teachers	Good Teachers

Figure 1: Performance Distribution

These percentages fluctuate slightly between the different participating principals' demographic groupings. Elementary principals, principals who identify as female, older principals, and principals with equal to or greater than ten years of principal and in district teaching experience, perceived higher percentages of Good Teachers/Good Employees (see Table 6). High school principals, principals with four to nine years of principal experience, principals about the same age as the staff they evaluate, principals with equal to or less than three years in their current position, and principals who identify as male perceived lower percentages of Good Teachers/Good Employees (see Table 6).

**Evaluation barriers.** This study identified the statistically significant and important differences between eleven selected Evaluation barriers as perceived by 122 participating Montana principals and within thirteen disaggregated demographic groupings. There were three barrier themes revealed through statistically significant and important differences: (a) Dominant, (b) Mixed Moderate, and (c) Subordinate.

Dominant Barriers are Evaluation barriers that have larger mean scores, and have statistically significant and important differences with a majority of the remaining barriers. Dominant Barriers have higher levels of influence over the accuracy of teacher evaluations. Mixed Moderate Barriers are barriers that have equal statistically significant and important larger and smaller mean differences with other barriers. Mixed Moderate Barriers have indeterminate levels of influence over the accuracy of teacher evaluations. Subordinate Barriers are Evaluation barriers that have smaller mean scores, and have statistically significant and important differences with a majority of the remaining barriers. Subordinate Barriers have

lower levels of influence over the accuracy of teacher evaluations. Figure 2 is a visual representation of the three levels of Evaluation barriers found in this study.

A recent review of the related literature did not reveal existing research that explored the differences between the principals' perception of Evaluation barriers. This study provides a hierarchical perspective of which evaluation barriers have the strongest level of influence regarding the accuracy of teacher evaluations, which is an addition to the scholarly literature.

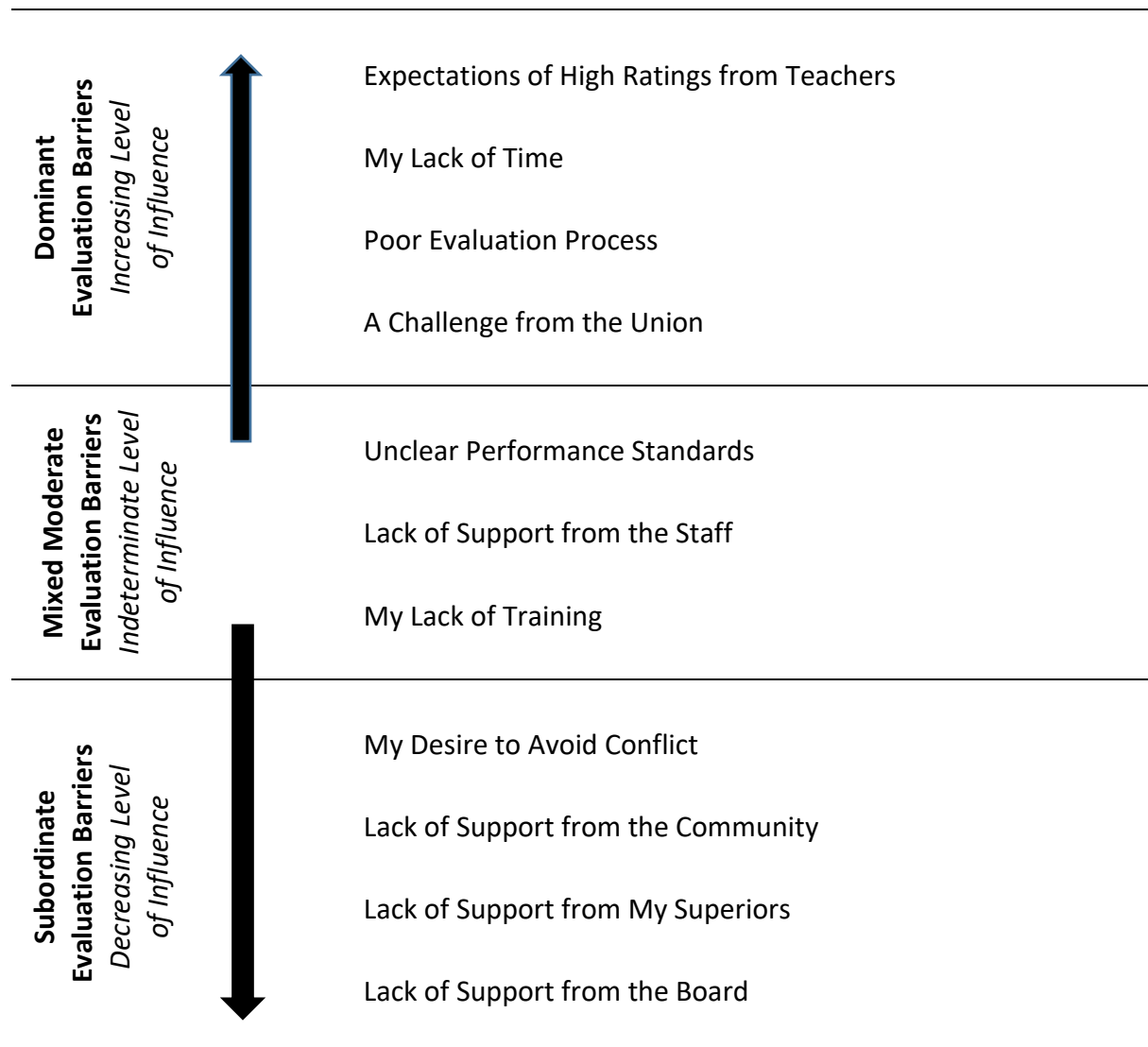


Figure 2: Hierarchy of Evaluation Barrier Influence

These differences fluctuate slightly between the different participating principals' demographic groupings. High school principals reported the highest combined frequency and magnitude of statistically significant and important larger mean scores for Expectations of High Ratings from Teachers, Unclear Evaluation Process, and My Lack of Training (see Tables 13-17). Principals with equal to or greater than ten years of in district teaching reported the second highest combined frequency and magnitude of Expectations of High Ratings, My Lack of Time, My Lack of Training, and Unclear Process as stronger influences over the accuracy of teacher evaluations within the demographic groupings (see Tables 13-17). Principals with equal to or less than three years of in district teaching reported the lowest combined frequency and magnitude of evaluation barriers with (a) Expectations of High Ratings from Teachers, (b) My Lack of Time, (c) Lack of Support from Staff, and (d) Unclear Performance Standards as lower influences over the accuracy of teacher evaluations within demographic groupings (see Tables 13-17). Principals with 4 to 9 years of principal experience reported the second lowest combined frequency and magnitude of evaluation barriers with (a) Expectations of High Ratings from Teachers, (b) My Lack of Time, and (c) My Lack of Training as lower influences over the accuracy of teacher evaluations within demographic groupings (see Tables 13-17).

**Performance combinations and evaluation barriers.** This study identified the statistically significant and important differences between eleven selected evaluation barriers as perceived by 122 participating Montana principals and within thirteen disaggregated demographic groupings. Three of the six possible performance combinations along with four of the eleven evaluation barriers revealed statistically significant and important differences for all participating principals (n = 122). The largest frequency and magnitude of mean score

differences for performance combinations were between GT/GE (Good Teacher/Good Employee) and MT/ME (Marginal Teacher/Marginal Employee) associated with the evaluation barriers (a) My Desire to Avoid Conflict (b) A Challenge from the Union (c) My Lack of Time and (d) Lack of Support from the Staff. The second highest frequency and magnitude of mean score differences for performance combinations were between GT/GE (Good Teacher/Good Employee) and GT/ME (Good Teacher/Marginal Employee), and GT/GE (Good Teacher/Good Employee) and MT/GE (Marginal Teacher/Good Employee) associated with the Evaluation barrier: My Desire to Avoid Conflict. Figure 3 is a visual representation which evaluation barriers make it difficult for principals to differentiate between performance combinations (see Table 18).

<b>Evaluation barriers</b> <i>Increasing Levels of Influence</i>	My Desire to Avoid Conflict	<b>XX</b>	<b>XX</b>	<b>XX</b>
	A Challenge from the Union			<b>X</b>
	My Lack of Time			<b>X</b>
	Lack of Support from the Staff			<b>X</b>
		GT/GE & MT/GE	GT/GE & GT/ME	GT/GE & MT/ME
<b>Performance Differentiation</b> <i>Increasing Levels of Difficulty</i>				

Figure 3: Performance Differentiation and Evaluation Barrier Influence. X = small effect size, XX = medium effect size

My Desire to Avoid Conflict was a consistent evaluation barrier for each statistically significant and important difference between performance combinations. The performance

combinations GT/GE (Good Teacher/Good Employee) and MT/ME (Marginal Teacher/Marginal Employee) was the only combination to have statistically significant and important mean differences for all four evaluation barriers.

These differences fluctuate slightly between the different participating principals' demographic groupings with numbers equal to or greater than 30. Principals who are about the same age as staff, four to nine years in current position, equal to or greater than ten years of teaching experience reported the highest combined frequency and magnitude of differences between GT/GE and MT/ME, GT/GE and MT/GE, and GT/GE and GT/ME associated with My Desire to Avoid Conflict. Principals with equal to or greater than ten years of teaching experience reported the most evaluation barriers: (a) My Desire to Avoid Conflict (b) A Challenge from the Union (c) My Lack of Time (d) My Lack of Training and (e) Expectations of High Ratings from Teachers, mostly associated with GT/GE and MT/ME (see Tables 19-23). Principals who identify as female experience reported the second most evaluation barriers: (a) My Desire to Avoid Conflict (b) A Challenge from the Union (c) My Lack of Time and (d) My Lack of Time, all associated with GT/GE and MT/ME. Principals with equal to or greater than ten years of in district teaching experience reported the highest combined frequency and magnitude of differences between GT/GE and MT/ME associated with A Challenge from the Union and Lack of Support from Staff (see Tables 19-23).

### **Recommendations**

Findings from this study will assist schools of education, policy writers, and school districts by recognizing which evaluation barriers need to be addressed in order to improve the accuracy of the evaluations principals provide to teachers. These findings provide targeted

professional development, policy improvement, improved evaluation procedures, and accurate teacher evaluation to provide the direction and motivation that is necessary for teachers to continuously improve and develop higher levels of expertise (Berliner, 2004; Ericsson & Pool, 2017; Frontier & Mielke, 2016; Marzano et al., 2011).

### **Recommendations for the Practitioner**

It is imperative that principals recognize the importance of providing teachers with accurate feedback about the instruction students are receiving. The lack of accurate feedback negatively impacts the teacher's ability, motivation, and direction to improve, thereby, producing an educational environment for students that is not as effective as it could be. Principals cannot operate with the assumption that teachers will automatically recognize problems associated with practice, meaningfully reflect on what needs to be done to address those problems of practice, and then develop a strategy to correct problems of practice. The goal of supervisory feedback is to move the teacher through the stages of directive, collaborative, and non-direct approaches using a gradual release of supervisory control to continuously facilitate the teacher's ability to recognize and solve problems of practice (Glickman et al. 2007; Sullivan & Glanz, 2013; Zepeda, 2017). Schools are systems, and the systems' collective culture, talent, and tactics are paramount to the student's success.

**Assess culture.** All schools operate with a culture that is uniquely theirs. According to Schein (2010) culture is a set of assumptions that is learned or acquired by a group as they solve problems and integrate normed behaviors which are, ". . . taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 18). The process of teacher evaluations is viewed as a ritualistically meaningless exercise that principals and

teachers must endure (Danielson & McGreal 2000; Dandoy, 2012; Frontier & Mielke, 2016; Weisberg et al.; 2009; Zepeda, 2017). All parties go through the motions and pretend like it matters (Frontier & Mielke, 2016).

Perhaps much of this may be addressed during the teacher's preservice experience. Providing preservice teachers with feedback that is accurate and realistic from field supervisors may help establish realistic expectations of performance as well as, direction and motivation to improve, which should be the primary focus of evaluation. Then, when the teacher begins their professional career, they are starting out with a clearer understanding of their current performance and what needs to happen to order for them to get better. More importantly, they should not be given inaccurate feedback that overly inflates their sense of performance, thus potentially setting them up for confusion and disappointment if the building principal provides them with an accurate evaluation that is starkly different than what they were told as preservice teachers.

Practitioners should assess their current culture around teacher evaluations starting with an honest appraisal of the distribution of performance of current teaching staff, and compare those percentages with what has been formally given to teachers. Currently, there are about 72% of teacher who are performing at the expected level as a classroom teacher and as an employee of the district (see Table 6). The other 28% are not performing at expected levels as either a classroom teacher (11%) or as an employee of the district (11%), and (6%) are not performing at the expected level as a classroom teacher (see Table 6). Those percentages should closely reflect what has been formally given to teachers through the evaluation process. However, studies found discrepancies between the perceived distribution of teacher



effectiveness and recorded distribution of teacher effectiveness (Dandoy, 2012; Kraft & Gilmour, 2017; Weisberg et al. 2009). Knowing the differences between perceptions of performance and what is actually written down provides the opportunity for practitioners research the gap between what is and what should be.

Second, practitioners should explore the barriers that influence the principals' ability and willingness to provide teachers with an accurate evaluation. It is abundantly clear that expectations from teachers, a lack of time, a poor evaluation process, and a challenge from the union are Dominant Evaluation barriers for the accuracy of teacher evaluations in general (see Table 16); and the desire to avoid conflict surfaces as a Dominant Evaluation barrier when principals attempt to accurately evaluate unacceptable teacher performance (see Table 19). Therefore, the interactions of Dominant Evaluation barriers adversely influence the accuracy of teacher evaluations.

A better understanding of how and why these and other barriers influence the accuracy of evaluations is necessary to begin supporting principals' as they provide purposeful and meaningful feedback to teachers, especially to teachers who need it the most. This feedback will support the teachers' ability, motivation, and direction to improve, thereby, producing an educational environment for students that is as effective as it should be. Accurate feedback will validate the evaluation process and begin dispensing what has historically been viewed as a ritualistically meaningless exercise that principals and teachers must endure (Danielson & McGreal 2000; Dandoy, 2012; Frontier & Mielke, 2016; Weisberg et al. 2009; Zepeda, 2017).

**Assess talent and tactics.** Knowledge, interpersonal skills, and technical skills are the prerequisites, or the talents and tasks, that principals must develop in order to provide

effective developmental supervision (Glickman et al. 2007). Principals are directly responsible for the quality of instruction by ensuring students are being taught by competent teachers, as well as facilitating teachers' pursuit of higher levels of instructional expertise (Danielson, 2008; Glickman, Gordon & Ross-Gordon, 2007; Marzano, 2017; Stronge, 2018). While formally trained in educational leadership programs, principals may not be fully prepared to implement the evaluation process in the field (Frontier & Mielke, 2016; Weisberg et al.; 2009; Zepeda, 2017). The results of this research clearly identified four Dominant Evaluation Barriers: (1) Expectations of High Ratings from Teachers (2) My Lack of Time (3) Poor Evaluation Process (4) A Challenge from the Union. These Dominant Evaluation Barriers are associated with interpersonal skills and technical skills.

Expectations of High Ratings and a Challenge from the Union are evaluation barriers associated with interpersonal skills or the supervisory responses used by principals. Interpersonal skills are the supervisory responses and behaviors that principals use for given situations. It is abundantly clear that principals feel influenced by the teachers' Expectation of High Ratings and the potential for conflict if a needs improvement rating is provided, especially for the teachers who are perceived as needing the needs improvement rating the most. Therefore, if the existing culture is to conduct evaluations as a meaningless ritual, then the concern of conflict serves to reinforce the ritual. Additionally, certain demographic groupings may experience more intense levels of influence for evaluation barriers such as principals who identify as females who may feel higher levels of influence from evaluation barriers and/or differentiating performance. A thorough analysis of how the principal's background and experiences may affect the accuracy of teacher evaluation is necessary to begin supporting

principals' willingness and ability to provide accurate evaluations, especially to the teachers who need it the most.

My Lack of Time and a Poor Evaluation Process are associated with technical skills. Technical skills are the directly related to the principals' ability to collect data and manage deadlines for completing evaluation cycles. There appears to be a misguided focus on new evaluation programs, forms, and deadlines rather than technical skills to improve the evaluation process. There are a myriad of teacher evaluation frameworks espousing to solve the problems of ineffective teacher evaluations (Danielson & McGreal 2000; Dandoy, 2012; Frontier & Mielke, 2016; Weisberg et al.; 2009; Zepeda, 2017). However, new forms, visits, and tightened deadlines will not lead to much improvement if the process behind all of those forms, visits, and deadlines don't change (Frontier & Mielke, 2017). The once a year, often at the end of the year, fatal visit that the principal mystically claims as adequate evidence to form an official opinion of the teacher's ability is the heart of the meaningless ritual (Danielson, 2008; Frontier & Mielke, 2016; Marshall, 2009; McEwan-Adkins, 2005; Whitaker, 2015; Zepeda, 2017). The process matters, and it is time to recognize that teaching is a complex profession that requires years of purposeful practice to master, and it is perfectly acceptable and logical that beginning teachers will need to be supported (Danielson, 2008; Frontier & Mielke, 2017).

The process starts with clear and unambiguous standards, establishing data collection procedures, and deep understanding of developmental supervision (Glickman et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013). Standards must be aligned to teacher and student behaviors that have the highest likelihood of promoting student success, and should be easily understood and validated by the professionals who are held to them (Berliner, 2004; Danielson

& McGreal, 2000; Darling-Hammond; 2013; Popham, 2013). The data collected should align to those standards and serve to validate that the standards are being met, and if not, provide the necessary feedback on why they are not being met (Popham, 2013). Developmental supervision is a structurally tailored level of support provided to teachers that actively engages them in as much decision making as possible about how to improve their ability as a classroom teacher and employee of the district (Glickman et al. 2007; Platt & Tripp, 2014; Sullivan & Glanz, 2013). A thorough analysis of how the evaluation process, or tactics, may adversely affect the accuracy of teacher evaluation is necessary to begin supporting principals' willingness and ability to provide accurate evaluations.

### **Recommendations for Further Research**

Future studies should consider the model used in this study, which explored the differences between principals' perceived influence of selected evaluation barriers for different teacher performance categories, as well as, the differences between the barriers and remaining barriers. Replication of this study for specific principal groups and other states would add to the scholarly literature on this topic. Special attention could be given to preservice teachers to better understand their expectations, how accurate and realistic is the feedback they are receiving from field supervisors and/or principals, and what additional barriers may influence the accuracy of those evaluations. Additionally, other career fields could replicate a similar study to examine evaluation barriers relative to performance combinations. This could lead to conversations about Evaluation barriers and Performance Combinations that transcend professions, and could lead to a larger conversation about evaluations.

A performance combination that should be further explored are the very best employees often referred to as “superstars” or “the mars team” teachers that if they left a district would be nearly impossible to replace because they are so good at their job (Collins, 2001; Whitaker, 2015). It is estimated that about three to ten percent of teachers make up this category of performance (Weisberg et al. 2009; Whitaker, 2015). This would provide a more nuanced understanding of the spectrum of performance and follow up questions regarding this special group of teachers would be valued information.

Qualitative methodologies could provide richer descriptions and more context for a variety of phenomenon associate with this study. Further explanation could be explored to better understand the challenges of any of the Evaluation barriers and/or Performance Combinations and/or demographic groupings. Additional studies could explore the differences between perceived performance distribution and actual performance distribution. Exploration and close examination of the challenges of teacher evaluations are needed if we are going to make substantive improvements to purpose and process of teacher evaluations.

### **Conclusion**

The purpose of this study was to explore the differences between principals’ perceived influence of selected evaluation barriers for different teacher performance categories, as well as, the differences between the barriers and remaining barriers. This study revealed that 72% of teachers are consistently meeting the district’s expectations for classroom instruction and consistently following district policies and expected professional behavior. Additionally, 11% of teachers are not consistently meeting the district’s expectations for classroom instruction, 11% of teachers are not consistently following district policies and expected professional behavior,

and 6% are not consistently meeting the district's expectations for classroom instruction and not consistently following district policies and expected professional behavior. These results suggested that about 17% teachers are not providing an effective educational environment for students as perceived by 122 Montana Principals.

The four dominant evaluation barriers of (a) teachers' expectations of high ratings, (b) the principals' lack of time, (c) poor evaluation process, and (d) a challenge from the union collectively influence the principals' willingness to provide all teachers with accurate evaluations. Additional evaluation barriers manifest when principals evaluate marginal teachers and marginal employees: (a) principals' desire to avoid conflict (b) a challenge from the union, (c) the principals lack of time, and (d) lack of support from the staff, which further influence the principals' willingness to provide the lowest performing teachers with an accurate evaluation. There were 12,858 teachers in Montana in 2021 and the results of this study suggest that approximately 17% of those teachers, or 2,185 may not be consistently meeting the district's expectations for classroom instruction. While all teachers deserve accurate evaluations and afforded the opportunity, direction, and support to reach their highest levels of expertise, it is truly unfortunate if 17% of the lowest performing teachers may not be receiving an accurate evaluation regarding their performance along with the opportunity, direction, and support to improve.

The evaluation barriers that present the greatest level of influence stem from the principals' concern of delivering information that may not be acceptable to the receiver of the information in the form of relevant and meaningful feedback, especially if the information warrants improvement. This concern is intensified by how the principal believes the staff will

react informally and formally as a union, and fundamentally fueled by a perceived lack of time to provide accurate evaluations. All of this becomes more acute when the principal is attempting to differentiate between high performing teachers and lower performing teachers. Therefore, the principal is reticent at best to deliver needs improvement feedback to a lower performing teacher in order to potentially avoid disappointing or upsetting the teacher who then may lobby for support from the rest of the staff informally and/or formally. The principal is not only addressing the individual teacher who requires improvement but the culture of the building and beyond, which may feel psychologically overwhelming. For teacher evaluations to improve, principals need greater levels of education and support in the field or the meaningless ritual will persist. They will need to better understand how to manage expectations, interpersonal conflict, the culture of their building, as well as, the culture of teacher evaluations; and fundamentally what is impeding their ability to accurately evaluate teachers by providing them relevant and meaningful feedback to improve.

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### Appendix A: Descriptive Statistics for Evaluation barriers

Table 24

#### *Evaluation barrier: Board*

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.4	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.1	(2.1)	1.0	10.0	1.0	11.0
Identify as Male	2.6	(2.6)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.5	(2.3)	1.0	10.0	1.0	11.0
Older	2.4	(2.6)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.5	(2.5)	1.0	10.0	1.0	11.0
High School	2.3	(2.2)	1.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	2.4	(2.4)	1.0	10.0	1.0	11.0
4 to 9 Years	2.1	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.4	(2.5)	1.0	10.0	1.0	11.0
$\geq 10$ Years	2.4	(2.4)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	2.7	(2.8)	1.0	10.0	1.0	11.0
$\geq 10$ Years	1.9	(1.6)	1.0	7.0	1.0	8.0
Total Teaching Experience						
$\geq 10$ Years	2.2	(2.4)	1.0	10.0	1.0	11.0

Table 25

## Evaluation barrier: Community

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.5	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.3	(2.2)	1.0	9.0	1.0	10.0
Identify as Male	2.6	(2.6)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.5	(2.2)	1.0	9.0	1.0	10.0
Older	2.5	(2.6)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.5	(2.5)	1.0	10.0	1.0	11.0
High School	2.2	(2.1)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	2.4	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.4)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.5	(2.5)	1.0	10.0	1.0	11.0
$\geq 10$ Years	2.7	(2.6)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	2.7	(2.6)	1.0	9.0	1.0	10.0
$\geq 10$ Years	2.1	(1.8)	1.0	8.0	1.0	9.0
Total Teaching Experience						
$\geq 10$ Years	2.4	(2.4)	1.0	9.0	1.0	10.0

Table 26

## Evaluation barrier: Conflict

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.0	(2.2)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.9	(2.2)	2.0	10.0	1.0	11.0
Identify as Male	3.0	(2.1)	2.0	8.0	1.0	9.0
Age in Relation to Staff						
About the Same Age	3.1	(2.3)	2.0	8.0	1.0	9.0
Older	2.8	(2.1)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.3	(2.3)	3.0	10.0	1.0	11.0
High School	3.2	(2.3)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	2.8	(2.1)	2.0	10.0	1.0	11.0
4 to 9 Years	3.2	(2.3)	2.5	8.0	1.0	9.0
Total Principal Experience						
4 to 9 Years	3.0	(2.2)	2.0	7.0	1.0	8.0
$\geq 10$ Years	2.8	(2.1)	2.0	8.0	1.0	9.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	3.1	(2.4)	2.0	10.0	1.0	11.0
$\geq 10$ Years	2.7	(2.0)	2.0	8.0	1.0	9.0
Total Teaching Experience						
$\geq 10$ Years	2.8	(2.1)	2.0	10.0	1.0	11.0

Table 27

## Evaluation barrier: Expectations

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.5	(3.1)	6.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.5	(3.3)	6.0	10.0	1.0	11.0
Identify as Male	5.6	(2.9)	6.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	5.4	(3.1)	5.0	10.0	1.0	11.0
Older	5.5	(3.1)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.8	(2.8)	6.0	4.0	1.0	11.0
High School	6.0	(2.8)	7.0	3.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	5.4	(2.9)	6.0	10.0	1.0	11.0
4 to 9 Years	5.4	(3.1)	6.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	5.1	(3.2)	5.0	10.0	1.0	11.0
$\geq 10$ Years	5.7	(3.0)	6.0	8.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	5.4	(2.9)	6.0	10.0	1.0	11.0
$\geq 10$ Years	5.7	(3.2)	6.0	10.0	1.0	11.0
Total Teaching Experience						
$\geq 10$ Years	5.5	(3.1)	6.0	10.0	1.0	11.0

Table 28

## Evaluation barrier: Process

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	4.1	(3.3)	3.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.3	(2.9)	2.0	9.0	1.0	10.0
Identify as Male	4.7	(3.4)	4.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.3	(3.4)	3.0	10.0	1.0	11.0
Older	3.7	(3.1)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.3	(3.2)	3.0	10.0	1.0	11.0
High School	4.3	(3.4)	3.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	4.3	(3.2)	3.0	10.0	1.0	11.0
4 to 9 Years	3.9	(3.5)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.4	(3.3)	4.0	10.0	1.0	11.0
$\geq 10$ Years	3.6	(3.2)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	4.4	(3.4)	3.0	10.0	1.0	11.0
$\geq 10$ Years	3.6	(3.0)	2.0	10.0	1.0	11.0
Total Teaching Experience						
$\geq 10$ Years	3.8	(3.2)	2.0	10.0	1.0	11.0

Table 29

## Evaluation barrier: Staff

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.3	(2.7)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.1	(2.7)	2.0	10.0	1.0	11.0
Identify as Male	3.5	(2.8)	3.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.4	(2.6)	3.0	10.0	1.0	11.0
Older	3.3	(2.8)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.7	(2.8)	3.0	10.0	1.0	11.0
High School	3.3	(2.5)	3.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	3.5	(2.7)	3.0	9.0	1.0	10.0
4 to 9 Years	3.2	(2.8)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	3.4	(2.7)	3.0	10.0	1.0	11.0
$\geq 10$ Years	3.2	(2.8)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	3.7	(2.9)	3.0	10.0	1.0	11.0
$\geq 10$ Years	3.0	(2.4)	2.0	9.0	1.0	10.0
Total Teaching Experience						
$\geq 10$ Years	3.3	(2.7)	2.0	10.0	1.0	11.0

Table 30

## Evaluation barrier: Standards

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.4	(2.6)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.9	(2.4)	2.0	9.0	1.0	10.0
Identify as Male	3.7	(2.7)	3.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.2	(2.4)	2.0	9.0	1.0	10.0
Older	3.0	(2.3)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.6	(2.6)	3.0	10.0	1.0	11.0
High School	3.5	(2.7)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	3.7	(2.8)	3.0	10.0	1.0	11.0
4 to 9 Years	3.1	(2.5)	2.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	3.5	(2.5)	3.0	9.0	1.0	10.0
$\geq 10$ Years	2.9	(2.4)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	3.6	(2.8)	2.5	10.0	1.0	11.0
$\geq 10$ Years	3.0	(2.2)	2.0	8.0	1.0	9.0
Total Teaching Experience						
$\geq 10$ Years	3.1	(2.5)	2.0	10.0	1.0	11.0

Table 31

## Evaluation barrier: Superiors

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.5	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.1	(2.2)	1.0	10.0	1.0	11.0
Identify as Male	2.7	(2.6)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.7	(2.5)	1.0	10.0	1.0	11.0
Older	2.3	(2.4)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.6	(2.5)	1.0	10.0	1.0	11.0
High School	2.4	(2.3)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	2.5	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.6	(2.5)	1.0	10.0	1.0	11.0
$\geq 10$ Years	2.5	(2.5)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	2.8	(2.7)	1.0	9.0	1.0	10.0
$\geq 10$ Years	1.9	(1.6)	1.0	7.0	1.0	8.0
Total Teaching Experience						
$\geq 10$ Years	2.2	(2.2)	1.0	10.0	1.0	11.0



Table 32

## Evaluation barrier: Time

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.6	(3.6)	6.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.1	(3.6)	5.0	10.0	1.0	11.0
Identify as Male	6.1	(3.5)	6.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	6.0	(3.6)	6.0	10.0	1.0	11.0
Older	5.5	(3.4)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	6.1	(3.4)	6.0	10.0	1.0	11.0
High School	5.8	(3.5)	6.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	5.3	(3.6)	5.0	10.0	1.0	11.0
4 to 9 Years	5.9	(3.7)	6.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	5.9	(3.7)	6.0	10.0	1.0	11.0
$\geq 10$ Years	5.7	(3.4)	6.0	2.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	5.4	(3.5)	6.0	10.0	1.0	11.0
$\geq 10$ Years	5.5	(3.6)	5.5	10.0	1.0	11.0
Total Teaching Experience						
$\geq 10$ Years	5.5	(3.6)	6.0	10.0	1.0	11.0

Table 33

## Evaluation barrier: Training

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.3	(2.5)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.8	(2.3)	2.0	10.0	1.0	11.0
Identify as Male	3.6	(2.6)	3.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.4	(2.4)	3.0	9.0	1.0	10.0
Older	3.1	(2.4)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.6	(2.5)	3.0	9.0	1.0	10.0
High School	3.2	(2.4)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	3.2	(2.4)	2.0	9.0	1.0	10.0
4 to 9 Years	3.4	(2.8)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	3.4	(2.7)	2.0	10.0	1.0	11.0
$\geq 10$ Years	2.9	(2.1)	2.0	7.0	1.0	8.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	3.1	(2.4)	2.0	10.0	1.0	11.0
$\geq 10$ Years	3.0	(2.2)	2.0	10.0	1.0	11.0
Total Teaching Experience						
$\geq 10$ Years	3.0	(2.3)	2.0	10.0	1.0	11.0

Table 34

## Evaluation barrier: Union

Demographic Groupings ( $n \geq 30$ )	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.7	(3.4)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.3	(3.1)	1.0	10.0	1.0	11.0
Identify as Male	4.0	(3.5)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.9	(3.3)	3.0	10.0	1.0	11.0
Older	3.5	(3.4)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.1	(3.4)	3.0	10.0	1.0	11.0
High School	3.5	(3.2)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
$\leq 3$ Years	3.8	(3.2)	2.0	10.0	1.0	11.0
4 to 9 Years	3.7	(3.5)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.3	(3.6)	3.0	10.0	1.0	11.0
$\geq 10$ Years	3.0	(3.0)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
$\leq 3$ Years	3.9	(3.5)	2.0	10.0	1.0	11.0
$\geq 10$ Years	3.7	(3.2)	2.0	10.0	1.0	11.0
Total Teaching Experience						
$\geq 10$ Years	3.7	(3.3)	2.0	10.0	1.0	11.0

## Appendix B: Descriptive Statistics for Evaluation barriers and Performance Combinations

Table 35

### *Lack of Support from the Board for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.3	(2.4)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.6	(2.3)	1.0	10.0	1.0	11.0
Older	2.2	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.0	(2.0)	1.0	9.0	1.0	10.0
Identify as Male	2.6	(2.7)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.5	(2.9)	2.0	9.0	1.0	10.0
High School	2.1	(2.1)	1.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.3	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.5	(2.5)	1.0	10.0	1.0	11.0
≥ 10 Years	2.4	(2.5)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.5	(2.6)	1.0	10.0	1.0	11.0
≥ 10 Years	2.0	(1.6)	1.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	2.2	(2.3)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 36

*Lack of Support from the Community for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.5	(2.5)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.7	(2.4)	2.0	9.0	1.0	10.0
Older	2.4	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.3	(2.2)	1.0	9.0	1.0	10.0
Identify as Male	2.7	(2.7)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.0	(2.9)	2.0	10.0	1.0	11.0
High School	2.2	(2.0)	1.0	7.0	1.0	8.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.4	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.5	(2.4)	1.0	10.0	1.0	11.0
≥ 10 Years	2.9	(2.7)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.7	(2.6)	1.0	9.0	1.0	10.0
≥ 10 Years	2.1	(1.8)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.5	(2.4)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 37

*My Desire to Avoid Conflict for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.1	(2.1)	2.5	8.0	1.0	9.0
Age in Relation to Staff						
About the Same Age	3.4	(2.2)	3.0	7.0	1.0	8.0
Older	2.8	(2.0)	2.0	8.0	1.0	9.0
Gender Identity						
Identify as Female	3.0	(2.0)	2.5	7.0	1.0	8.0
Identify as Male	3.1	(2.1)	2.0	8.0	1.0	9.0
Grade Level Supervised						
Elementary	3.2	(2.1)	3.0	7.0	1.0	8.0
High School	3.3	(2.1)	2.5	7.0	1.0	8.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.8	(1.9)	2.0	6.0	1.0	7.0
4 to 9 Years	3.5	(2.2)	3.0	8.0	1.0	9.0
Total Principal Experience						
4 to 9 Years	3.3	(2.1)	3.0	7.0	1.0	8.0
≥ 10 Years	2.9	(2.0)	2.0	8.0	1.0	9.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.0	(2.2)	2.0	8.0	1.0	9.0
≥ 10 Years	2.9	(2.0)	2.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	3.0	(2.1)	2.0	8.0	1.0	9.0

Note: Demographic Data ( $n \geq 30$ )

Table 38

*Expectations of High Ratings from Teachers for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.6	(3.0)	6.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	5.6	(2.9)	6.0	10.0	1.0	11.0
Older	5.5	(3.1)	6.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.5	(3.3)	6.0	10.0	1.0	11.0
Identify as Male	5.7	(2.8)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.7	(3.2)	6.0	10.0	1.0	11.0
High School	6.0	(2.8)	6.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	5.2	(2.9)	6.0	10.0	1.0	11.0
4 to 9 Years	5.9	(3.0)	6.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	5.6	(3.0)	6.0	3.0	1.0	11.0
≥ 10 Years	5.7	(3.0)	6.0	8.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	5.3	(3.0)	6.0	10.0	1.0	11.0
≥ 10 Years	5.9	(3.0)	6.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	5.6	(2.9)	6.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 39

*Poor Evaluation Process for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.9	(3.2)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.2	(3.3)	3.0	10.0	1.0	11.0
Older	3.4	(2.9)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.2	(2.8)	2.0	9.0	1.0	10.0
Identify as Male	4.4	(3.3)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.1	(3.2)	3.0	10.0	1.0	11.0
High School	4.1	(3.3)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	4.0	(3.1)	3.0	10.0	1.0	11.0
4 to 9 Years	3.8	(3.4)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.2	(3.3)	3.5	10.0	1.0	11.0
≥ 10 Years	3.4	(3.1)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	4.2	(3.4)	3.0	10.0	1.0	11.0
≥ 10 Years	3.3	(2.8)	2.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.6	(3.1)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )



Table 40

*Lack of Support from Staff for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.5	(2.8)	2.0	9.0	1.0	10.0
Age in Relation to Staff						
About the Same Age	3.6	(2.6)	3.0	9.0	1.0	10.0
Older	3.5	(2.9)	2.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	3.3	(2.8)	2.0	9.0	1.0	10.0
Identify as Male	3.7	(2.8)	3.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	2.7	(2.8)	1.0	10.0	1.0	11.0
High School	3.6	(2.6)	3.5	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.5	(2.6)	3.0	9.0	1.0	10.0
4 to 9 Years	3.4	(2.9)	2.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	3.6	(2.8)	3.0	8.0	1.0	9.0
≥ 10 Years	3.5	(3.0)	2.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.7	(3.0)	2.0	9.0	1.0	10.0
≥ 10 Years	3.2	(2.5)	2.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	3.5	(2.8)	2.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 41

*Unclear Performance Standards for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.3	(2.5)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.3	(2.3)	2.0	7.0	1.0	8.0
Older	3.0	(2.3)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.9	(2.3)	2.0	8.0	1.0	9.0
Identify as Male	3.6	(2.7)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.5	(2.7)	3.0	10.0	1.0	11.0
High School	3.4	(2.6)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.6	(2.8)	2.0	10.0	1.0	11.0
4 to 9 Years	3.1	(2.3)	2.0	8.0	1.0	9.0
Total Principal Experience						
4 to 9 Years	3.6	(2.4)	3.0	8.0	1.0	9.0
≥ 10 Years	2.9	(2.4)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.4	(2.8)	2.0	10.0	1.0	11.0
≥ 10 Years	3.1	(2.2)	2.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	3.1	(2.4)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 42

*Lack of Support from Superiors for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.6	(2.5)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.9	(2.5)	2.0	10.0	1.0	11.0
Older	2.2	(2.3)	1.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	2.4	(2.5)	1.0	10.0	1.0	11.0
Identify as Male	2.7	(2.5)	1.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	2.8	(2.9)	1.0	10.0	1.0	11.0
High School	2.3	(2.1)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.6	(2.5)	1.0	9.0	1.0	10.0
4 to 9 Years	2.4	(2.4)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.8	(2.5)	1.0	10.0	1.0	11.0
≥ 10 Years	2.5	(2.4)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.7	(2.6)	1.0	9.0	1.0	10.0
≥ 10 Years	2.2	(1.9)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.4	(2.3)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 43

*My Lack of Time for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.6	(3.5)	5.5	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	6.1	(3.5)	6.0	10.0	1.0	11.0
Older	5.2	(3.4)	5.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.2	(3.6)	5.0	10.0	1.0	11.0
Identify as Male	6.0	(3.5)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.7	(3.7)	5.0	10.0	1.0	11.0
High School	5.8	(3.4)	6.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	5.0	(3.6)	4.0	10.0	1.0	11.0
4 to 9 Years	6.1	(3.6)	6.5	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	6.0	(3.6)	5.5	10.0	1.0	11.0
≥ 10 Years	5.6	(3.4)	6.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	5.3	(3.5)	6.0	10.0	1.0	11.0
≥ 10 Years	5.4	(3.4)	5.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	5.5	(3.5)	5.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 44

*My Lack of Training for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.3	(2.5)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.6	(2.4)	3.0	8.0	1.0	9.0
Older	3.1	(2.4)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.8	(2.2)	2.0	7.0	1.0	8.0
Identify as Male	3.8	(2.6)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.6	(2.7)	3.0	8.0	1.0	9.0
High School	3.3	(2.6)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.2	(2.4)	2.0	7.0	1.0	8.0
4 to 9 Years	3.5	(2.8)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	3.6	(2.8)	2.0	10.0	1.0	11.0
≥ 10 Years	2.9	(2.1)	2.0	7.0	1.0	8.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.1	(2.5)	2.0	10.0	1.0	11.0
≥ 10 Years	3.0	(2.2)	2.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	3.0	(2.3)	2.0	8.0	1.0	9.0

Note: Demographic Data ( $n \geq 30$ )

Table 45

*A Challenge from the Union for Marginal Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.7	(3.3)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.2	(3.4)	3.0	10.0	1.0	11.0
Older	3.2	(3.3)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.3	(3.0)	1.0	10.0	1.0	11.0
Identify as Male	4.1	(3.5)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.2	(3.6)	2.5	10.0	1.0	11.0
High School	3.5	(3.1)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.8	(3.2)	2.0	10.0	1.0	11.0
4 to 9 Years	3.8	(3.6)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.5	(3.7)	3.0	10.0	1.0	11.0
≥ 10 Years	3.0	(2.9)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.6	(3.4)	2.0	10.0	1.0	11.0
≥ 10 Years	4.0	(3.4)	3.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.8	(3.3)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 46

*Lack of Support from the Board for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.3	(2.4)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.6	(2.3)	1.0	10.0	1.0	11.0
Older	2.2	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.0	(2.0)	1.0	9.0	1.0	10.0
Identify as Male	2.6	(2.7)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.5	(2.9)	2.0	9.0	1.0	10.0
High School	2.1	(2.1)	1.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.3	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.5	(2.5)	1.0	10.0	1.0	11.0
≥ 10 Years	2.4	(2.5)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.5	(2.6)	1.0	10.0	1.0	11.0
≥ 10 Years	2.0	(1.6)	1.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	2.2	(2.3)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 47

*Lack of Support from the Community for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.5	(2.5)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.7	(2.4)	2.0	9.0	1.0	10.0
Older	2.4	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.3	(2.2)	1.0	9.0	1.0	10.0
Identify as Male	2.7	(2.7)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.0	(2.9)	2.0	10.0	1.0	11.0
High School	2.2	(2.0)	1.0	7.0	1.0	8.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.4	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.5	(2.4)	1.0	10.0	1.0	11.0
≥ 10 Years	2.9	(2.7)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.7	(2.6)	1.0	9.0	1.0	10.0
≥ 10 Years	2.1	(1.8)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.5	(2.4)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )



Table 48

*My Desire to Avoid Conflict for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.1	(2.1)	2.5	8.0	1.0	9.0
Age in Relation to Staff						
About the Same Age	3.4	(2.2)	3.0	7.0	1.0	8.0
Older	2.8	(2.0)	2.0	8.0	1.0	9.0
Gender Identity						
Identify as Female	3.0	(2.0)	2.5	7.0	1.0	8.0
Identify as Male	3.1	(2.1)	2.0	8.0	1.0	9.0
Grade Level Supervised						
Elementary	3.2	(2.1)	3.0	7.0	1.0	8.0
High School	3.3	(2.1)	2.5	7.0	1.0	8.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.8	(1.9)	2.0	6.0	1.0	7.0
4 to 9 Years	3.5	(2.2)	3.0	8.0	1.0	9.0
Total Principal Experience						
4 to 9 Years	3.3	(2.1)	3.0	7.0	1.0	8.0
≥ 10 Years	2.9	(2.0)	2.0	8.0	1.0	9.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.0	(2.2)	2.0	8.0	1.0	9.0
≥ 10 Years	2.9	(2.0)	2.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	3.0	(2.1)	2.0	8.0	1.0	9.0

Note: Demographic Data ( $n \geq 30$ )

Table 49

*Expectations of High Ratings from Teachers for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.6	(3.0)	6.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	5.6	(2.9)	6.0	10.0	1.0	11.0
Older	5.5	(3.1)	6.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.5	(3.3)	6.0	10.0	1.0	11.0
Identify as Male	5.7	(2.8)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.7	(3.2)	6.0	10.0	1.0	11.0
High School	6.0	(2.8)	6.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	5.2	(2.9)	6.0	10.0	1.0	11.0
4 to 9 Years	5.9	(3.0)	6.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	5.6	(3.0)	6.0	3.0	1.0	11.0
≥ 10 Years	5.7	(3.0)	6.0	8.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	5.3	(3.0)	6.0	10.0	1.0	11.0
≥ 10 Years	5.9	(3.0)	6.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	5.6	(2.9)	6.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 50

*Poor Evaluation Process for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	3.9	(3.2)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.2	(3.3)	3.0	10.0	1.0	11.0
Older	3.4	(2.9)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.2	(2.8)	2.0	9.0	1.0	10.0
Identify as Male	4.4	(3.3)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.1	(3.2)	3.0	10.0	1.0	11.0
High School	4.1	(3.3)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	4.0	(3.1)	3.0	10.0	1.0	11.0
4 to 9 Years	3.8	(3.4)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.2	(3.3)	3.5	10.0	1.0	11.0
≥ 10 Years	3.4	(3.1)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	4.2	(3.4)	3.0	10.0	1.0	11.0
≥ 10 Years	3.3	(2.8)	2.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.6	(3.1)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 51

*Lack of Support from Staff for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.5	(2.8)	2.0	9.0	1.0	10.0
Age in Relation to Staff						
About the Same Age	3.6	(2.6)	3.0	9.0	1.0	10.0
Older	3.5	(2.9)	2.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	3.3	(2.8)	2.0	9.0	1.0	10.0
Identify as Male	3.7	(2.8)	3.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	2.7	(2.8)	1.0	10.0	1.0	11.0
High School	3.6	(2.6)	3.5	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.5	(2.6)	3.0	9.0	1.0	10.0
4 to 9 Years	3.4	(2.9)	2.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	3.6	(2.8)	3.0	8.0	1.0	9.0
≥ 10 Years	3.5	(3.0)	2.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.7	(3.0)	2.0	9.0	1.0	10.0
≥ 10 Years	3.2	(2.5)	2.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	3.5	(2.8)	2.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 52

*Unclear Performance Standards for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.3	(2.5)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.3	(2.3)	2.0	7.0	1.0	8.0
Older	3.0	(2.3)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.9	(2.3)	2.0	8.0	1.0	9.0
Identify as Male	3.6	(2.7)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.5	(2.7)	3.0	10.0	1.0	11.0
High School	3.4	(2.6)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.6	(2.8)	2.0	10.0	1.0	11.0
4 to 9 Years	3.1	(2.3)	2.0	8.0	1.0	9.0
Total Principal Experience						
4 to 9 Years	3.6	(2.4)	3.0	8.0	1.0	9.0
≥ 10 Years	2.9	(2.4)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.4	(2.8)	2.0	10.0	1.0	11.0
≥ 10 Years	3.1	(2.2)	2.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	3.1	(2.4)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 53

*Lack of Support from Superiors for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.6	(2.5)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.9	(2.5)	2.0	10.0	1.0	11.0
Older	2.2	(2.3)	1.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	2.4	(2.5)	1.0	10.0	1.0	11.0
Identify as Male	2.7	(2.5)	1.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	2.8	(2.9)	1.0	10.0	1.0	11.0
High School	2.3	(2.1)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.6	(2.5)	1.0	9.0	1.0	10.0
4 to 9 Years	2.4	(2.4)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.8	(2.5)	1.0	10.0	1.0	11.0
≥ 10 Years	2.5	(2.4)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.7	(2.6)	1.0	9.0	1.0	10.0
≥ 10 Years	2.2	(1.9)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.4	(2.3)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 54

*My Lack of Time for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.6	(3.5)	5.5	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	6.1	(3.5)	6.0	10.0	1.0	11.0
Older	5.2	(3.4)	5.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.2	(3.6)	5.0	10.0	1.0	11.0
Identify as Male	6.0	(3.5)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.7	(3.7)	5.0	10.0	1.0	11.0
High School	5.8	(3.4)	6.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	5.0	(3.6)	4.0	10.0	1.0	11.0
4 to 9 Years	6.1	(3.6)	6.5	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	6.0	(3.6)	5.5	10.0	1.0	11.0
≥ 10 Years	5.6	(3.4)	6.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	5.3	(3.5)	6.0	10.0	1.0	11.0
≥ 10 Years	5.4	(3.4)	5.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	5.5	(3.5)	5.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 55

*My Lack of Training for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	3.3	(2.5)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.6	(2.4)	3.0	8.0	1.0	9.0
Older	3.1	(2.4)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.8	(2.2)	2.0	7.0	1.0	8.0
Identify as Male	3.8	(2.6)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.6	(2.7)	3.0	8.0	1.0	9.0
High School	3.3	(2.6)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.2	(2.4)	2.0	7.0	1.0	8.0
4 to 9 Years	3.5	(2.8)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	3.6	(2.8)	2.0	10.0	1.0	11.0
≥ 10 Years	2.9	(2.1)	2.0	7.0	1.0	8.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.1	(2.5)	2.0	10.0	1.0	11.0
≥ 10 Years	3.0	(2.2)	2.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	3.0	(2.3)	2.0	8.0	1.0	9.0

Note: Demographic Data ( $n \geq 30$ )



Table 56

*A Challenge form the Union for Marginal Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.7	(3.3)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.2	(3.4)	3.0	10.0	1.0	11.0
Older	3.2	(3.3)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.3	(3.0)	1.0	10.0	1.0	11.0
Identify as Male	4.1	(3.5)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.2	(3.6)	2.5	10.0	1.0	11.0
High School	3.5	(3.1)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.8	(3.2)	2.0	10.0	1.0	11.0
4 to 9 Years	3.8	(3.6)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.5	(3.7)	3.0	10.0	1.0	11.0
≥ 10 Years	3.0	(2.9)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.6	(3.4)	2.0	10.0	1.0	11.0
≥ 10 Years	4.0	(3.4)	3.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.8	(3.3)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 57

*Lack of Support from the Board for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	2.6	(2.7)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.8	(2.5)	1.0	10.0	1.0	11.0
Older	2.5	(2.9)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.5	(2.7)	1.0	9.0	1.0	10.0
Identify as Male	2.6	(2.7)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.6	(3.0)	2.0	9.0	1.0	10.0
High School	2.3	(2.3)	1.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.5	(2.6)	1.0	9.0	1.0	10.0
4 to 9 Years	2.2	(2.4)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.7	(2.7)	1.0	10.0	1.0	11.0
≥ 10 Years	2.6	(2.7)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.9	(3.0)	1.0	10.0	1.0	11.0
≥ 10 Years	2.2	(2.0)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.5	(2.7)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 58

*Lack of Support from the Community for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.7	(2.6)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.7	(2.4)	2.0	8.0	1.0	9.0
Older	2.8	(2.8)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.7	(2.6)	1.0	8.0	1.0	9.0
Identify as Male	2.7	(2.7)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.4	(3.0)	2.0	10.0	1.0	11.0
High School	2.4	(2.3)	1.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.5	(2.5)	1.0	9.0	1.0	10.0
4 to 9 Years	2.4	(2.5)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.7	(2.7)	1.0	10.0	1.0	11.0
≥ 10 Years	3.0	(2.9)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.9	(2.8)	1.0	9.0	1.0	10.0
≥ 10 Years	2.4	(2.2)	1.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	2.6	(2.6)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 59

*My Desire to Avoid Conflict for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.2	(2.4)	2.0	8.0	1.0	9.0
Age in Relation to Staff						
About the Same Age	3.3	(2.4)	2.0	8.0	1.0	9.0
Older	3.0	(2.3)	2.0	8.0	1.0	9.0
Gender Identity						
Identify as Female	3.1	(2.4)	2.0	8.0	1.0	9.0
Identify as Male	3.2	(2.3)	2.0	8.0	1.0	9.0
Grade Level Supervised						
Elementary	3.4	(2.5)	3.0	8.0	1.0	9.0
High School	3.0	(2.3)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.9	(2.1)	2.0	8.0	1.0	9.0
4 to 9 Years	3.4	(2.6)	3.0	8.0	1.0	9.0
Total Principal Experience						
4 to 9 Years	3.2	(2.2)	3.0	7.0	1.0	8.0
≥ 10 Years	3.1	(2.5)	2.0	8.0	1.0	9.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.3	(2.5)	2.0	8.0	1.0	9.0
≥ 10 Years	2.7	(2.1)	2.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	2.9	(2.3)	2.0	8.0	1.0	9.0

Note: Demographic Data ( $n \geq 30$ )

Table 60

*Expectations of High Ratings from Teachers for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	5.5	(3.1)	6.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	5.3	(3.2)	5.0	10.0	1.0	11.0
Older	5.5	(3.1)	6.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	5.4	(3.3)	6.0	10.0	1.0	11.0
Identify as Male	5.7	(2.9)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.6	(3.3)	6.0	10.0	1.0	11.0
High School	6.1	(2.8)	7.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	5.3	(2.9)	6.0	10.0	1.0	11.0
4 to 9 Years	5.6	(3.3)	5.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	5.0	(3.3)	5.0	10.0	1.0	11.0
≥ 10 Years	5.7	(3.0)	5.5	7.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	5.2	(2.9)	5.0	10.0	1.0	11.0
≥ 10 Years	5.8	(3.2)	6.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	5.3	(3.1)	6.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 61

*Poor Evaluation Process for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	4.1	(3.4)	2.5	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.2	(3.3)	3.0	10.0	1.0	11.0
Older	3.7	(3.2)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.4	(3.0)	1.5	9.0	1.0	10.0
Identify as Male	4.6	(3.5)	4.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.5	(3.5)	3.0	10.0	1.0	11.0
High School	4.2	(3.4)	2.5	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	4.2	(3.2)	3.0	10.0	1.0	11.0
4 to 9 Years	3.8	(3.6)	1.5	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.3	(3.3)	3.5	10.0	1.0	11.0
≥ 10 Years	3.5	(3.2)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	4.3	(3.5)	3.0	10.0	1.0	11.0
≥ 10 Years	3.6	(3.0)	2.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.8	(3.2)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 62

*Lack of Support from Staff for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.4	(2.8)	2.0	9.0	1.0	10.0
Age in Relation to Staff						
About the Same Age	3.5	(2.6)	3.0	9.0	1.0	10.0
Older	3.3	(2.9)	2.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	3.1	(2.8)	2.0	9.0	1.0	10.0
Identify as Male	3.6	(2.8)	3.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	3.3	(3.2)	1.0	10.0	1.0	11.0
High School	3.2	(2.7)	2.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.6	(3.0)	2.0	9.0	1.0	10.0
4 to 9 Years	3.1	(2.7)	1.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	3.3	(2.7)	2.0	9.0	1.0	10.0
≥ 10 Years	3.2	(2.8)	2.0	8.0	1.0	9.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.7	(3.1)	2.0	9.0	1.0	10.0
≥ 10 Years	3.0	(2.6)	2.0	9.0	1.0	10.0
Total Teaching Experience						
≥ 10 Years	3.4	(2.9)	2.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 63

*Unclear Evaluation Standards for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.4	(2.7)	2.0	9.0	1.0	10.0
Age in Relation to Staff						
About the Same Age	3.3	(2.6)	2.0	9.0	1.0	10.0
Older	3.0	(2.3)	2.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	3.1	(2.6)	2.0	9.0	1.0	10.0
Identify as Male	3.6	(2.6)	2.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	3.8	(2.8)	3.0	9.0	1.0	10.0
High School	3.4	(2.8)	2.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.7	(2.7)	4.0	9.0	1.0	10.0
4 to 9 Years	3.1	(2.7)	2.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	3.4	(2.6)	2.0	9.0	1.0	10.0
≥ 10 Years	2.8	(2.2)	2.0	8.0	1.0	9.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.7	(2.8)	3.0	9.0	1.0	10.0
≥ 10 Years	2.9	(2.3)	2.0	8.0	1.0	9.0
Total Teaching Experience						
≥ 10 Years	3.2	(2.6)	2.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )



Table 64

*Lack of Support from Superiors for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.6	(2.6)	1.0	9.0	1.0	10.0
Age in Relation to Staff						
About the Same Age	2.9	(2.7)	1.0	9.0	1.0	10.0
Older	2.4	(2.5)	1.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	2.3	(2.5)	1.0	9.0	1.0	10.0
Identify as Male	2.8	(2.6)	1.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	2.6	(2.7)	1.0	9.0	1.0	10.0
High School	2.5	(2.3)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.5	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.3	(2.3)	1.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	2.6	(2.5)	1.0	9.0	1.0	10.0
≥ 10 Years	2.7	(2.8)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.0	(2.9)	1.0	9.0	1.0	10.0
≥ 10 Years	1.9	(1.6)	1.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	2.4	(2.5)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 65

*My Lack of Time for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	2.6	(2.6)	1.0	9.0	1.0	10.0
Age in Relation to Staff						
About the Same Age	2.9	(2.7)	1.0	9.0	1.0	10.0
Older	2.4	(2.5)	1.0	9.0	1.0	10.0
Gender Identity						
Identify as Female	2.3	(2.5)	1.0	9.0	1.0	10.0
Identify as Male	2.8	(2.6)	1.0	9.0	1.0	10.0
Grade Level Supervised						
Elementary	2.6	(2.7)	1.0	9.0	1.0	10.0
High School	2.5	(2.3)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.5	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.3	(2.3)	1.0	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	2.6	(2.5)	1.0	9.0	1.0	10.0
≥ 10 Years	2.7	(2.8)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.0	(2.9)	1.0	9.0	1.0	10.0
≥ 10 Years	1.9	(1.6)	1.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	2.4	(2.5)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 66

*My Lack of Training for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.2	(2.6)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.4	(2.4)	2.0	8.0	1.0	9.0
Older	3.1	(2.6)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.0	(2.6)	2.0	10.0	1.0	11.0
Identify as Male	3.4	(2.6)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.7	(3.0)	2.0	10.0	1.0	11.0
High School	2.9	(2.3)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.0	(2.3)	2.0	7.0	1.0	8.0
4 to 9 Years	3.5	(2.9)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	3.4	(2.8)	2.5	10.0	1.0	11.0
≥ 10 Years	2.8	(2.1)	2.0	7.0	1.0	8.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.0	(2.4)	2.0	7.0	1.0	8.0
≥ 10 Years	3.1	(2.4)	2.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.0	(2.4)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 67

*A Challenge from the Union for Good Teacher/Marginal Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.8	(3.4)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	3.9	(3.3)	3.0	10.0	1.0	11.0
Older	3.7	(3.5)	1.5	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.5	(3.3)	1.0	10.0	1.0	11.0
Identify as Male	4.1	(3.4)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.7	(3.6)	3.5	10.0	1.0	11.0
High School	3.6	(3.4)	2.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.9	(3.2)	2.0	10.0	1.0	11.0
4 to 9 Years	3.8	(3.6)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.3	(3.5)	2.5	10.0	1.0	11.0
≥ 10 Years	3.1	(3.1)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	4.0	(3.5)	2.0	10.0	1.0	11.0
≥ 10 Years	3.8	(3.3)	2.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.8	(3.4)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 68

*Lack of Support from the Board for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.2	(2.5)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.0	(2.1)	1.0	10.0	1.0	11.0
Older	2.4	(2.7)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	1.7	(1.9)	1.0	10.0	1.0	11.0
Identify as Male	2.5	(2.8)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.8	(2.7)	1.0	10.0	1.0	11.0
High School	2.9	(2.4)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.4	(2.5)	1.0	10.0	1.0	11.0
4 to 9 Years	1.9	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.1	(2.4)	1.0	10.0	1.0	11.0
≥ 10 Years	2.3	(2.6)	1.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.8	(3.0)	1.0	10.0	1.0	11.0
≥ 10 Years	1.4	(0.9)	1.0	4.0	1.0	5.0
Total Teaching Experience						
≥ 10 Years	2.0	(2.3)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 69

*Lack of Support from the Community for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.2	(2.3)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.0	(1.7)	1.0	8.0	1.0	9.0
Older	2.5	(2.5)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	1.8	(1.7)	1.0	7.0	1.0	8.0
Identify as Male	2.5	(2.5)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.6	(2.6)	1.0	10.0	1.0	11.0
High School	2.2	(2.1)	1.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.4	(2.4)	1.0	9.0	1.0	10.0
4 to 9 Years	2.0	(2.3)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.3	(2.4)	1.0	10.0	1.0	11.0
≥ 10 Years	2.4	(2.3)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.7	(2.6)	1.0	9.0	1.0	10.0
≥ 10 Years	1.6	(1.2)	1.0	5.0	1.0	6.0
Total Teaching Experience						
≥ 10 Years	2.1	(2.1)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 70

*My Desire to Avoid Conflict for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.2	(1.7)	1.0	7.0	1.0	8.0
Age in Relation to Staff						
About the Same Age	1.9	(1.6)	1.0	6.0	1.0	7.0
Older	2.1	(1.5)	2.0	5.0	1.0	6.0
Gender Identity						
Identify as Female	2.0	(1.5)	1.0	6.0	1.0	7.0
Identify as Male	2.3	(1.8)	1.0	7.0	1.0	8.0
Grade Level Supervised						
Elementary	2.2	(1.6)	1.5	6.0	1.0	7.0
High School	2.4	(1.9)	2.0	7.0	1.0	8.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.4	(1.9)	1.0	7.0	1.0	8.0
4 to 9 Years	2.3	(1.7)	1.0	6.0	1.0	7.0
Total Principal Experience						
4 to 9 Years	2.1	(1.7)	1.0	6.0	1.0	7.0
≥ 10 Years	1.9	(1.2)	1.0	5.0	1.0	6.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.4	(1.9)	1.0	7.0	1.0	8.0
≥ 10 Years	1.9	(1.4)	1.0	6.0	1.0	7.0
Total Teaching Experience						
≥ 10 Years	2.0	(1.6)	1.0	7.0	1.0	8.0

Note: Demographic Data ( $n \geq 30$ )

Table 71

*Expectations of High Ratings from Teachers for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	5.0	(3.3)	5.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.7	(3.4)	5.0	10.0	1.0	11.0
Older	5.1	(3.3)	5.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	4.7	(3.5)	4.5	10.0	1.0	11.0
Identify as Male	5.2	(3.2)	5.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.2	(3.5)	5.0	10.0	1.0	11.0
High School	5.5	(3.1)	6.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	5.0	(3.4)	5.0	10.0	1.0	11.0
4 to 9 Years	4.7	(3.2)	5.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.3	(3.4)	3.0	10.0	1.0	11.0
≥ 10 Years	5.5	(3.2)	5.5	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	5.2	(3.0)	5.0	10.0	1.0	11.0
≥ 10 Years	5.0	(3.5)	5.0	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	4.8	(3.4)	5.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )



Table 72

*Poor Evaluation Process for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	4.0	(3.3)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	4.0	(3.5)	2.0	10.0	1.0	11.0
Older	3.7	(3.0)	2.5	10.0	1.0	11.0
Gender Identity						
Identify as Female	3.0	(2.8)	1.0	9.0	1.0	10.0
Identify as Male	4.7	(3.4)	4.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	4.3	(3.5)	3.0	10.0	1.0	11.0
High School	4.1	(3.2)	2.5	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	4.2	(3.1)	4.0	10.0	1.0	11.0
4 to 9 Years	3.7	(3.5)	1.5	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	4.2	(3.3)	4.0	10.0	1.0	11.0
≥ 10 Years	3.4	(3.1)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	4.4	(3.3)	4.0	10.0	1.0	11.0
≥ 10 Years	3.4	(3.0)	1.5	10.0	1.0	11.0
Total Teaching Experience						
≥ 10 Years	3.6	(3.1)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 73

*Lack of Support from the Staff for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.7	(2.5)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.4	(2.0)	1.0	8.0	1.0	9.0
Older	3.0	(2.8)	1.5	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.4	(2.1)	1.0	7.0	1.0	8.0
Identify as Male	3.0	(2.8)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.4	(2.8)	1.0	10.0	1.0	11.0
High School	2.4	(2.4)	1.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.2	(2.6)	2.0	9.0	1.0	10.0
4 to 9 Years	2.4	(2.5)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.7	(2.5)	1.0	10.0	1.0	11.0
≥ 10 Years	2.8	(2.7)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.3	(2.8)	2.0	9.0	1.0	10.0
≥ 10 Years	2.2	(1.8)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.6	(2.4)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 74

*Unclear Evaluation Standards for Good Teacher/Good Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	3.0	(2.4)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.8	(2.3)	2.0	7.0	1.0	8.0
Older	2.7	(2.1)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.2	(1.9)	1.0	7.0	1.0	8.0
Identify as Male	3.5	(2.6)	3.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.1	(2.7)	2.0	10.0	1.0	11.0
High School	3.1	(2.5)	2.0	7.0	1.0	8.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.5	(2.6)	3.0	10.0	1.0	11.0
4 to 9 Years	2.6	(2.3)	1.5	9.0	1.0	10.0
Total Principal Experience						
4 to 9 Years	2.9	(2.2)	2.0	8.0	1.0	9.0
≥ 10 Years	2.7	(2.5)	2.0	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.5	(2.6)	3.0	10.0	1.0	11.0
≥ 10 Years	2.4	(2.0)	1.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.6	(2.3)	2.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 75

*Lack of Support from Superiors for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.2	(2.4)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.2	(2.2)	1.0	9.0	1.0	10.0
Older	2.4	(2.6)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	1.6	(1.6)	1.0	7.0	1.0	8.0
Identify as Male	2.7	(2.8)	1.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	2.2	(2.5)	1.0	10.0	1.0	11.0
High School	2.4	(2.3)	1.0	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.4	(2.5)	1.0	9.0	1.0	10.0
4 to 9 Years	1.9	(2.1)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.3	(2.4)	1.0	10.0	1.0	11.0
≥ 10 Years	2.4	(2.6)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.7	(2.7)	1.0	9.0	1.0	10.0
≥ 10 Years	1.6	(1.2)	1.0	5.0	1.0	6.0
Total Teaching Experience						
≥ 10 Years	1.9	(2.0)	1.0	9.0	1.0	10.0

Note: Demographic Data ( $n \geq 30$ )

Table 76

*My Lack of Time for Good Teacher/Good Employee*

Demographics	<i>M</i>	(SD)	<i>Mdn</i>	Range	Min	Max
All Principals	5.0	(3.7)	4.5	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	5.4	(3.9)	5.0	10.0	1.0	11.0
Older	4.9	(3.4)	5.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	4.1	(3.5)	2.0	10.0	1.0	11.0
Identify as Male	5.9	(3.6)	6.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	5.2	(3.8)	5.0	10.0	1.0	11.0
High School	5.4	(3.6)	5.0	10.0	1.0	11.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	4.7	(3.6)	4.0	10.0	1.0	11.0
4 to 9 Years	5.2	(3.9)	5.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	5.0	(3.9)	4.0	10.0	1.0	11.0
≥ 10 Years	5.3	(3.5)	5.5	10.0	1.0	11.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	4.8	(3.6)	4.0	10.0	1.0	11.0
≥ 10 Years						
Total Teaching Experience	4.8	(3.7)	4.0	10.0	1.0	11.0
≥ 10 Years	4.8	(3.7)	4.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

Table 77

*My Lack of Training for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	2.9	(2.3)	2.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.9	(2.3)	2.0	8.0	1.0	9.0
Older	2.7	(2.1)	2.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.2	(1.7)	1.0	7.0	1.0	8.0
Identify as Male	3.4	(2.7)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.0	(2.5)	2.0	10.0	1.0	11.0
High School	3.0	(2.4)	2.0	8.0	1.0	9.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	2.9	(2.3)	2.0	7.0	1.0	8.0
4 to 9 Years	2.9	(2.7)	2.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	2.9	(2.6)	2.0	10.0	1.0	11.0
≥ 10 Years	2.6	(1.9)	2.0	7.0	1.0	8.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	2.8	(2.3)	2.0	7.0	1.0	8.0
≥ 10 Years	2.6	(1.7)	2.0	7.0	1.0	8.0
Total Teaching Experience						
≥ 10 Years	2.6	(2.1)	2.0	8.0	1.0	9.0

Note: Demographic Data ( $n \geq 30$ )

Table 78

*A Challenge from the Union for Good Teacher/Good Employee*

Demographics	<i>M</i>	( <i>SD</i> )	<i>Mdn</i>	Range	Min	Max
All Principals	3.0	(3.0)	1.0	10.0	1.0	11.0
Age in Relation to Staff						
About the Same Age	2.8	(2.8)	1.0	10.0	1.0	11.0
Older	3.2	(3.2)	1.0	10.0	1.0	11.0
Gender Identity						
Identify as Female	2.3	(2.4)	1.0	10.0	1.0	11.0
Identify as Male	3.6	(3.3)	2.0	10.0	1.0	11.0
Grade Level Supervised						
Elementary	3.4	(3.3)	1.5	10.0	1.0	11.0
High School	2.9	(2.7)	1.5	9.0	1.0	10.0
Principal Experience						
Experience in Current Position						
≤ 3 Years	3.3	(2.9)	2.0	10.0	1.0	11.0
4 to 9 Years	3.0	(3.2)	1.0	10.0	1.0	11.0
Total Principal Experience						
4 to 9 Years	3.6	(3.4)	1.5	10.0	1.0	11.0
≥ 10 Years	2.4	(2.6)	1.0	9.0	1.0	10.0
Teaching Experience						
In District Teaching Position Experience						
≤ 3 Years	3.5	(3.2)	2.0	10.0	1.0	11.0
≥ 10 Years	2.5	(2.4)	1.0	9.0	1.0	10.0
Total Teaching Experience						
≥ 10 Years	2.9	(2.9)	1.0	10.0	1.0	11.0

Note: Demographic Data ( $n \geq 30$ )

**Appendix C: One Way Analysis of Variance and *Post hoc* Tukey HSD test for Evaluation Barriers Combinations**

Table 79

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: All Participating Montana Principals (n = 122)*

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Evaluation Barrier	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Between Groups	6,177.36	10.00	617.74	77.67	0.00
Within Groups	42,607.19	5,357.00	7.95		
Total	48,784.55	5,367.00			

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Table 80

Evaluation Barrier		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	(0.13)	0.18	1.00	(0.71)	0.45
	My Lack of Training	2.23	0.18	0.00	1.65	2.81
	My Desire to Avoid Conflict	2.53	0.18	0.00	1.95	3.11
	Unclear Performance Standards	2.14	0.18	0.00	1.55	2.72
	Poor Evaluation Process	1.38	0.18	0.00	0.80	1.96
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	3.03	0.18	0.00	2.45	3.61
	Lack of Support from the Board if I Give a Needs Improvement Rating	3.12	0.18	0.00	2.54	3.70
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.16	0.18	0.00	1.57	2.74
	Lack of Support from the Community if I Give a Needs Improvement Rating	3.02	0.18	0.00	2.44	3.61
	A Challenge from the Union if I Give a Needs Improvement Rating	1.77	0.18	0.00	1.19	2.35
My Lack of Time	Expectations of High Ratings from Teachers	0.13	0.18	1.00	(0.45)	0.71
	My Lack of Training	2.36	0.18	0.00	1.78	2.94
	My Desire to Avoid Conflict	2.66	0.18	0.00	2.08	3.24
	Unclear Performance Standards	2.26	0.18	0.00	1.68	2.84
	Poor Evaluation Process	1.51	0.18	0.00	0.92	2.09
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	3.16	0.18	0.00	2.57	3.74
	Lack of Support from the Board if I Give a Needs Improvement Rating	3.25	0.18	0.00	2.67	3.83
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.28	0.18	0.00	1.70	2.86
	Lack of Support from the Community if I Give a Needs Improvement Rating	3.15	0.18	0.00	2.57	3.73
	A Challenge from the Union if I Give a Needs Improvement Rating	1.90	0.18	0.00	1.32	2.48
	Expectations of High Ratings from Teachers	(2.23)	0.18	0.00	(2.81)	(1.65)
	My Lack of Time	(2.36)	0.18	0.00	(2.94)	(1.78)
	My Desire to Avoid Conflict	0.30	0.18	0.86	(0.28)	0.88
	Unclear Performance Standards	(0.10)	0.18	1.00	(0.68)	0.49

My Lack of Training	Poor Evaluation Process	(0.85)	0.18	0.00	(1.43)	(0.27)	
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.80	0.18	0.00	0.22	1.38	
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.89	0.18	0.00	0.31	1.47	
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.08)	0.18	1.00	(0.66)	0.51	
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	0.79	0.18	0.00	0.21	1.37	
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.46)	0.18	0.27	(1.04)	0.12	
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My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(2.53)	0.18	0.00	(3.11)	(1.95)	
	My Lack of Time	(2.66)	0.18	0.00	(3.24)	(2.08)	
	My Lack of Training	(0.30)	0.18	0.86	(0.88)	0.28	
	Unclear Performance Standards	(0.40)	0.18	0.51	(0.98)	0.19	
	Poor Evaluation Process	(1.15)	0.18	0.00	(1.73)	(0.57)	
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.50	0.18	0.17	(0.08)	1.08	
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.59	0.18	0.04	0.01	1.17	
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.38)	0.18	0.59	(0.96)	0.21	
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.49	0.18	0.18	(0.09)	1.08	
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.76)	0.18	0.00	(1.34)	(0.18)	
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	Unclear Performance Standards	Expectations of High Ratings from Teachers	(2.14)	0.18	0.00	(2.72)	(1.55)
My Lack of Time		(2.26)	0.18	0.00	(2.84)	(1.68)	
My Lack of Training		0.10	0.18	1.00	(0.49)	0.68	
My Desire to Avoid Conflict		0.40	0.18	0.51	(0.19)	0.98	
Poor Evaluation Process		(0.76)	0.18	0.00	(1.34)	(0.17)	
Lack of Support from My Superiors if I Give a Needs Improvement Rating		0.89	0.18	0.00	0.31	1.47	
Lack of Support from the Board if I Give a Needs Improvement Rating		0.99	0.18	0.00	0.41	1.57	
Lack of Support from the Staff if I Give a Needs Improvement Rating		0.02	0.18	1.00	(0.56)	0.60	
Lack of Support from the Community if I Give a Needs Improvement Rating		0.89	0.18	0.00	0.31	1.47	
A Challenge from the Union if I Give a Needs Improvement Rating		(0.36)	0.18	0.63	(0.95)	0.22	
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	Expectations of High Ratings from Teachers	(1.38)	0.18	0.00	(1.96)	(0.80)	
	My Lack of Time	(1.51)	0.18	0.00	(2.09)	(0.92)	

Poor Evaluation Process	My Lack of Training	0.85	0.18	0.00	0.27	1.43
	My Desire to Avoid Conflict	1.15	0.18	0.00	0.57	1.73
	Unclear Performance Standards	0.76	0.18	0.00	0.17	1.34
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.65	0.18	0.00	1.07	2.23
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.74	0.18	0.00	1.16	2.33
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.78	0.18	0.00	0.20	1.36
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.65	0.18	0.00	1.06	2.23
	A Challenge from the Union if I Give a Needs Improvement Rating	0.39	0.18	0.53	(0.19)	0.97
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(3.03)	0.18	0.00	(3.61)	(2.45)
	My Lack of Time	(3.16)	0.18	0.00	(3.74)	(2.57)
	My Lack of Training	(0.80)	0.18	0.00	(1.38)	(0.22)
	My Desire to Avoid Conflict	(0.50)	0.18	0.17	(1.08)	0.08
	Unclear Performance Standards	(0.89)	0.18	0.00	(1.47)	(0.31)
	Poor Evaluation Process	(1.65)	0.18	0.00	(2.23)	(1.07)
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.09	0.18	1.00	(0.49)	0.68
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.87)	0.18	0.00	(1.45)	(0.29)
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.00)	0.18	1.00	(0.59)	0.58
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.26)	0.18	0.00	(1.84)	(0.68)
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(3.12)	0.18	0.00	(3.70)	(2.54)
	My Lack of Time	(3.25)	0.18	0.00	(3.83)	(2.67)
	My Lack of Training	(0.89)	0.18	0.00	(1.47)	(0.31)
	My Desire to Avoid Conflict	(0.59)	0.18	0.04	(1.17)	(0.01)
	Unclear Performance Standards	(0.99)	0.18	0.00	(1.57)	(0.41)
	Poor Evaluation Process	(1.74)	0.18	0.00	(2.33)	(1.16)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.09)	0.18	1.00	(0.68)	0.49
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.97)	0.18	0.00	(1.55)	(0.39)
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.10)	0.18	1.00	(0.68)	0.48
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.35)	0.18	0.00	(1.93)	(0.77)
	Expectations of High Ratings from Teachers	(2.16)	0.18	0.00	(2.74)	(1.57)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(2.28)	0.18	0.00	(2.86)	(1.70)
	My Lack of Training	0.08	0.18	1.00	(0.51)	0.66
	My Desire to Avoid Conflict	0.38	0.18	0.59	(0.21)	0.96
	Unclear Performance Standards	(0.02)	0.18	1.00	(0.60)	0.56
	Poor Evaluation Process	(0.78)	0.18	0.00	(1.36)	(0.20)
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.87	0.18	0.00	0.29	1.45
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.97	0.18	0.00	0.39	1.55
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.87	0.18	0.00	0.29	1.45
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.39)	0.18	0.55	(0.97)	0.20
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(3.02)	0.18	0.00	(3.61)	(2.44)
	My Lack of Time	(3.15)	0.18	0.00	(3.73)	(2.57)
	My Lack of Training	(0.79)	0.18	0.00	(1.37)	(0.21)
	My Desire to Avoid Conflict	(0.49)	0.18	0.18	(1.08)	0.09
	Unclear Performance Standards	(0.89)	0.18	0.00	(1.47)	(0.31)
	Poor Evaluation Process	(1.65)	0.18	0.00	(2.23)	(1.06)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.00	0.18	1.00	(0.58)	0.59
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.10	0.18	1.00	(0.48)	0.68
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.87)	0.18	0.00	(1.45)	(0.29)
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.25)	0.18	0.00	(1.84)	(0.67)
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.77)	0.18	0.00	(2.35)	(1.19)
	My Lack of Time	(1.90)	0.18	0.00	(2.48)	(1.32)
	My Lack of Training	0.46	0.18	0.27	(0.12)	1.04
	My Desire to Avoid Conflict	0.76	0.18	0.00	0.18	1.34
	Unclear Performance Standards	0.36	0.18	0.63	(0.22)	0.95
	Poor Evaluation Process	(0.39)	0.18	0.53	(0.97)	0.19
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.26	0.18	0.00	0.68	1.84
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.35	0.18	0.00	0.77	1.93
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.39	0.18	0.55	(0.20)	0.97
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.25	0.18	0.00	0.67	1.84

Table 81

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Principals Who Identify as Female (n = 52)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1,627.82	10.00	162.78	17.44	0.00
Within Groups	21,252.18	2,277.00	9.33		
Total	22,880.00	2,287.00			

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Table 82

Evaluation Barrier		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.45	0.22	0.65	(0.27)	1.16
	My Lack of Training	1.10	0.26	0.00	0.25	1.94
	My Desire to Avoid Conflict	1.48	0.29	0.00	0.55	2.40
	Unclear Performance Standards	1.51	0.28	0.00	0.61	2.40
	Poor Evaluation Process	1.15	0.26	0.00	0.30	2.00
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.26	0.33	0.00	1.19	3.33
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.39	0.30	0.00	0.43	2.35
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.16	0.37	0.00	0.95	3.36
	Lack of Support from the Community if I Give a Needs Improvement Rating	2.06	0.41	0.00	0.72	3.39
	A Challenge from the Union if I Give a Needs Improvement Rating	3.42	0.48	0.00	1.87	4.97
My Lack of Time	Expectations of High Ratings from Teachers	(0.45)	0.22	0.65	(1.16)	0.27
	My Lack of Training	0.65	0.32	0.62	(0.38)	1.68
	My Desire to Avoid Conflict	1.03	0.34	0.09	(0.06)	2.13
	Unclear Performance Standards	1.06	0.33	0.05	(0.01)	2.13
	Poor Evaluation Process	0.71	0.32	0.50	(0.32)	1.74
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.82	0.38	0.00	0.60	3.03
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.94	0.35	0.20	(0.18)	2.07
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.71	0.42	0.00	0.37	3.05
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.61	0.45	0.02	0.15	3.07
	A Challenge from the Union if I Give a Needs Improvement Rating	2.98	0.51	0.00	1.32	4.63
My Lack of Time	Expectations of High Ratings from Teachers	(1.10)	0.26	0.00	(1.94)	(0.25)
	My Lack of Time	(0.65)	0.32	0.62	(1.68)	0.38
	My Desire to Avoid Conflict	0.38	0.37	0.99	(0.80)	1.56
	Unclear Performance Standards	0.41	0.36	0.99	(0.75)	1.57

My Lack of Training	Poor Evaluation Process	0.05	0.35	1.00	(1.07)	1.18
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.16	0.40	0.13	(0.13)	2.46
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.29	0.38	1.00	(0.92)	1.50
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.06	0.44	0.35	(0.35)	2.47
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	0.96	0.47	0.63	(0.56)	2.49
	A Challenge from the Union if I Give a Needs Improvement Rating	2.32	0.53	0.00	0.61	4.04
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My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(1.48)	0.29	0.00	(2.40)	(0.55)
	My Lack of Time	(1.03)	0.34	0.09	(2.13)	0.06
	My Lack of Training	(0.38)	0.37	0.99	(1.56)	0.80
	Unclear Performance Standards	0.03	0.38	1.00	(1.19)	1.25
	Poor Evaluation Process	(0.33)	0.37	1.00	(1.51)	0.86
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.78	0.42	0.74	(0.57)	2.13
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.09)	0.39	1.00	(1.36)	1.18
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.68	0.45	0.92	(0.78)	2.14
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.58	0.49	0.98	(0.99)	2.15
	A Challenge from the Union if I Give a Needs Improvement Rating	1.94	0.54	0.02	0.19	3.70
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Unclear Performance Standards	Expectations of High Ratings from Teachers	(1.51)	0.28	0.00	(2.40)	(0.61)
	My Lack of Time	(1.06)	0.33	0.05	(2.13)	0.01
	My Lack of Training	(0.41)	0.36	0.99	(1.57)	0.75
	My Desire to Avoid Conflict	(0.03)	0.38	1.00	(1.25)	1.19
	Poor Evaluation Process	(0.36)	0.36	1.00	(1.52)	0.81
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.75	0.41	0.76	(0.58)	2.09
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.12)	0.39	1.00	(1.37)	1.13
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.65	0.45	0.93	(0.79)	2.09
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.55	0.48	0.99	(1.00)	2.11
	A Challenge from the Union if I Give a Needs Improvement Rating	1.91	0.54	0.02	0.18	3.65
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	Expectations of High Ratings from Teachers	(1.15)	0.26	0.00	(2.00)	(0.30)
	My Lack of Time	(0.71)	0.32	0.50	(1.74)	0.32

Poor Evaluation Process	My Lack of Training	(0.05)	0.35	1.00	(1.18)	1.07
	My Desire to Avoid Conflict	0.33	0.37	1.00	(0.86)	1.51
	Unclear Performance Standards	0.36	0.36	1.00	(0.81)	1.52
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.11	0.40	0.18	(0.19)	2.41
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.24	0.38	1.00	(0.98)	1.45
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.01	0.44	0.44	(0.41)	2.42
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.91	0.47	0.71	(0.62)	2.43
	A Challenge from the Union if I Give a Needs Improvement Rating	2.27	0.53	0.00	0.56	3.98
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.26)	0.33	0.00	(3.33)	(1.19)
	My Lack of Time	(1.82)	0.38	0.00	(3.03)	(0.60)
	My Lack of Training	(1.16)	0.40	0.13	(2.46)	0.13
	My Desire to Avoid Conflict	(0.78)	0.42	0.74	(2.13)	0.57
	Unclear Performance Standards	(0.75)	0.41	0.76	(2.09)	0.58
	Poor Evaluation Process	(1.11)	0.40	0.18	(2.41)	0.19
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.87)	0.43	0.62	(2.25)	0.50
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.10)	0.48	1.00	(1.66)	1.45
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.20)	0.51	1.00	(1.86)	1.46
	A Challenge from the Union if I Give a Needs Improvement Rating	1.16	0.57	0.62	(0.67)	2.99
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.39)	0.30	0.00	(2.35)	(0.43)
	My Lack of Time	(0.94)	0.35	0.20	(2.07)	0.18
	My Lack of Training	(0.29)	0.38	1.00	(1.50)	0.92
	My Desire to Avoid Conflict	0.09	0.39	1.00	(1.18)	1.36
	Unclear Performance Standards	0.12	0.39	1.00	(1.13)	1.37
	Poor Evaluation Process	(0.24)	0.38	1.00	(1.45)	0.98
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.87	0.43	0.62	(0.50)	2.25
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.77	0.46	0.85	(0.71)	2.25
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.67	0.49	0.96	(0.92)	2.26
	A Challenge from the Union if I Give a Needs Improvement Rating	2.03	0.55	0.01	0.26	3.81
	Expectations of High Ratings from Teachers	(2.16)	0.37	0.00	(3.36)	(0.95)



Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.71)	0.42	0.00	(3.05)	(0.37)
	My Lack of Training	(1.06)	0.44	0.35	(2.47)	0.35
	My Desire to Avoid Conflict	(0.68)	0.45	0.92	(2.14)	0.78
	Unclear Performance Standards	(0.65)	0.45	0.93	(2.09)	0.79
	Poor Evaluation Process	(1.01)	0.44	0.44	(2.42)	0.41
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.10	0.48	1.00	(1.45)	1.66
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.77)	0.46	0.85	(2.25)	0.71
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.10)	0.54	1.00	(1.85)	1.65
	A Challenge from the Union if I Give a Needs Improvement Rating	1.26	0.59	0.56	(0.65)	3.18
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.06)	0.41	0.00	(3.39)	(0.72)
	My Lack of Time	(1.61)	0.45	0.02	(3.07)	(0.15)
	My Lack of Training	(0.96)	0.47	0.63	(2.49)	0.56
	My Desire to Avoid Conflict	(0.58)	0.49	0.98	(2.15)	0.99
	Unclear Performance Standards	(0.55)	0.48	0.99	(2.11)	1.00
	Poor Evaluation Process	(0.91)	0.47	0.71	(2.43)	0.62
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.20	0.51	1.00	(1.46)	1.86
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.67)	0.49	0.96	(2.26)	0.92
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.10	0.54	1.00	(1.65)	1.85
	A Challenge from the Union if I Give a Needs Improvement Rating	1.36	0.62	0.51	(0.64)	3.37
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(3.42)	0.48	0.00	(4.97)	(1.87)
	My Lack of Time	(2.98)	0.51	0.00	(4.63)	(1.32)
	My Lack of Training	(2.32)	0.53	0.00	(4.04)	(0.61)
	My Desire to Avoid Conflict	(1.94)	0.54	0.02	(3.70)	(0.19)
	Unclear Performance Standards	(1.91)	0.54	0.02	(3.65)	(0.18)
	Poor Evaluation Process	(2.27)	0.53	0.00	(3.98)	(0.56)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(1.16)	0.57	0.62	(2.99)	0.67
	Lack of Support from the Board if I Give a Needs Improvement Rating	(2.03)	0.55	0.01	(3.81)	(0.26)
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(1.26)	0.59	0.56	(3.18)	0.65
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.36)	0.62	0.51	(3.37)	0.64

Table 83

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Principals Who Identify as Male (n = 67)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1,627.82	10.00	162.78	17.44	0.00
Within Groups	21,252.18	2,277.00	9.33		
Total	22,880.00	2,287.00			

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Table 84

Evaluation Barrier		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	1.02	0.18	0.00	0.44	1.59
	My Lack of Training	1.20	0.21	0.00	0.53	1.87
	My Desire to Avoid Conflict	1.14	0.23	0.00	0.39	1.89
	Unclear Performance Standards	2.46	0.25	0.00	1.65	3.28
	Poor Evaluation Process	1.64	0.23	0.00	0.91	2.37
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.64	0.27	0.00	1.77	3.52
	Lack of Support from the Board if I Give a Needs Improvement Rating	2.43	0.25	0.00	1.62	3.24
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.36	0.27	0.00	1.51	3.21
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.74	0.33	0.48	(0.33)	1.80
	A Challenge from the Union if I Give a Needs Improvement Rating	1.76	0.31	0.00	0.74	2.77
My Lack of Time	Expectations of High Ratings from Teachers	(1.02)	0.18	0.00	(1.59)	(0.44)
	My Lack of Training	0.18	0.24	1.00	(0.59)	0.95
	My Desire to Avoid Conflict	0.12	0.26	1.00	(0.72)	0.96
	Unclear Performance Standards	1.45	0.28	0.00	0.55	2.35
	Poor Evaluation Process	0.62	0.26	0.35	(0.20)	1.45
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.63	0.30	0.00	0.67	2.59
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.41	0.28	0.00	0.52	2.31
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.34	0.29	0.00	0.41	2.28
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.28)	0.35	1.00	(1.41)	0.85
	A Challenge from the Union if I Give a Needs Improvement Rating	0.74	0.34	0.50	(0.34)	1.82
My Lack of Time	Expectations of High Ratings from Teachers	(1.20)	0.21	0.00	(1.87)	(0.53)
	My Lack of Time	(0.18)	0.24	1.00	(0.95)	0.59
	My Desire to Avoid Conflict	(0.06)	0.28	1.00	(0.97)	0.85
	Unclear Performance Standards	1.27	0.30	0.00	0.30	2.23

My Lack of Training	Poor Evaluation Process	0.44	0.28	0.89	(0.46)	1.33
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.45	0.32	0.00	0.43	2.46
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.23	0.30	0.00	0.27	2.19
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.16	0.31	0.01	0.16	2.16
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.46)	0.37	0.97	(1.64)	0.72
	A Challenge from the Union if I Give a Needs Improvement Rating	0.56	0.35	0.89	(0.58)	1.70
My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(1.14)	0.23	0.00	(1.89)	(0.39)
	My Lack of Time	(0.12)	0.26	1.00	(0.96)	0.72
	My Lack of Training	0.06	0.28	1.00	(0.85)	0.97
	Unclear Performance Standards	1.32	0.32	0.00	0.31	2.34
	Poor Evaluation Process	0.50	0.30	0.85	(0.46)	1.45
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.50	0.33	0.00	0.43	2.58
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.29	0.32	0.00	0.27	2.31
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.22	0.33	0.01	0.17	2.27
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.40)	0.38	0.99	(1.63)	0.82
	A Challenge from the Union if I Give a Needs Improvement Rating	0.62	0.37	0.85	(0.57)	1.80
Unclear Performance Standards	Expectations of High Ratings from Teachers	(2.46)	0.25	0.00	(3.28)	(1.65)
	My Lack of Time	(1.45)	0.28	0.00	(2.35)	(0.55)
	My Lack of Training	(1.27)	0.30	0.00	(2.23)	(0.30)
	My Desire to Avoid Conflict	(1.32)	0.32	0.00	(2.34)	(0.31)
	Poor Evaluation Process	(0.83)	0.31	0.22	(1.83)	0.18
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.18	0.35	1.00	(0.94)	1.30
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.03)	0.33	1.00	(1.10)	1.03
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.10)	0.34	1.00	(1.20)	0.99
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.73)	0.39	0.00	(2.99)	(0.46)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.71)	0.38	0.74	(1.93)	0.52
My Lack of Training	Expectations of High Ratings from Teachers	(1.64)	0.23	0.00	(2.37)	(0.91)
	My Lack of Time	(0.62)	0.26	0.35	(1.45)	0.20

Poor Evaluation Process	My Lack of Training	(0.44)	0.28	0.89	(1.33)	0.46
	My Desire to Avoid Conflict	(0.50)	0.30	0.85	(1.45)	0.46
	Unclear Performance Standards	0.83	0.31	0.22	(0.18)	1.83
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.01	0.33	0.08	(0.05)	2.07
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.79	0.31	0.28	(0.21)	1.80
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.72	0.32	0.48	(0.32)	1.76
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.90)	0.38	0.37	(2.12)	0.31
	A Challenge from the Union if I Give a Needs Improvement Rating	0.12	0.36	1.00	(1.05)	1.29
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.64)	0.27	0.00	(3.52)	(1.77)
	My Lack of Time	(1.63)	0.30	0.00	(2.59)	(0.67)
	My Lack of Training	(1.45)	0.32	0.00	(2.46)	(0.43)
	My Desire to Avoid Conflict	(1.50)	0.33	0.00	(2.58)	(0.43)
	Unclear Performance Standards	(0.18)	0.35	1.00	(1.30)	0.94
	Poor Evaluation Process	(1.01)	0.33	0.08	(2.07)	0.05
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.21)	0.35	1.00	(1.33)	0.90
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.28)	0.36	1.00	(1.43)	0.86
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.91)	0.41	0.00	(3.22)	(0.60)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.89)	0.39	0.47	(2.16)	0.38
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.43)	0.25	0.00	(3.24)	(1.62)
	My Lack of Time	(1.41)	0.28	0.00	(2.31)	(0.52)
	My Lack of Training	(1.23)	0.30	0.00	(2.19)	(0.27)
	My Desire to Avoid Conflict	(1.29)	0.32	0.00	(2.31)	(0.27)
	Unclear Performance Standards	0.03	0.33	1.00	(1.03)	1.10
	Poor Evaluation Process	(0.79)	0.31	0.28	(1.80)	0.21
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.21	0.35	1.00	(0.90)	1.33
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.07)	0.34	1.00	(1.17)	1.03
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.69)	0.39	0.00	(2.96)	(0.43)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.67)	0.38	0.80	(1.90)	0.55
	Expectations of High Ratings from Teachers	(2.36)	0.27	0.00	(3.21)	(1.51)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.34)	0.29	0.00	(2.28)	(0.41)
	My Lack of Training	(1.16)	0.31	0.01	(2.16)	(0.16)
	My Desire to Avoid Conflict	(1.22)	0.33	0.01	(2.27)	(0.17)
	Unclear Performance Standards	0.10	0.34	1.00	(0.99)	1.20
	Poor Evaluation Process	(0.72)	0.32	0.48	(1.76)	0.32
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.28	0.36	1.00	(0.86)	1.43
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from the Board if I Give a Needs Improvement Rating	0.07	0.34	1.00	(1.03)	1.17
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.62)	0.40	0.00	(2.92)	(0.33)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.60)	0.39	0.90	(1.86)	0.65
	Expectations of High Ratings from Teachers	(0.74)	0.33	0.48	(1.80)	0.33
Lack of Support from the Community if I Give a Needs Improvement Rating	My Lack of Time	0.28	0.35	1.00	(0.85)	1.41
	My Lack of Training	0.46	0.37	0.97	(0.72)	1.64
	My Desire to Avoid Conflict	0.40	0.38	0.99	(0.82)	1.63
	Unclear Performance Standards	1.73	0.39	0.00	0.46	2.99
	Poor Evaluation Process	0.90	0.38	0.37	(0.31)	2.12
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.91	0.41	0.00	0.60	3.22
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.69	0.39	0.00	0.43	2.96
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.62	0.40	0.00	0.33	2.92
	A Challenge from the Union if I Give a Needs Improvement Rating	1.02	0.44	0.40	(0.38)	2.42
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.76)	0.31	0.00	(2.77)	(0.74)
	My Lack of Time	(0.74)	0.34	0.50	(1.82)	0.34
	My Lack of Training	(0.56)	0.35	0.89	(1.70)	0.58
	My Desire to Avoid Conflict	(0.62)	0.37	0.85	(1.80)	0.57
	Unclear Performance Standards	0.71	0.38	0.74	(0.52)	1.93
	Poor Evaluation Process	(0.12)	0.36	1.00	(1.29)	1.05
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.89	0.39	0.47	(0.38)	2.16
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.67	0.38	0.80	(0.55)	1.90
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.60	0.39	0.90	(0.65)	1.86
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.02)	0.44	0.40	(2.42)	0.38

Table 85

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Participating Montana Principals Who Are about the Same Age as the Staff They Evaluate (n = 45)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1,371.69	10.00	137.17	14.66	0.00
Within Groups	18,428.31	1,969.00	9.36		
Total	19,800.00	1,979.00			

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Table 86

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals Who Are about the Same Age as the Staff They Evaluate (n = 45)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.52	0.23	0.44	(0.21)	1.25
	My Lack of Training	0.74	0.25	0.10	(0.06)	1.53
	My Desire to Avoid Conflict	0.30	0.27	0.99	(0.56)	1.17
	Unclear Performance Standards	1.80	0.29	0.00	0.87	2.74
	Poor Evaluation Process	1.19	0.29	0.00	0.24	2.13
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.55	0.35	0.00	1.42	3.69
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.42	0.31	0.00	0.43	2.40
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.61	0.35	0.00	1.48	3.75
	Lack of Support from the Community if I Give a Needs Improvement Rating	2.13	0.44	0.00	0.70	3.56
	A Challenge from the Union if I Give a Needs Improvement Rating	1.48	0.42	0.02	0.14	2.82
My Lack of Time	Expectations of High Ratings from Teachers	(0.52)	0.23	0.44	(1.25)	0.21
	My Lack of Training	0.22	0.29	1.00	(0.73)	1.17
	My Desire to Avoid Conflict	(0.22)	0.31	1.00	(1.23)	0.79
	Unclear Performance Standards	1.28	0.33	0.01	0.21	2.35
	Poor Evaluation Process	0.67	0.33	0.66	(0.41)	1.74
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.03	0.39	0.00	0.79	3.28
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.90	0.35	0.25	(0.21)	2.01
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.09	0.39	0.00	0.84	3.34
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.61	0.47	0.03	0.09	3.13
	A Challenge from the Union if I Give a Needs Improvement Rating	0.96	0.45	0.54	(0.48)	2.40
	Expectations of High Ratings from Teachers	(0.74)	0.25	0.10	(1.53)	0.06
	My Lack of Time	(0.22)	0.29	1.00	(1.17)	0.73
	My Desire to Avoid Conflict	(0.44)	0.33	0.96	(1.49)	0.62
	Unclear Performance Standards	1.07	0.35	0.07	(0.05)	2.18



My Lack of Training	Poor Evaluation Process	0.45	0.35	0.97	(0.67)	1.57
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.82	0.40	0.00	0.53	3.10
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.68	0.36	0.71	(0.47)	1.84
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.88	0.40	0.00	0.59	3.16
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	1.39	0.48	0.13	(0.16)	2.94
	A Challenge from the Union if I Give a Needs Improvement Rating	0.74	0.46	0.87	(0.73)	2.22
Expectations of High Ratings from Teachers		(0.30)	0.27	0.99	(1.17)	0.56
My Lack of Time		0.22	0.31	1.00	(0.79)	1.23
My Lack of Training		0.44	0.33	0.96	(0.62)	1.49
Unclear Performance Standards		1.50	0.36	0.00	0.34	2.67
Poor Evaluation Process		0.89	0.36	0.35	(0.29)	2.06
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.25	0.41	0.00	0.92	3.58
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.12	0.37	0.10	(0.09)	2.32
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.31	0.41	0.00	0.98	3.64
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.83	0.49	0.01	0.24	3.42
	A Challenge from the Union if I Give a Needs Improvement Rating	1.18	0.47	0.30	(0.33)	2.69
	Expectations of High Ratings from Teachers		(1.80)	0.29	0.00	(2.74)
My Lack of Time		(1.28)	0.33	0.01	(2.35)	(0.21)
My Lack of Training		(1.07)	0.35	0.07	(2.18)	0.05
My Desire to Avoid Conflict		(1.50)	0.36	0.00	(2.67)	(0.34)
Unclear Performance Standards	Poor Evaluation Process	(0.62)	0.38	0.87	(1.84)	0.61
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.75	0.43	0.80	(0.63)	2.13
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.38)	0.39	1.00	(1.64)	0.87
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.81	0.43	0.72	(0.57)	2.19
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.33	0.50	1.00	(1.30)	1.95
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.32)	0.48	1.00	(1.88)	1.23
Expectations of High Ratings from Teachers		(1.19)	0.29	0.00	(2.13)	(0.24)
My Lack of Time		(0.67)	0.33	0.66	(1.74)	0.41

Poor Evaluation Process	My Lack of Training	(0.45)	0.35	0.97	(1.57)	0.67
	My Desire to Avoid Conflict	(0.89)	0.36	0.35	(2.06)	0.29
	Unclear Performance Standards	0.62	0.38	0.87	(0.61)	1.84
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.37	0.43	0.06	(0.02)	2.75
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.23	0.39	1.00	(1.03)	1.50
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.43	0.43	0.04	0.04	2.81
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.94	0.51	0.74	(0.69)	2.58
	A Challenge from the Union if I Give a Needs Improvement Rating	0.29	0.48	1.00	(1.27)	1.85
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.55)	0.35	0.00	(3.69)	(1.42)
	My Lack of Time	(2.03)	0.39	0.00	(3.28)	(0.79)
	My Lack of Training	(1.82)	0.40	0.00	(3.10)	(0.53)
	My Desire to Avoid Conflict	(2.25)	0.41	0.00	(3.58)	(0.92)
	Unclear Performance Standards	(0.75)	0.43	0.80	(2.13)	0.63
	Poor Evaluation Process	(1.37)	0.43	0.06	(2.75)	0.02
	Lack of Support from the Board if I Give a Needs Improvement Rating	(1.13)	0.44	0.26	(2.55)	0.28
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.06	0.47	1.00	(1.46)	1.58
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.43)	0.54	1.00	(2.18)	1.32
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.07)	0.52	0.61	(2.76)	0.61
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.42)	0.31	0.00	(2.40)	(0.43)
	My Lack of Time	(0.90)	0.35	0.25	(2.01)	0.21
	My Lack of Training	(0.68)	0.36	0.71	(1.84)	0.47
	My Desire to Avoid Conflict	(1.12)	0.37	0.10	(2.32)	0.09
	Unclear Performance Standards	0.38	0.39	1.00	(0.87)	1.64
	Poor Evaluation Process	(0.23)	0.39	1.00	(1.50)	1.03
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.13	0.44	0.26	(0.28)	2.55
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.19	0.44	0.19	(0.22)	2.61
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.71	0.51	0.95	(0.95)	2.37
	A Challenge from the Union if I Give a Needs Improvement Rating	0.06	0.49	1.00	(1.53)	1.65
	Expectations of High Ratings from Teachers	(2.61)	0.35	0.00	(3.75)	(1.48)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(2.09)	0.39	0.00	(3.34)	(0.84)
	My Lack of Training	(1.88)	0.40	0.00	(3.16)	(0.59)
	My Desire to Avoid Conflict	(2.31)	0.41	0.00	(3.64)	(0.98)
	Unclear Performance Standards	(0.81)	0.43	0.72	(2.19)	0.57
	Poor Evaluation Process	(1.43)	0.43	0.04	(2.81)	(0.04)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.06)	0.47	1.00	(1.58)	1.46
	Lack of Support from the Board if I Give a Needs Improvement Rating	(1.19)	0.44	0.19	(2.61)	0.22
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.48)	0.54	1.00	(2.23)	1.27
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.13)	0.52	0.53	(2.82)	0.55
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.13)	0.44	0.00	(3.56)	(0.70)
	My Lack of Time	(1.61)	0.47	0.03	(3.13)	(0.09)
	My Lack of Training	(1.39)	0.48	0.13	(2.94)	0.16
	My Desire to Avoid Conflict	(1.83)	0.49	0.01	(3.42)	(0.24)
	Unclear Performance Standards	(0.33)	0.50	1.00	(1.95)	1.30
	Poor Evaluation Process	(0.94)	0.51	0.74	(2.58)	0.69
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.43	0.54	1.00	(1.32)	2.18
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.71)	0.51	0.95	(2.37)	0.95
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.48	0.54	1.00	(1.27)	2.23
A Challenge from the Union if I Give a Needs Improvement Rating	(0.65)	0.59	0.99	(2.54)	1.24	
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.48)	0.42	0.02	(2.82)	(0.14)
	My Lack of Time	(0.96)	0.45	0.54	(2.40)	0.48
	My Lack of Training	(0.74)	0.46	0.87	(2.22)	0.73
	My Desire to Avoid Conflict	(1.18)	0.47	0.30	(2.69)	0.33
	Unclear Performance Standards	0.32	0.48	1.00	(1.23)	1.88
	Poor Evaluation Process	(0.29)	0.48	1.00	(1.85)	1.27
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.07	0.52	0.61	(0.61)	2.76
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.06)	0.49	1.00	(1.65)	1.53
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.13	0.52	0.53	(0.55)	2.82
Lack of Support from the Community if I Give a Needs Improvement Rating	0.65	0.59	0.99	(1.24)	2.54	

Table 87

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Participating Montana Principals Who Are Older than the Staff They Evaluate (n = 60)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	2,336.70	10.00	233.67	25.53	0.00
Within Groups	24,063.30	2,629.00	9.15		
Total	26,400.00	2,639.00			

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Table 88

		<i>Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals Who Are Older than the Staff They Evaluate (n = 60)</i>				
Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	1.00	0.18	0.00	0.42	1.59
	My Lack of Training	1.71	0.23	0.00	0.96	2.46
	My Desire to Avoid Conflict	1.90	0.27	0.00	1.04	2.77
	Unclear Performance Standards	2.27	0.28	0.00	1.36	3.18
	Poor Evaluation Process	1.86	0.24	0.00	1.09	2.63
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.16	0.29	0.00	1.22	3.09
	Lack of Support from the Board if I Give a Needs Improvement Rating	2.26	0.29	0.00	1.32	3.20
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.14	0.30	0.00	1.16	3.12
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.52	0.37	0.95	(0.68)	1.72
	A Challenge from the Union if I Give a Needs Improvement Rating	2.44	0.38	0.00	1.21	3.66
My Lack of Time	Expectations of High Ratings from Teachers	(1.00)	0.18	0.00	(1.59)	(0.42)
	My Lack of Training	0.70	0.27	0.23	(0.16)	1.56
	My Desire to Avoid Conflict	0.90	0.30	0.09	(0.06)	1.86
	Unclear Performance Standards	1.27	0.31	0.00	0.26	2.27
	Poor Evaluation Process	0.85	0.27	0.07	(0.02)	1.73
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.15	0.32	0.01	0.13	2.18
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.26	0.32	0.00	0.23	2.29
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.14	0.33	0.03	0.07	2.20
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.49)	0.39	0.98	(1.76)	0.78
	A Challenge from the Union if I Give a Needs Improvement Rating	1.43	0.40	0.02	0.14	2.73
	Expectations of High Ratings from Teachers	(1.71)	0.23	0.00	(2.46)	(0.96)
	My Lack of Time	(0.70)	0.27	0.23	(1.56)	0.16
	My Desire to Avoid Conflict	0.20	0.33	1.00	(0.87)	1.26
	Unclear Performance Standards	0.57	0.34	0.86	(0.54)	1.67

My Lack of Training	Poor Evaluation Process	0.15	0.31	1.00	(0.84)	1.14
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.45	0.35	0.97	(0.68)	1.58
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.55	0.35	0.89	(0.58)	1.69
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.43	0.36	0.98	(0.73)	1.60
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.19)	0.42	0.15	(2.55)	0.16
	A Challenge from the Union if I Give a Needs Improvement Rating	0.73	0.43	0.83	(0.65)	2.11
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My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(1.90)	0.27	0.00	(2.77)	(1.04)
	My Lack of Time	(0.90)	0.30	0.09	(1.86)	0.06
	My Lack of Training	(0.20)	0.33	1.00	(1.26)	0.87
	Unclear Performance Standards	0.37	0.37	1.00	(0.82)	1.56
	Poor Evaluation Process	(0.05)	0.34	1.00	(1.13)	1.03
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.25	0.37	1.00	(0.95)	1.46
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.36	0.38	1.00	(0.85)	1.57
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.24	0.39	1.00	(1.01)	1.48
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.39)	0.44	0.06	(2.81)	0.03
	A Challenge from the Union if I Give a Needs Improvement Rating	0.53	0.45	0.98	(0.91)	1.98
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Unclear Performance Standards	Expectations of High Ratings from Teachers	(2.27)	0.28	0.00	(3.18)	(1.36)
	My Lack of Time	(1.27)	0.31	0.00	(2.27)	(0.26)
	My Lack of Training	(0.57)	0.34	0.86	(1.67)	0.54
	My Desire to Avoid Conflict	(0.37)	0.37	1.00	(1.56)	0.82
	Poor Evaluation Process	(0.42)	0.35	0.98	(1.54)	0.70
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.12)	0.39	1.00	(1.36)	1.12
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.01)	0.39	1.00	(1.26)	1.24
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.13)	0.40	1.00	(1.41)	1.14
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.76)	0.45	0.00	(3.21)	(0.31)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.16	0.46	1.00	(1.31)	1.64
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	Expectations of High Ratings from Teachers	(1.86)	0.24	0.00	(2.63)	(1.09)
	My Lack of Time	(0.85)	0.27	0.07	(1.73)	0.02

Poor Evaluation Process	My Lack of Training	(0.15)	0.31	1.00	(1.14)	0.84
	My Desire to Avoid Conflict	0.05	0.34	1.00	(1.03)	1.13
	Unclear Performance Standards	0.42	0.35	0.98	(0.70)	1.54
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.30	0.35	1.00	(0.84)	1.44
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.41	0.36	0.99	(0.74)	1.55
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.28	0.37	1.00	(0.89)	1.46
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.34)	0.42	0.06	(2.71)	0.03
	A Challenge from the Union if I Give a Needs Improvement Rating	0.58	0.43	0.96	(0.81)	1.97
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.16)	0.29	0.00	(3.09)	(1.22)
	My Lack of Time	(1.15)	0.32	0.01	(2.18)	(0.13)
	My Lack of Training	(0.45)	0.35	0.97	(1.58)	0.68
	My Desire to Avoid Conflict	(0.25)	0.37	1.00	(1.46)	0.95
	Unclear Performance Standards	0.12	0.39	1.00	(1.12)	1.36
	Poor Evaluation Process	(0.30)	0.35	1.00	(1.44)	0.84
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.10	0.39	1.00	(1.16)	1.37
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.02)	0.40	1.00	(1.31)	1.28
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.64)	0.46	0.01	(3.11)	(0.17)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.28	0.46	1.00	(1.21)	1.77
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.26)	0.29	0.00	(3.20)	(1.32)
	My Lack of Time	(1.26)	0.32	0.00	(2.29)	(0.23)
	My Lack of Training	(0.55)	0.35	0.89	(1.69)	0.58
	My Desire to Avoid Conflict	(0.36)	0.38	1.00	(1.57)	0.85
	Unclear Performance Standards	0.01	0.39	1.00	(1.24)	1.26
	Poor Evaluation Process	(0.41)	0.36	0.99	(1.55)	0.74
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.10)	0.39	1.00	(1.37)	1.16
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.12)	0.40	1.00	(1.42)	1.18
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.75)	0.46	0.01	(3.22)	(0.27)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.17	0.46	1.00	(1.32)	1.67
	Expectations of High Ratings from Teachers	(2.14)	0.30	0.00	(3.12)	(1.16)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.14)	0.33	0.03	(2.20)	(0.07)
	My Lack of Training	(0.43)	0.36	0.98	(1.60)	0.73
	My Desire to Avoid Conflict	(0.24)	0.39	1.00	(1.48)	1.01
	Unclear Performance Standards	0.13	0.40	1.00	(1.14)	1.41
	Poor Evaluation Process	(0.28)	0.37	1.00	(1.46)	0.89
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.02	0.40	1.00	(1.28)	1.31
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.12	0.40	1.00	(1.18)	1.42
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.62)	0.46	0.02	(3.12)	(0.13)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.30	0.47	1.00	(1.22)	1.81
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(0.52)	0.37	0.95	(1.72)	0.68
	My Lack of Time	0.49	0.39	0.98	(0.78)	1.76
	My Lack of Training	1.19	0.42	0.15	(0.16)	2.55
	My Desire to Avoid Conflict	1.39	0.44	0.06	(0.03)	2.81
	Unclear Performance Standards	1.76	0.45	0.00	0.31	3.21
	Poor Evaluation Process	1.34	0.42	0.06	(0.03)	2.71
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.64	0.46	0.01	0.17	3.11
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.75	0.46	0.01	0.27	3.22
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.62	0.46	0.02	0.13	3.12
A Challenge from the Union if I Give a Needs Improvement Rating	1.92	0.52	0.01	0.25	3.59	
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.44)	0.38	0.00	(3.66)	(1.21)
	My Lack of Time	(1.43)	0.40	0.02	(2.73)	(0.14)
	My Lack of Training	(0.73)	0.43	0.83	(2.11)	0.65
	My Desire to Avoid Conflict	(0.53)	0.45	0.98	(1.98)	0.91
	Unclear Performance Standards	(0.16)	0.46	1.00	(1.64)	1.31
	Poor Evaluation Process	(0.58)	0.43	0.96	(1.97)	0.81
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.28)	0.46	1.00	(1.77)	1.21
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.17)	0.46	1.00	(1.67)	1.32
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.30)	0.47	1.00	(1.81)	1.22
Lack of Support from the Community if I Give a Needs Improvement Rating	(1.92)	0.52	0.01	(3.59)	(0.25)	



Table 89

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Elementary Principals (n = 46)*

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Evaluation Barrier	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Between Groups	1,187.51	10.00	118.75	12.55	0.00
Within Groups	19,052.49	2,013.00	9.46		
Total	20,240.00	2,023.00			

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Table 90

		<i>Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Elementary Principals (n = 46)</i>				
Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.43	0.23	0.75	(0.31)	1.17
	My Lack of Training	0.89	0.26	0.03	0.06	1.72
	My Desire to Avoid Conflict	0.83	0.31	0.22	(0.18)	1.85
	Unclear Performance Standards	2.14	0.31	0.00	1.13	3.15
	Poor Evaluation Process	1.32	0.27	0.00	0.44	2.21
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.12	0.36	0.00	0.97	3.27
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.43	0.30	0.00	0.47	2.38
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.48	0.34	0.00	0.38	2.58
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.47	0.36	0.97	(0.68)	1.63
	A Challenge from the Union if I Give a Needs Improvement Rating	2.27	0.36	0.00	1.11	3.43
My Lack of Time	Expectations of High Ratings from Teachers	(0.43)	0.23	0.75	(1.17)	0.31
	My Lack of Training	0.46	0.31	0.92	(0.54)	1.46
	My Desire to Avoid Conflict	0.41	0.36	0.99	(0.75)	1.56
	Unclear Performance Standards	1.71	0.36	0.00	0.56	2.86
	Poor Evaluation Process	0.89	0.32	0.17	(0.15)	1.94
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.69	0.40	0.00	0.42	2.97
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.00	0.34	0.12	(0.10)	2.10
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.05	0.38	0.17	(0.18)	2.28
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.05	0.40	1.00	(1.24)	1.33
	A Challenge from the Union if I Give a Needs Improvement Rating	1.84	0.40	0.00	0.56	3.13
My Lack of Training	Expectations of High Ratings from Teachers	(0.89)	0.26	0.03	(1.72)	(0.06)
	My Lack of Time	(0.46)	0.31	0.92	(1.46)	0.54
	My Desire to Avoid Conflict	(0.06)	0.38	1.00	(1.27)	1.16
	Unclear Performance Standards	1.25	0.38	0.04	0.04	2.46
	Poor Evaluation Process	0.43	0.34	0.98	(0.68)	1.54

My Lack of Training	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.23	0.41	0.10	(0.10)	2.56
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.54	0.36	0.92	(0.63)	1.70
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.59	0.40	0.93	(0.69)	1.88
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.42)	0.41	1.00	(1.75)	0.92
	A Challenge from the Union if I Give a Needs Improvement Rating	1.38	0.42	0.04	0.04	2.72
My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(0.83)	0.31	0.22	(1.85)	0.18
	My Lack of Time	(0.41)	0.36	0.99	(1.56)	0.75
	My Lack of Training	0.06	0.38	1.00	(1.16)	1.27
	Unclear Performance Standards	1.31	0.42	0.06	(0.03)	2.65
	Poor Evaluation Process	0.49	0.39	0.97	(0.76)	1.74
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.29	0.45	0.13	(0.16)	2.74
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.60	0.40	0.93	(0.70)	1.89
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.65	0.44	0.93	(0.76)	2.05
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.36)	0.45	1.00	(1.81)	1.09
	A Challenge from the Union if I Give a Needs Improvement Rating	1.44	0.45	0.06	(0.02)	2.90
Unclear Performance Standards	Expectations of High Ratings from Teachers	(2.14)	0.31	0.00	(3.15)	(1.13)
	My Lack of Time	(1.71)	0.36	0.00	(2.86)	(0.56)
	My Lack of Training	(1.25)	0.38	0.04	(2.46)	(0.04)
	My Desire to Avoid Conflict	(1.31)	0.42	0.06	(2.65)	0.03
	Poor Evaluation Process	(0.82)	0.39	0.57	(2.06)	0.43
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.02)	0.45	1.00	(1.47)	1.43
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.71)	0.40	0.80	(2.01)	0.58
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.66)	0.44	0.91	(2.07)	0.74
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.67)	0.45	0.01	(3.12)	(0.22)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.13	0.45	1.00	(1.33)	1.59
My Lack of Training	Expectations of High Ratings from Teachers	(1.32)	0.27	0.00	(2.21)	(0.44)
	My Lack of Time	(0.89)	0.32	0.17	(1.94)	0.15
	My Lack of Training	(0.43)	0.34	0.98	(1.54)	0.68

Poor Evaluation Process	My Desire to Avoid Conflict	(0.49)	0.39	0.97	(1.74)	0.76
	Unclear Performance Standards	0.82	0.39	0.57	(0.43)	2.06
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.80	0.42	0.72	(0.56)	2.16
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.11	0.37	1.00	(1.10)	1.31
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.16	0.41	1.00	(1.16)	1.48
Poor Evaluation Process	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.85)	0.42	0.65	(2.22)	0.52
	A Challenge from the Union if I Give a Needs Improvement Rating	0.95	0.43	0.49	(0.43)	2.32
	Expectations of High Ratings from Teachers	(2.12)	0.36	0.00	(3.27)	(0.97)
Lack of Support from My Superiors if I Give a Needs Improvement Rating	My Lack of Time	(1.69)	0.40	0.00	(2.97)	(0.42)
	My Lack of Training	(1.23)	0.41	0.10	(2.56)	0.10
	My Desire to Avoid Conflict	(1.29)	0.45	0.13	(2.74)	0.16
	Unclear Performance Standards	0.02	0.45	1.00	(1.43)	1.47
	Poor Evaluation Process	(0.80)	0.42	0.72	(2.16)	0.56
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.69)	0.44	0.89	(2.10)	0.71
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.64)	0.47	0.95	(2.15)	0.87
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.65)	0.48	0.03	(3.20)	(0.10)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.15	0.48	1.00	(1.41)	1.71
	Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.43)	0.30	0.00	(2.38)
My Lack of Time		(1.00)	0.34	0.12	(2.10)	0.10
My Lack of Training		(0.54)	0.36	0.92	(1.70)	0.63
My Desire to Avoid Conflict		(0.60)	0.40	0.93	(1.89)	0.70
Unclear Performance Standards		0.71	0.40	0.80	(0.58)	2.01
Poor Evaluation Process		(0.11)	0.37	1.00	(1.31)	1.10
Lack of Support from My Superiors if I Give a Needs Improvement Rating		0.69	0.44	0.89	(0.71)	2.10
Lack of Support from the Staff if I Give a Needs Improvement Rating		0.05	0.42	1.00	(1.31)	1.42
Lack of Support from the Community if I Give a Needs Improvement Rating		(0.96)	0.44	0.52	(2.37)	0.46
A Challenge from the Union if I Give a Needs Improvement Rating		0.84	0.44	0.71	(0.58)	2.26
Lack of Support from the Staff if I	Expectations of High Ratings from Teachers	(1.48)	0.34	0.00	(2.58)	(0.38)
	My Lack of Time	(1.05)	0.38	0.17	(2.28)	0.18

Give a Needs Improvement Rating	My Lack of Training	(0.59)	0.40	0.93	(1.88)	0.69
	My Desire to Avoid Conflict	(0.65)	0.44	0.93	(2.05)	0.76
	Unclear Performance Standards	0.66	0.44	0.91	(0.74)	2.07
	Poor Evaluation Process	(0.16)	0.41	1.00	(1.48)	1.16
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.64	0.47	0.95	(0.87)	2.15
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.05)	0.42	1.00	(1.42)	1.31
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.01)	0.47	0.55	(2.52)	0.51
	A Challenge from the Union if I Give a Needs Improvement Rating	0.79	0.47	0.85	(0.73)	2.31
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(0.47)	0.36	0.97	(1.63)	0.68
	My Lack of Time	(0.05)	0.40	1.00	(1.33)	1.24
	My Lack of Training	0.42	0.41	1.00	(0.92)	1.75
	My Desire to Avoid Conflict	0.36	0.45	1.00	(1.09)	1.81
	Unclear Performance Standards	1.67	0.45	0.01	0.22	3.12
	Poor Evaluation Process	0.85	0.42	0.65	(0.52)	2.22
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.65	0.48	0.03	0.10	3.20
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.96	0.44	0.52	(0.46)	2.37
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.01	0.47	0.55	(0.51)	2.52
	A Challenge from the Union if I Give a Needs Improvement Rating	1.80	0.48	0.01	0.23	3.36
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.27)	0.36	0.00	(3.43)	(1.11)
	My Lack of Time	(1.84)	0.40	0.00	(3.13)	(0.56)
	My Lack of Training	(1.38)	0.42	0.04	(2.72)	(0.04)
	My Desire to Avoid Conflict	(1.44)	0.45	0.06	(2.90)	0.02
	Unclear Performance Standards	(0.13)	0.45	1.00	(1.59)	1.33
	Poor Evaluation Process	(0.95)	0.43	0.49	(2.32)	0.43
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.15)	0.48	1.00	(1.71)	1.41
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.84)	0.44	0.71	(2.26)	0.58
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.79)	0.47	0.85	(2.31)	0.73
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.80)	0.48	0.01	(3.36)	(0.23)

Table 91

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: High School Principals (n = 42)*

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Evaluation Barrier	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Between Groups	1,187.51	10.00	118.75	12.55	0.00
Within Groups	19,052.49	2,013.00	9.46		
Total	20,240.00	2,023.00			

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Table 92

		<i>Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: High School Principals (n = 42)</i>				
Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.43	0.23	0.75	(0.31)	1.17
	My Lack of Training	0.89	0.26	0.03	0.06	1.72
	My Desire to Avoid Conflict	0.83	0.31	0.22	(0.18)	1.85
	Unclear Performance Standards	2.14	0.31	0.00	1.13	3.15
	Poor Evaluation Process	1.32	0.27	0.00	0.44	2.21
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.12	0.36	0.00	0.97	3.27
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.43	0.30	0.00	0.47	2.38
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.48	0.34	0.00	0.38	2.58
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.47	0.36	0.97	(0.68)	1.63
	A Challenge from the Union if I Give a Needs Improvement Rating	2.27	0.36	0.00	1.11	3.43
My Lack of Time	Expectations of High Ratings from Teachers	(0.43)	0.23	0.75	(1.17)	0.31
	My Lack of Training	0.46	0.31	0.92	(0.54)	1.46
	My Desire to Avoid Conflict	0.41	0.36	0.99	(0.75)	1.56
	Unclear Performance Standards	1.71	0.36	0.00	0.56	2.86
	Poor Evaluation Process	0.89	0.32	0.17	(0.15)	1.94
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.69	0.40	0.00	0.42	2.97
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.00	0.34	0.12	(0.10)	2.10
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.05	0.38	0.17	(0.18)	2.28
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.05	0.40	1.00	(1.24)	1.33
	A Challenge from the Union if I Give a Needs Improvement Rating	1.84	0.40	0.00	0.56	3.13
My Lack of Training	Expectations of High Ratings from Teachers	(0.89)	0.26	0.03	(1.72)	(0.06)
	My Lack of Time	(0.46)	0.31	0.92	(1.46)	0.54
	My Desire to Avoid Conflict	(0.06)	0.38	1.00	(1.27)	1.16
	Unclear Performance Standards	1.25	0.38	0.04	0.04	2.46
	Poor Evaluation Process	0.43	0.34	0.98	(0.68)	1.54

My Lack of Training	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.23	0.41	0.10	(0.10)	2.56
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.54	0.36	0.92	(0.63)	1.70
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.59	0.40	0.93	(0.69)	1.88
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.42)	0.41	1.00	(1.75)	0.92
	A Challenge from the Union if I Give a Needs Improvement Rating	1.38	0.42	0.04	0.04	2.72
My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(0.83)	0.31	0.22	(1.85)	0.18
	My Lack of Time	(0.41)	0.36	0.99	(1.56)	0.75
	My Lack of Training	0.06	0.38	1.00	(1.16)	1.27
	Unclear Performance Standards	1.31	0.42	0.06	(0.03)	2.65
	Poor Evaluation Process	0.49	0.39	0.97	(0.76)	1.74
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.29	0.45	0.13	(0.16)	2.74
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.60	0.40	0.93	(0.70)	1.89
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.65	0.44	0.93	(0.76)	2.05
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.36)	0.45	1.00	(1.81)	1.09
	A Challenge from the Union if I Give a Needs Improvement Rating	1.44	0.45	0.06	(0.02)	2.90
Unclear Performance Standards	Expectations of High Ratings from Teachers	(2.14)	0.31	0.00	(3.15)	(1.13)
	My Lack of Time	(1.71)	0.36	0.00	(2.86)	(0.56)
	My Lack of Training	(1.25)	0.38	0.04	(2.46)	(0.04)
	My Desire to Avoid Conflict	(1.31)	0.42	0.06	(2.65)	0.03
	Poor Evaluation Process	(0.82)	0.39	0.57	(2.06)	0.43
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.02)	0.45	1.00	(1.47)	1.43
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.71)	0.40	0.80	(2.01)	0.58
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.66)	0.44	0.91	(2.07)	0.74
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.67)	0.45	0.01	(3.12)	(0.22)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.13	0.45	1.00	(1.33)	1.59
	Expectations of High Ratings from Teachers	(1.32)	0.27	0.00	(2.21)	(0.44)
	My Lack of Time	(0.89)	0.32	0.17	(1.94)	0.15
	My Lack of Training	(0.43)	0.34	0.98	(1.54)	0.68



Poor Evaluation Process	My Desire to Avoid Conflict	(0.49)	0.39	0.97	(1.74)	0.76
	Unclear Performance Standards	0.82	0.39	0.57	(0.43)	2.06
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.80	0.42	0.72	(0.56)	2.16
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.11	0.37	1.00	(1.10)	1.31
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.16	0.41	1.00	(1.16)	1.48
Poor Evaluation Process	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.85)	0.42	0.65	(2.22)	0.52
	A Challenge from the Union if I Give a Needs Improvement Rating	0.95	0.43	0.49	(0.43)	2.32
	Expectations of High Ratings from Teachers	(2.12)	0.36	0.00	(3.27)	(0.97)
Lack of Support from My Superiors if I Give a Needs Improvement Rating	My Lack of Time	(1.69)	0.40	0.00	(2.97)	(0.42)
	My Lack of Training	(1.23)	0.41	0.10	(2.56)	0.10
	My Desire to Avoid Conflict	(1.29)	0.45	0.13	(2.74)	0.16
	Unclear Performance Standards	0.02	0.45	1.00	(1.43)	1.47
	Poor Evaluation Process	(0.80)	0.42	0.72	(2.16)	0.56
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.69)	0.44	0.89	(2.10)	0.71
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.64)	0.47	0.95	(2.15)	0.87
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.65)	0.48	0.03	(3.20)	(0.10)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.15	0.48	1.00	(1.41)	1.71
	Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.43)	0.30	0.00	(2.38)
My Lack of Time		(1.00)	0.34	0.12	(2.10)	0.10
My Lack of Training		(0.54)	0.36	0.92	(1.70)	0.63
My Desire to Avoid Conflict		(0.60)	0.40	0.93	(1.89)	0.70
Unclear Performance Standards		0.71	0.40	0.80	(0.58)	2.01
Poor Evaluation Process		(0.11)	0.37	1.00	(1.31)	1.10
Lack of Support from My Superiors if I Give a Needs Improvement Rating		0.69	0.44	0.89	(0.71)	2.10
Lack of Support from the Staff if I Give a Needs Improvement Rating		0.05	0.42	1.00	(1.31)	1.42
Lack of Support from the Community if I Give a Needs Improvement Rating		(0.96)	0.44	0.52	(2.37)	0.46
A Challenge from the Union if I Give a Needs Improvement Rating		0.84	0.44	0.71	(0.58)	2.26
Lack of Support from the Staff if I	Expectations of High Ratings from Teachers	(1.48)	0.34	0.00	(2.58)	(0.38)
	My Lack of Time	(1.05)	0.38	0.17	(2.28)	0.18

Give a Needs Improvement Rating	My Lack of Training	(0.59)	0.40	0.93	(1.88)	0.69
	My Desire to Avoid Conflict	(0.65)	0.44	0.93	(2.05)	0.76
	Unclear Performance Standards	0.66	0.44	0.91	(0.74)	2.07
	Poor Evaluation Process	(0.16)	0.41	1.00	(1.48)	1.16
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.64	0.47	0.95	(0.87)	2.15
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.05)	0.42	1.00	(1.42)	1.31
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.01)	0.47	0.55	(2.52)	0.51
	A Challenge from the Union if I Give a Needs Improvement Rating	0.79	0.47	0.85	(0.73)	2.31
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(0.47)	0.36	0.97	(1.63)	0.68
	My Lack of Time	(0.05)	0.40	1.00	(1.33)	1.24
	My Lack of Training	0.42	0.41	1.00	(0.92)	1.75
	My Desire to Avoid Conflict	0.36	0.45	1.00	(1.09)	1.81
	Unclear Performance Standards	1.67	0.45	0.01	0.22	3.12
	Poor Evaluation Process	0.85	0.42	0.65	(0.52)	2.22
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.65	0.48	0.03	0.10	3.20
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.96	0.44	0.52	(0.46)	2.37
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.01	0.47	0.55	(0.51)	2.52
	A Challenge from the Union if I Give a Needs Improvement Rating	1.80	0.48	0.01	0.23	3.36
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.27)	0.36	0.00	(3.43)	(1.11)
	My Lack of Time	(1.84)	0.40	0.00	(3.13)	(0.56)
	My Lack of Training	(1.38)	0.42	0.04	(2.72)	(0.04)
	My Desire to Avoid Conflict	(1.44)	0.45	0.06	(2.90)	0.02
	Unclear Performance Standards	(0.13)	0.45	1.00	(1.59)	1.33
	Poor Evaluation Process	(0.95)	0.43	0.49	(2.32)	0.43
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.15)	0.48	1.00	(1.71)	1.41
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.84)	0.44	0.71	(2.26)	0.58
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.79)	0.47	0.85	(2.31)	0.73
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.80)	0.48	0.01	(3.36)	(0.23)

Table 93

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Participating Montana Principals with 4 to 9 Years of Principal Experience (n = 52)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1,267.44	10.00	126.74	13.35	0.00
Within Groups	21,612.56	2,277.00	9.49		
Total	22,880.00	2,287.00			

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Table 94

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals with 4 to 9 Years of Principal Experience (n = 52)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.73	0.23	0.05	0.01	1.46
	My Lack of Training	0.66	0.26	0.27	(0.17)	1.50
	My Desire to Avoid Conflict	0.99	0.26	0.01	0.14	1.83
	Unclear Performance Standards	1.86	0.27	0.00	0.99	2.73
	Poor Evaluation Process	0.72	0.26	0.20	(0.14)	1.57
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.45	0.33	0.00	1.40	3.51
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.68	0.28	0.00	0.77	2.59
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.46	0.33	0.00	0.39	2.52
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.70	0.41	0.00	0.37	3.02
	A Challenge from the Union if I Give a Needs Improvement Rating	1.41	0.35	0.00	0.27	2.55
My Lack of Time	Expectations of High Ratings from Teachers	(0.73)	0.23	0.05	(1.46)	(0.01)
	My Lack of Training	(0.07)	0.31	1.00	(1.08)	0.94
	My Desire to Avoid Conflict	0.25	0.31	1.00	(0.76)	1.27
	Unclear Performance Standards	1.13	0.32	0.02	0.09	2.16
	Poor Evaluation Process	(0.02)	0.32	1.00	(1.04)	1.01
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.72	0.37	0.00	0.53	2.92
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.94	0.33	0.14	(0.12)	2.01
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.72	0.37	0.69	(0.48)	1.93
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.96	0.45	0.54	(0.47)	2.40
	A Challenge from the Union if I Give a Needs Improvement Rating	0.68	0.40	0.83	(0.60)	1.95
	Expectations of High Ratings from Teachers	(0.66)	0.26	0.27	(1.50)	0.17
	My Lack of Time	0.07	0.31	1.00	(0.94)	1.08
	My Desire to Avoid Conflict	0.32	0.34	1.00	(0.77)	1.42
	Unclear Performance Standards	1.20	0.34	0.02	0.09	2.31

My Lack of Training	Poor Evaluation Process	0.05	0.34	1.00	(1.05)	1.15
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.79	0.39	0.00	0.53	3.05
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.01	0.36	0.14	(0.13)	2.16
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.80	0.39	0.64	(0.48)	2.07
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	1.03	0.46	0.49	(0.46)	2.53
	A Challenge from the Union if I Give a Needs Improvement Rating	0.75	0.42	0.78	(0.59)	2.09
Expectations of High Ratings from Teachers		(0.99)	0.26	0.01	(1.83)	(0.14)
My Lack of Time		(0.25)	0.31	1.00	(1.27)	0.76
My Lack of Training		(0.32)	0.34	1.00	(1.42)	0.77
Unclear Performance Standards		0.87	0.35	0.29	(0.24)	1.99
Poor Evaluation Process		(0.27)	0.34	1.00	(1.38)	0.84
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.47	0.39	0.01	0.20	2.74
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.69	0.36	0.69	(0.46)	1.84
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.47	0.40	0.98	(0.81)	1.75
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.71	0.47	0.91	(0.79)	2.21
	A Challenge from the Union if I Give a Needs Improvement Rating	0.43	0.42	1.00	(0.92)	1.77
	Expectations of High Ratings from Teachers		(1.86)	0.27	0.00	(2.73)
My Lack of Time		(1.13)	0.32	0.02	(2.16)	(0.09)
My Lack of Training		(1.20)	0.34	0.02	(2.31)	(0.09)
My Desire to Avoid Conflict		(0.87)	0.35	0.29	(1.99)	0.24
Poor Evaluation Process		(1.14)	0.35	0.04	(2.27)	(0.02)
Unclear Performance Standards	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.59	0.40	0.92	(0.69)	1.88
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.18)	0.36	1.00	(1.35)	0.99
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.40)	0.40	1.00	(1.69)	0.89
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.16)	0.47	1.00	(1.68)	1.35
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.45)	0.42	0.99	(1.81)	0.91
Expectations of High Ratings from Teachers		(0.72)	0.26	0.20	(1.57)	0.14
My Lack of Time		0.02	0.32	1.00	(1.01)	1.04

Poor Evaluation Process	My Lack of Training	(0.05)	0.34	1.00	(1.15)	1.05
	My Desire to Avoid Conflict	0.27	0.34	1.00	(0.84)	1.38
	Unclear Performance Standards	1.14	0.35	0.04	0.02	2.27
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.74	0.40	0.00	0.46	3.01
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.96	0.36	0.21	(0.20)	2.12
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.74	0.40	0.74	(0.54)	2.03
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.98	0.47	0.58	(0.53)	2.48
	A Challenge from the Union if I Give a Needs Improvement Rating	0.70	0.42	0.86	(0.66)	2.05
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.45)	0.33	0.00	(3.51)	(1.40)
	My Lack of Time	(1.72)	0.37	0.00	(2.92)	(0.53)
	My Lack of Training	(1.79)	0.39	0.00	(3.05)	(0.53)
	My Desire to Avoid Conflict	(1.47)	0.39	0.01	(2.74)	(0.20)
	Unclear Performance Standards	(0.59)	0.40	0.92	(1.88)	0.69
	Poor Evaluation Process	(1.74)	0.40	0.00	(3.01)	(0.46)
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.78)	0.41	0.72	(2.09)	0.54
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(1.00)	0.44	0.47	(2.42)	0.43
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.76)	0.51	0.92	(2.38)	0.87
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.04)	0.46	0.46	(2.53)	0.44
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.68)	0.28	0.00	(2.59)	(0.77)
	My Lack of Time	(0.94)	0.33	0.14	(2.01)	0.12
	My Lack of Training	(1.01)	0.36	0.14	(2.16)	0.13
	My Desire to Avoid Conflict	(0.69)	0.36	0.69	(1.84)	0.46
	Unclear Performance Standards	0.18	0.36	1.00	(0.99)	1.35
	Poor Evaluation Process	(0.96)	0.36	0.21	(2.12)	0.20
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.78	0.41	0.72	(0.54)	2.09
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.22)	0.41	1.00	(1.54)	1.10
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.02	0.48	1.00	(1.52)	1.55
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.27)	0.43	1.00	(1.65)	1.12
	Expectations of High Ratings from Teachers	(1.46)	0.33	0.00	(2.52)	(0.39)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(0.72)	0.37	0.69	(1.93)	0.48
	My Lack of Training	(0.80)	0.39	0.64	(2.07)	0.48
	My Desire to Avoid Conflict	(0.47)	0.40	0.98	(1.75)	0.81
	Unclear Performance Standards	0.40	0.40	1.00	(0.89)	1.69
	Poor Evaluation Process	(0.74)	0.40	0.74	(2.03)	0.54
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.00	0.44	0.47	(0.43)	2.42
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.22	0.41	1.00	(1.10)	1.54
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.24	0.51	1.00	(1.40)	1.87
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.05)	0.46	1.00	(1.54)	1.45
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.70)	0.41	0.00	(3.02)	(0.37)
	My Lack of Time	(0.96)	0.45	0.54	(2.40)	0.47
	My Lack of Training	(1.03)	0.46	0.49	(2.53)	0.46
	My Desire to Avoid Conflict	(0.71)	0.47	0.91	(2.21)	0.79
	Unclear Performance Standards	0.16	0.47	1.00	(1.35)	1.68
	Poor Evaluation Process	(0.98)	0.47	0.58	(2.48)	0.53
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.76	0.51	0.92	(0.87)	2.38
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.02)	0.48	1.00	(1.55)	1.52
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.24)	0.51	1.00	(1.87)	1.40
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.28)	0.52	1.00	(1.97)	1.40
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.41)	0.35	0.00	(2.55)	(0.27)
	My Lack of Time	(0.68)	0.40	0.83	(1.95)	0.60
	My Lack of Training	(0.75)	0.42	0.78	(2.09)	0.59
	My Desire to Avoid Conflict	(0.43)	0.42	1.00	(1.77)	0.92
	Unclear Performance Standards	0.45	0.42	0.99	(0.91)	1.81
	Poor Evaluation Process	(0.70)	0.42	0.86	(2.05)	0.66
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.04	0.46	0.46	(0.44)	2.53
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.27	0.43	1.00	(1.12)	1.65
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.05	0.46	1.00	(1.45)	1.54
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.28	0.52	1.00	(1.40)	1.97

Table 95

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Participating Montana Principals with  $\geq 10$  Years of Principal Experience (n = 48)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	2,110.37	10.00	211.04	23.32	0.00
Within Groups	19,009.63	2,101.00	9.05		
Total	21,120.00	2,111.00			

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Table 96

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals with  $\geq 10$  Years of Principal Experience (n = 48)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	1.31	0.20	0.00	0.66	1.96
	My Lack of Training	1.64	0.23	0.00	0.90	2.38
	My Desire to Avoid Conflict	1.75	0.29	0.00	0.81	2.69
	Unclear Performance Standards	2.11	0.31	0.00	1.11	3.12
	Poor Evaluation Process	1.77	0.29	0.00	0.82	2.72
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.38	0.35	0.00	1.24	3.52
	Lack of Support from the Board if I Give a Needs Improvement Rating	2.31	0.33	0.00	1.23	3.39
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.97	0.32	0.00	1.95	4.00
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.05	0.37	0.16	(0.16)	2.25
	A Challenge from the Union if I Give a Needs Improvement Rating	2.98	0.46	0.00	1.49	4.48
My Lack of Time	Expectations of High Ratings from Teachers	(1.31)	0.20	0.00	(1.96)	(0.66)
	My Lack of Training	0.33	0.27	0.98	(0.54)	1.20
	My Desire to Avoid Conflict	0.44	0.32	0.96	(0.61)	1.49
	Unclear Performance Standards	0.80	0.34	0.41	(0.30)	1.90
	Poor Evaluation Process	0.46	0.33	0.95	(0.59)	1.51
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.07	0.38	0.16	(0.16)	2.29
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.00	0.36	0.18	(0.17)	2.17
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.66	0.35	0.00	0.54	2.79
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.27)	0.40	1.00	(1.55)	1.02
	A Challenge from the Union if I Give a Needs Improvement Rating	1.67	0.49	0.02	0.11	3.24
Expectations of High Ratings from Teachers	Expectations of High Ratings from Teachers	(1.64)	0.23	0.00	(2.38)	(0.90)
	My Lack of Time	(0.33)	0.27	0.98	(1.20)	0.54
	My Desire to Avoid Conflict	0.11	0.34	1.00	(1.00)	1.22
	Unclear Performance Standards	0.47	0.36	0.97	(0.69)	1.64

My Lack of Training	Poor Evaluation Process	0.13	0.35	1.00	(0.98)	1.25
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.74	0.40	0.74	(0.54)	2.02
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.67	0.38	0.80	(0.55)	1.90
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.34	0.37	0.01	0.15	2.52
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.59)	0.41	0.94	(1.93)	0.74
	A Challenge from the Union if I Give a Needs Improvement Rating	1.35	0.50	0.20	(0.26)	2.95
Expectations of High Ratings from Teachers		(1.75)	0.29	0.00	(2.69)	(0.81)
My Lack of Time		(0.44)	0.32	0.96	(1.49)	0.61
My Lack of Training		(0.11)	0.34	1.00	(1.22)	1.00
Unclear Performance Standards		0.36	0.40	1.00	(0.94)	1.66
Poor Evaluation Process		0.02	0.39	1.00	(1.24)	1.28
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.63	0.44	0.94	(0.78)	2.03
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.56	0.42	0.96	(0.79)	1.92
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.22	0.41	0.10	(0.09)	2.54
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.70)	0.45	0.90	(2.16)	0.75
	A Challenge from the Union if I Give a Needs Improvement Rating	1.23	0.53	0.41	(0.47)	2.94
	Expectations of High Ratings from Teachers		(2.11)	0.31	0.00	(3.12)
My Lack of Time		(0.80)	0.34	0.41	(1.90)	0.30
My Lack of Training		(0.47)	0.36	0.97	(1.64)	0.69
My Desire to Avoid Conflict		(0.36)	0.40	1.00	(1.66)	0.94
Unclear Performance Standards	Poor Evaluation Process	(0.34)	0.40	1.00	(1.65)	0.96
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.27	0.45	1.00	(1.18)	1.71
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.20	0.43	1.00	(1.20)	1.60
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.86	0.42	0.62	(0.50)	2.22
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.07)	0.47	0.44	(2.57)	0.43
	A Challenge from the Union if I Give a Needs Improvement Rating	0.87	0.54	0.88	(0.87)	2.61
Expectations of High Ratings from Teachers		(1.77)	0.29	0.00	(2.72)	(0.82)
My Lack of Time		(0.46)	0.33	0.95	(1.51)	0.59

Poor Evaluation Process	My Lack of Training	(0.13)	0.35	1.00	(1.25)	0.98
	My Desire to Avoid Conflict	(0.02)	0.39	1.00	(1.28)	1.24
	Unclear Performance Standards	0.34	0.40	1.00	(0.96)	1.65
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.61	0.44	0.95	(0.80)	2.02
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.54	0.42	0.97	(0.82)	1.90
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.20	0.41	0.11	(0.12)	2.53
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.72)	0.45	0.88	(2.19)	0.74
	A Challenge from the Union if I Give a Needs Improvement Rating	1.21	0.53	0.44	(0.50)	2.93
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.38)	0.35	0.00	(3.52)	(1.24)
	My Lack of Time	(1.07)	0.38	0.16	(2.29)	0.16
	My Lack of Training	(0.74)	0.40	0.74	(2.02)	0.54
	My Desire to Avoid Conflict	(0.63)	0.44	0.94	(2.03)	0.78
	Unclear Performance Standards	(0.27)	0.45	1.00	(1.71)	1.18
	Poor Evaluation Process	(0.61)	0.44	0.95	(2.02)	0.80
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.07)	0.46	1.00	(1.57)	1.43
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.60	0.45	0.97	(0.87)	2.06
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.33)	0.49	0.20	(2.92)	0.26
	A Challenge from the Union if I Give a Needs Improvement Rating	0.61	0.57	0.99	(1.22)	2.43
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.31)	0.33	0.00	(3.39)	(1.23)
	My Lack of Time	(1.00)	0.36	0.18	(2.17)	0.17
	My Lack of Training	(0.67)	0.38	0.80	(1.90)	0.55
	My Desire to Avoid Conflict	(0.56)	0.42	0.96	(1.92)	0.79
	Unclear Performance Standards	(0.20)	0.43	1.00	(1.60)	1.20
	Poor Evaluation Process	(0.54)	0.42	0.97	(1.90)	0.82
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.07	0.46	1.00	(1.43)	1.57
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.66	0.44	0.92	(0.75)	2.08
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.26)	0.48	0.23	(2.81)	0.28
	A Challenge from the Union if I Give a Needs Improvement Rating	0.67	0.55	0.98	(1.11)	2.46
	Expectations of High Ratings from Teachers	(2.97)	0.32	-	(4.00)	(1.95)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.66)	0.35	0.00	(2.79)	(0.54)
	My Lack of Training	(1.34)	0.37	0.01	(2.52)	(0.15)
	My Desire to Avoid Conflict	(1.22)	0.41	0.10	(2.54)	0.09
	Unclear Performance Standards	(0.86)	0.42	0.62	(2.22)	0.50
	Poor Evaluation Process	(1.20)	0.41	0.11	(2.53)	0.12
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.60)	0.45	0.97	(2.06)	0.87
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.66)	0.44	0.92	(2.08)	0.75
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.93)	0.47	0.00	(3.44)	(0.41)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.01	0.55	1.00	(1.75)	1.77
	Expectations of High Ratings from Teachers	(1.05)	0.37	0.16	(2.25)	0.16
Lack of Support from the Community if I Give a Needs Improvement Rating	My Lack of Time	0.27	0.40	1.00	(1.02)	1.55
	My Lack of Training	0.59	0.41	0.94	(0.74)	1.93
	My Desire to Avoid Conflict	0.70	0.45	0.90	(0.75)	2.16
	Unclear Performance Standards	1.07	0.47	0.44	(0.43)	2.57
	Poor Evaluation Process	0.72	0.45	0.88	(0.74)	2.19
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.33	0.49	0.20	(0.26)	2.92
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.26	0.48	0.23	(0.28)	2.81
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.93	0.47	0.00	0.41	3.44
	A Challenge from the Union if I Give a Needs Improvement Rating	1.94	0.58	0.03	0.07	3.80
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.98)	0.46	0.00	(4.48)	(1.49)
	My Lack of Time	(1.67)	0.49	0.02	(3.24)	(0.11)
	My Lack of Training	(1.35)	0.50	0.20	(2.95)	0.26
	My Desire to Avoid Conflict	(1.23)	0.53	0.41	(2.94)	0.47
	Unclear Performance Standards	(0.87)	0.54	0.88	(2.61)	0.87
	Poor Evaluation Process	(1.21)	0.53	0.44	(2.93)	0.50
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.61)	0.57	0.99	(2.43)	1.22
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.67)	0.55	0.98	(2.46)	1.11
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.01)	0.55	1.00	(1.77)	1.75
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.94)	0.58	0.03	(3.80)	(0.07)

Table 97

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Participating Montana Principals with  $\leq 3$  Years of Experience in Current Position (n = 49)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1,446.52	10.00	144.65	15.43	0.00
Within Groups	20,113.48	2,145.00	9.38		
Total	21,560.00	2,155.00			

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Table 98

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals with  $\leq 3$  Years of Experience in Current Position (n = 49)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.13	0.22	1.00	(0.59)	0.84
	My Lack of Training	0.96	0.27	0.01	0.10	1.82
	My Desire to Avoid Conflict	0.80	0.26	0.08	(0.05)	1.64
	Unclear Performance Standards	1.64	0.30	0.00	0.68	2.59
	Poor Evaluation Process	1.34	0.25	0.00	0.54	2.13
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.08	0.31	0.00	1.08	3.08
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.99	0.29	0.00	1.04	2.93
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.67	0.39	0.00	0.43	2.91
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.01)	0.39	1.00	(1.27)	1.26
	A Challenge from the Union if I Give a Needs Improvement Rating	2.98	0.47	0.00	1.47	4.48
My Lack of Time	Expectations of High Ratings from Teachers	(0.13)	0.22	1.00	(0.84)	0.59
	My Lack of Training	0.84	0.31	0.21	(0.17)	1.85
	My Desire to Avoid Conflict	0.67	0.31	0.53	(0.33)	1.67
	Unclear Performance Standards	1.51	0.34	0.00	0.42	2.60
	Poor Evaluation Process	1.21	0.30	0.00	0.25	2.17
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.95	0.35	0.00	0.82	3.08
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.86	0.34	0.00	0.77	2.95
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.55	0.42	0.01	0.19	2.90
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.13)	0.43	1.00	(1.51)	1.24
	A Challenge from the Union if I Give a Needs Improvement Rating	2.85	0.50	0.00	1.25	4.45
	Expectations of High Ratings from Teachers	(0.96)	0.27	0.01	(1.82)	(0.10)
	My Lack of Time	(0.84)	0.31	0.21	(1.85)	0.17
	My Desire to Avoid Conflict	(0.16)	0.34	1.00	(1.27)	0.94
	Unclear Performance Standards	0.68	0.37	0.77	(0.52)	1.87

My Lack of Training	Poor Evaluation Process	0.37	0.33	0.99	(0.70)	1.45
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.12	0.38	0.12	(0.11)	2.34
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.02	0.37	0.17	(0.16)	2.21
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.71	0.44	0.88	(0.72)	2.14
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.97)	0.45	0.55	(2.42)	0.49
	A Challenge from the Union if I Give a Needs Improvement Rating	2.01	0.52	0.01	0.34	3.68
Expectations of High Ratings from Teachers		(0.80)	0.26	0.08	(1.64)	0.05
My Lack of Time		(0.67)	0.31	0.53	(1.67)	0.33
My Lack of Training		0.16	0.34	1.00	(0.94)	1.27
Unclear Performance Standards		0.84	0.37	0.44	(0.34)	2.02
Poor Evaluation Process		0.54	0.33	0.87	(0.52)	1.60
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.28	0.38	0.03	0.06	2.50
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.19	0.37	0.05	0.01	2.36
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.87	0.44	0.67	(0.55)	2.30
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.80)	0.45	0.79	(2.25)	0.65
	A Challenge from the Union if I Give a Needs Improvement Rating	2.18	0.52	0.00	0.52	3.84
	Expectations of High Ratings from Teachers		(1.64)	0.30	0.00	(2.59)
My Lack of Time		(1.51)	0.34	0.00	(2.60)	(0.42)
My Lack of Training		(0.68)	0.37	0.77	(1.87)	0.52
My Desire to Avoid Conflict		(0.84)	0.37	0.44	(2.02)	0.34
Unclear Performance Standards	Poor Evaluation Process	(0.30)	0.36	1.00	(1.45)	0.85
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.44	0.40	0.99	(0.86)	1.74
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.35	0.39	1.00	(0.91)	1.61
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.03	0.46	1.00	(1.46)	1.53
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.64)	0.47	0.02	(3.16)	(0.13)
	A Challenge from the Union if I Give a Needs Improvement Rating	1.34	0.53	0.30	(0.38)	3.06
Expectations of High Ratings from Teachers		(1.34)	0.25	0.00	(2.13)	(0.54)
My Lack of Time		(1.21)	0.30	0.00	(2.17)	(0.25)

Poor Evaluation Process	My Lack of Training	(0.37)	0.33	0.99	(1.45)	0.70
	My Desire to Avoid Conflict	(0.54)	0.33	0.87	(1.60)	0.52
	Unclear Performance Standards	0.30	0.36	1.00	(0.85)	1.45
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.74	0.37	0.64	(0.45)	1.93
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.65	0.36	0.77	(0.50)	1.79
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.33	0.43	1.00	(1.06)	1.73
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.34)	0.44	0.08	(2.76)	0.08
	A Challenge from the Union if I Give a Needs Improvement Rating	1.64	0.51	0.05	(0.00)	3.28
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.08)	0.31	0.00	(3.08)	(1.08)
	My Lack of Time	(1.95)	0.35	0.00	(3.08)	(0.82)
	My Lack of Training	(1.12)	0.38	0.12	(2.34)	0.11
	My Desire to Avoid Conflict	(1.28)	0.38	0.03	(2.50)	(0.06)
	Unclear Performance Standards	(0.44)	0.40	0.99	(1.74)	0.86
	Poor Evaluation Process	(0.74)	0.37	0.64	(1.93)	0.45
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.09)	0.40	1.00	(1.38)	1.20
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.41)	0.47	1.00	(1.93)	1.12
	Lack of Support from the Community if I Give a Needs Improvement Rating	(2.08)	0.48	0.00	(3.63)	(0.54)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.90	0.54	0.86	(0.85)	2.64
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.99)	0.29	0.00	(2.93)	(1.04)
	My Lack of Time	(1.86)	0.34	0.00	(2.95)	(0.77)
	My Lack of Training	(1.02)	0.37	0.17	(2.21)	0.16
	My Desire to Avoid Conflict	(1.19)	0.37	0.05	(2.36)	(0.01)
	Unclear Performance Standards	(0.35)	0.39	1.00	(1.61)	0.91
	Poor Evaluation Process	(0.65)	0.36	0.77	(1.79)	0.50
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.09	0.40	1.00	(1.20)	1.38
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.31)	0.46	1.00	(1.80)	1.18
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.99)	0.47	0.00	(3.50)	(0.48)
	A Challenge from the Union if I Give a Needs Improvement Rating	0.99	0.53	0.74	(0.73)	2.71
	Expectations of High Ratings from Teachers	(1.67)	0.39	0.00	(2.91)	(0.43)



Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.55)	0.42	0.01	(2.90)	(0.19)
	My Lack of Training	(0.71)	0.44	0.88	(2.14)	0.72
	My Desire to Avoid Conflict	(0.87)	0.44	0.67	(2.30)	0.55
	Unclear Performance Standards	(0.03)	0.46	1.00	(1.53)	1.46
	Poor Evaluation Process	(0.33)	0.43	1.00	(1.73)	1.06
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.41	0.47	1.00	(1.12)	1.93
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.31	0.46	1.00	(1.18)	1.80
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.68)	0.53	0.06	(3.39)	0.03
	A Challenge from the Union if I Give a Needs Improvement Rating	1.30	0.59	0.49	(0.59)	3.20
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	0.01	0.39	1.00	(1.26)	1.27
	My Lack of Time	0.13	0.43	1.00	(1.24)	1.51
	My Lack of Training	0.97	0.45	0.55	(0.49)	2.42
	My Desire to Avoid Conflict	0.80	0.45	0.79	(0.65)	2.25
	Unclear Performance Standards	1.64	0.47	0.02	0.13	3.16
	Poor Evaluation Process	1.34	0.44	0.08	(0.08)	2.76
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.08	0.48	0.00	0.54	3.63
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.99	0.47	0.00	0.48	3.50
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.68	0.53	0.06	(0.03)	3.39
A Challenge from the Union if I Give a Needs Improvement Rating	2.98	0.59	0.00	1.07	4.89	
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.98)	0.47	0.00	(4.48)	(1.47)
	My Lack of Time	(2.85)	0.50	0.00	(4.45)	(1.25)
	My Lack of Training	(2.01)	0.52	0.01	(3.68)	(0.34)
	My Desire to Avoid Conflict	(2.18)	0.52	0.00	(3.84)	(0.52)
	Unclear Performance Standards	(1.34)	0.53	0.30	(3.06)	0.38
	Poor Evaluation Process	(1.64)	0.51	0.05	(3.28)	0.00
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.90)	0.54	0.86	(2.64)	0.85
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.99)	0.53	0.74	(2.71)	0.73
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(1.30)	0.59	0.49	(3.20)	0.59
Lack of Support from the Community if I Give a Needs Improvement Rating	(2.98)	0.59	0.00	(4.89)	(1.07)	

Table 99

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Participating Montana Principals with 4 to 9 Years of Experience in Current Position (n = 52)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	2,294.60	10.00	229.46	25.38	0.00
Within Groups	20,585.40	2,277.00	9.04		
Total	22,880.00	2,287.00			

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Table 100

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals with 4 to 9 Years of Experience in Current Position (n = 52)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.95	0.20	0.00	0.30	1.61
	My Lack of Training	1.03	0.25	0.00	0.23	1.83
	My Desire to Avoid Conflict	1.75	0.30	0.00	0.78	2.71
	Unclear Performance Standards	2.74	0.29	0.00	1.81	3.67
	Poor Evaluation Process	1.44	0.27	0.00	0.56	2.32
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	3.13	0.35	0.00	2.00	4.25
	Lack of Support from the Board if I Give a Needs Improvement Rating	2.12	0.30	0.00	1.15	3.08
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.49	0.30	0.00	1.53	3.45
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.80	0.39	0.00	0.55	3.05
	A Challenge from the Union if I Give a Needs Improvement Rating	1.64	0.34	0.00	0.54	2.75
My Lack of Time	Expectations of High Ratings from Teachers	(0.95)	0.20	0.00	(1.61)	(0.30)
	My Lack of Training	0.08	0.29	1.00	(0.86)	1.01
	My Desire to Avoid Conflict	0.79	0.34	0.39	(0.29)	1.88
	Unclear Performance Standards	1.79	0.33	0.00	0.73	2.84
	Poor Evaluation Process	0.49	0.31	0.91	(0.53)	1.50
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.18	0.38	0.00	0.95	3.40
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.16	0.34	0.02	0.08	2.24
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.54	0.34	0.00	0.45	2.62
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.84	0.42	0.63	(0.50)	2.19
	A Challenge from the Union if I Give a Needs Improvement Rating	0.69	0.38	0.76	(0.52)	1.90
	Expectations of High Ratings from Teachers	(1.03)	0.25	0.00	(1.83)	(0.23)
	My Lack of Time	(0.08)	0.29	1.00	(1.01)	0.86
	My Desire to Avoid Conflict	0.72	0.37	0.67	(0.46)	1.90
	Unclear Performance Standards	1.71	0.36	0.00	0.56	2.86

My Lack of Training	Poor Evaluation Process	0.41	0.35	0.98	(0.70)	1.52
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.10	0.41	0.00	0.79	3.41
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.09	0.37	0.10	(0.09)	2.26
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.46	0.37	0.00	0.28	2.64
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	0.77	0.44	0.81	(0.65)	2.19
	A Challenge from the Union if I Give a Needs Improvement Rating	0.61	0.40	0.91	(0.68)	1.91
Expectations of High Ratings from Teachers		(1.75)	0.30	0.00	(2.71)	(0.78)
My Lack of Time		(0.79)	0.34	0.39	(1.88)	0.29
My Lack of Training		(0.72)	0.37	0.67	(1.90)	0.46
Unclear Performance Standards		0.99	0.39	0.30	(0.28)	2.26
Poor Evaluation Process		(0.31)	0.38	1.00	(1.55)	0.93
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.38	0.44	0.06	(0.04)	2.80
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.37	0.40	1.00	(0.93)	1.66
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.74	0.40	0.75	(0.55)	2.04
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.05	0.47	1.00	(1.47)	1.57
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.11)	0.44	1.00	(1.51)	1.30
	Expectations of High Ratings from Teachers		(2.74)	0.29	0.00	(3.67)
My Lack of Time		(1.79)	0.33	0.00	(2.84)	(0.73)
My Lack of Training		(1.71)	0.36	0.00	(2.86)	(0.56)
My Desire to Avoid Conflict		(0.99)	0.39	0.30	(2.26)	0.28
Unclear Performance Standards	Poor Evaluation Process	(1.30)	0.38	0.02	(2.51)	(0.09)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.39	0.43	1.00	(1.01)	1.79
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.62)	0.39	0.89	(1.89)	0.65
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.25)	0.39	1.00	(1.52)	1.02
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.94)	0.46	0.63	(2.44)	0.56
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.10)	0.43	0.27	(2.48)	0.28
Expectations of High Ratings from Teachers		(1.44)	0.27	0.00	(2.32)	(0.56)
My Lack of Time		(0.49)	0.31	0.91	(1.50)	0.53

Poor Evaluation Process	My Lack of Training	(0.41)	0.35	0.98	(1.52)	0.70
	My Desire to Avoid Conflict	0.31	0.38	1.00	(0.93)	1.55
	Unclear Performance Standards	1.30	0.38	0.02	0.09	2.51
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.69	0.42	0.00	0.32	3.05
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.68	0.38	0.80	(0.56)	1.91
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.05	0.38	0.18	(0.19)	2.29
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.36	0.46	1.00	(1.11)	1.83
	A Challenge from the Union if I Give a Needs Improvement Rating	0.20	0.42	1.00	(1.15)	1.55
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(3.13)	0.35	0.00	(4.25)	(2.00)
	My Lack of Time	(2.18)	0.38	0.00	(3.40)	(0.95)
	My Lack of Training	(2.10)	0.41	0.00	(3.41)	(0.79)
	My Desire to Avoid Conflict	(1.38)	0.44	0.06	(2.80)	0.04
	Unclear Performance Standards	(0.39)	0.43	1.00	(1.79)	1.01
	Poor Evaluation Process	(1.69)	0.42	0.00	(3.05)	(0.32)
	Lack of Support from the Board if I Give a Needs Improvement Rating	(1.01)	0.44	0.43	(2.43)	0.40
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.64)	0.44	0.93	(2.06)	0.78
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.33)	0.50	0.23	(2.96)	0.29
	A Challenge from the Union if I Give a Needs Improvement Rating	(1.49)	0.47	0.06	(3.01)	0.03
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.12)	0.30	0.00	(3.08)	(1.15)
	My Lack of Time	(1.16)	0.34	0.02	(2.24)	(0.08)
	My Lack of Training	(1.09)	0.37	0.10	(2.26)	0.09
	My Desire to Avoid Conflict	(0.37)	0.40	1.00	(1.66)	0.93
	Unclear Performance Standards	0.62	0.39	0.89	(0.65)	1.89
	Poor Evaluation Process	(0.68)	0.38	0.80	(1.91)	0.56
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.01	0.44	0.43	(0.40)	2.43
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.38	0.40	1.00	(0.92)	1.67
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.32)	0.47	1.00	(1.83)	1.20
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.47)	0.44	0.99	(1.88)	0.93
	Expectations of High Ratings from Teachers	(2.49)	0.30	0.00	(3.45)	(1.53)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.54)	0.34	0.00	(2.62)	(0.45)
	My Lack of Training	(1.46)	0.37	0.00	(2.64)	(0.28)
	My Desire to Avoid Conflict	(0.74)	0.40	0.75	(2.04)	0.55
	Unclear Performance Standards	0.25	0.39	1.00	(1.02)	1.52
	Poor Evaluation Process	(1.05)	0.38	0.18	(2.29)	0.19
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.64	0.44	0.93	(0.78)	2.06
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.38)	0.40	1.00	(1.67)	0.92
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.69)	0.47	0.93	(2.21)	0.83
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.85)	0.44	0.68	(2.25)	0.55
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.80)	0.39	0.00	(3.05)	(0.55)
	My Lack of Time	(0.84)	0.42	0.63	(2.19)	0.50
	My Lack of Training	(0.77)	0.44	0.81	(2.19)	0.65
	My Desire to Avoid Conflict	(0.05)	0.47	1.00	(1.57)	1.47
	Unclear Performance Standards	0.94	0.46	0.63	(0.56)	2.44
	Poor Evaluation Process	(0.36)	0.46	1.00	(1.83)	1.11
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.33	0.50	0.23	(0.29)	2.96
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.32	0.47	1.00	(1.20)	1.83
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.69	0.47	0.93	(0.83)	2.21
A Challenge from the Union if I Give a Needs Improvement Rating	(0.16)	0.50	1.00	(1.77)	1.45	
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.64)	0.34	0.00	(2.75)	(0.54)
	My Lack of Time	(0.69)	0.38	0.76	(1.90)	0.52
	My Lack of Training	(0.61)	0.40	0.91	(1.91)	0.68
	My Desire to Avoid Conflict	0.11	0.44	1.00	(1.30)	1.51
	Unclear Performance Standards	1.10	0.43	0.27	(0.28)	2.48
	Poor Evaluation Process	(0.20)	0.42	1.00	(1.55)	1.15
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.49	0.47	0.06	(0.03)	3.01
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.47	0.44	0.99	(0.93)	1.88
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.85	0.44	0.68	(0.55)	2.25
Lack of Support from the Community if I Give a Needs Improvement Rating	0.16	0.50	1.00	(1.45)	1.77	

Table 101

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Principals with  $\geq 10$  Years of Total Teaching Experience (n = 99)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	2,926.51	10.00	292.65	31.29	0.00
Within Groups	40,633.49	4,345.00	9.35		
Total	43,560.00	4,355.00			

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Table 102

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Participating Montana Principals  $\geq 10$  Years of Teaching Experience (n = 99)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.97	0.15	0.00	0.47	1.47
	My Lack of Training	1.22	0.18	0.00	0.64	1.80
	My Desire to Avoid Conflict	1.34	0.20	0.00	0.70	1.99
	Unclear Performance Standards	1.86	0.21	0.00	1.18	2.54
	Poor Evaluation Process	1.18	0.19	0.00	0.57	1.79
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.23	0.24	0.00	1.46	2.99
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.85	0.21	0.00	1.16	2.54
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.25	0.24	0.00	1.49	3.01
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.44	0.29	0.00	0.51	2.38
	A Challenge from the Union if I Give a Needs Improvement Rating	2.24	0.32	0.00	1.19	3.28
My Lack of Time	Expectations of High Ratings from Teachers	(0.97)	0.15	0.00	(1.47)	(0.47)
	My Lack of Training	0.25	0.22	0.99	(0.44)	0.95
	My Desire to Avoid Conflict	0.37	0.23	0.89	(0.38)	1.12
	Unclear Performance Standards	0.89	0.24	0.01	0.11	1.67
	Poor Evaluation Process	0.21	0.22	1.00	(0.52)	0.93
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.25	0.27	0.00	0.40	2.11
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.87	0.25	0.02	0.08	1.66
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.28	0.27	0.00	0.42	2.13
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.47	0.31	0.92	(0.54)	1.49
	A Challenge from the Union if I Give a Needs Improvement Rating	1.26	0.35	0.01	0.15	2.38
Expectations of High Ratings from Teachers	Expectations of High Ratings from Teachers	(1.22)	0.18	0.00	(1.80)	(0.64)
	My Lack of Time	(0.25)	0.22	0.99	(0.95)	0.44
	My Desire to Avoid Conflict	0.12	0.25	1.00	(0.69)	0.93
	Unclear Performance Standards	0.63	0.26	0.33	(0.20)	1.47



My Lack of Training	Poor Evaluation Process	(0.05)	0.24	1.00	(0.83)	0.74
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.00	0.28	0.02	0.09	1.91
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.62	0.26	0.38	(0.22)	1.47
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.03	0.28	0.01	0.12	1.93
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	0.22	0.33	1.00	(0.84)	1.28
	A Challenge from the Union if I Give a Needs Improvement Rating	1.01	0.36	0.15	(0.14)	2.16
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My Desire to Avoid Conflict	Expectations of High Ratings from Teachers	(1.34)	0.20	0.00	(1.99)	(0.70)
	My Lack of Time	(0.37)	0.23	0.89	(1.12)	0.38
	My Lack of Training	(0.12)	0.25	1.00	(0.93)	0.69
	Unclear Performance Standards	0.52	0.27	0.72	(0.36)	1.39
	Poor Evaluation Process	(0.16)	0.26	1.00	(0.99)	0.66
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.88	0.29	0.10	(0.07)	1.83
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.50	0.28	0.77	(0.39)	1.39
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.91	0.29	0.07	(0.04)	1.85
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.10	0.34	1.00	(0.99)	1.19
	A Challenge from the Union if I Give a Needs Improvement Rating	0.89	0.37	0.35	(0.29)	2.08
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Unclear Performance Standards	Expectations of High Ratings from Teachers	(1.86)	0.21	0.00	(2.54)	(1.18)
	My Lack of Time	(0.89)	0.24	0.01	(1.67)	(0.11)
	My Lack of Training	(0.63)	0.26	0.33	(1.47)	0.20
	My Desire to Avoid Conflict	(0.52)	0.27	0.72	(1.39)	0.36
	Poor Evaluation Process	(0.68)	0.27	0.27	(1.54)	0.18
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.37	0.30	0.98	(0.61)	1.34
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.01)	0.28	1.00	(0.93)	0.90
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.39	0.30	0.97	(0.58)	1.36
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.41)	0.35	0.98	(1.53)	0.70
	A Challenge from the Union if I Give a Needs Improvement Rating	0.38	0.37	1.00	(0.83)	1.58
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	Expectations of High Ratings from Teachers	(1.18)	0.19	0.00	(1.79)	(0.57)
	My Lack of Time	(0.21)	0.22	1.00	(0.93)	0.52

Poor Evaluation Process	My Lack of Training	0.05	0.24	1.00	(0.74)	0.83
	My Desire to Avoid Conflict	0.16	0.26	1.00	(0.66)	0.99
	Unclear Performance Standards	0.68	0.27	0.27	(0.18)	1.54
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.05	0.29	0.01	0.12	1.98
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.67	0.27	0.32	(0.20)	1.53
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.07	0.29	0.01	0.15	2.00
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.27	0.33	1.00	(0.81)	1.34
	A Challenge from the Union if I Give a Needs Improvement Rating	1.06	0.36	0.12	(0.11)	2.23
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.23)	0.24	0.00	(2.99)	(1.46)
	My Lack of Time	(1.25)	0.27	0.00	(2.11)	(0.40)
	My Lack of Training	(1.00)	0.28	0.02	(1.91)	(0.09)
	My Desire to Avoid Conflict	(0.88)	0.29	0.10	(1.83)	0.07
	Unclear Performance Standards	(0.37)	0.30	0.98	(1.34)	0.61
	Poor Evaluation Process	(1.05)	0.29	0.01	(1.98)	(0.12)
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.38)	0.31	0.98	(1.36)	0.60
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.02	0.32	1.00	(1.01)	1.06
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.78)	0.36	0.54	(1.95)	0.39
	A Challenge from the Union if I Give a Needs Improvement Rating	0.01	0.39	1.00	(1.25)	1.27
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.85)	0.21	0.00	(2.54)	(1.16)
	My Lack of Time	(0.87)	0.25	0.02	(1.66)	(0.08)
	My Lack of Training	(0.62)	0.26	0.38	(1.47)	0.22
	My Desire to Avoid Conflict	(0.50)	0.28	0.77	(1.39)	0.39
	Unclear Performance Standards	0.01	0.28	1.00	(0.90)	0.93
	Poor Evaluation Process	(0.67)	0.27	0.32	(1.53)	0.20
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.38	0.31	0.98	(0.60)	1.36
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.40	0.30	0.96	(0.58)	1.38
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.40)	0.35	0.99	(1.52)	0.72
	A Challenge from the Union if I Give a Needs Improvement Rating	0.39	0.38	0.99	(0.82)	1.60
	Expectations of High Ratings from Teachers	(2.25)	0.24	0.00	(3.01)	(1.49)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.28)	0.27	0.00	(2.13)	(0.42)
	My Lack of Training	(1.03)	0.28	0.01	(1.93)	(0.12)
	My Desire to Avoid Conflict	(0.91)	0.29	0.07	(1.85)	0.04
	Unclear Performance Standards	(0.39)	0.30	0.97	(1.36)	0.58
	Poor Evaluation Process	(1.07)	0.29	0.01	(2.00)	(0.15)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.02)	0.32	1.00	(1.06)	1.01
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.40)	0.30	0.96	(1.38)	0.58
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.81)	0.36	0.49	(1.97)	0.36
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.01)	0.39	1.00	(1.27)	1.24
	Expectations of High Ratings from Teachers	(1.44)	0.29	0.00	(2.38)	(0.51)
Lack of Support from the Community if I Give a Needs Improvement Rating	My Lack of Time	(0.47)	0.31	0.92	(1.49)	0.54
	My Lack of Training	(0.22)	0.33	1.00	(1.28)	0.84
	My Desire to Avoid Conflict	(0.10)	0.34	1.00	(1.19)	0.99
	Unclear Performance Standards	0.41	0.35	0.98	(0.70)	1.53
	Poor Evaluation Process	(0.27)	0.33	1.00	(1.34)	0.81
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.78	0.36	0.54	(0.39)	1.95
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.40	0.35	0.99	(0.72)	1.52
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.81	0.36	0.49	(0.36)	1.97
	A Challenge from the Union if I Give a Needs Improvement Rating	0.79	0.42	0.74	(0.58)	2.16
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.24)	0.32	0.00	(3.28)	(1.19)
	My Lack of Time	(1.26)	0.35	0.01	(2.38)	(0.15)
	My Lack of Training	(1.01)	0.36	0.15	(2.16)	0.14
	My Desire to Avoid Conflict	(0.89)	0.37	0.35	(2.08)	0.29
	Unclear Performance Standards	(0.38)	0.37	1.00	(1.58)	0.83
	Poor Evaluation Process	(1.06)	0.36	0.12	(2.23)	0.11
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.01)	0.39	1.00	(1.27)	1.25
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.39)	0.38	0.99	(1.60)	0.82
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.01	0.39	1.00	(1.24)	1.27
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.79)	0.42	0.74	(2.16)	0.58

Table 103

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Principals Who Have  $\leq 3$  Years of In-District Teaching Experience (n = 55)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1,406.50	10.00	140.65	14.87	0.00
Within Groups	22,793.50	2,409.00	9.46		
Total	24,200.00	2,419.00			

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Table 104

*Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Principals Who Have  $\leq 3$  Years of In-District Teaching Experience (n = 55)*

Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.76	0.21	0.02	0.08	1.43
	My Lack of Training	1.43	0.25	0.00	0.62	2.24
	My Desire to Avoid Conflict	0.78	0.28	0.16	(0.12)	1.67
	Unclear Performance Standards	1.78	0.29	0.00	0.83	2.72
	Poor Evaluation Process	1.36	0.24	0.00	0.58	2.13
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.14	0.29	0.00	1.20	3.09
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.72	0.26	0.00	0.87	2.56
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.82	0.31	0.00	0.81	2.83
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.27	0.34	1.00	(0.83)	1.38
	A Challenge from the Union if I Give a Needs Improvement Rating	1.63	0.44	0.01	0.22	3.04
My Lack of Time	Expectations of High Ratings from Teachers	(0.76)	0.21	0.02	(1.43)	(0.08)
	My Lack of Training	0.67	0.30	0.46	(0.28)	1.63
	My Desire to Avoid Conflict	0.02	0.32	1.00	(1.01)	1.05
	Unclear Performance Standards	1.02	0.33	0.08	(0.05)	2.09
	Poor Evaluation Process	0.60	0.29	0.59	(0.33)	1.53
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.39	0.33	0.00	0.32	2.46
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.96	0.31	0.07	(0.03)	1.95
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.07	0.35	0.08	(0.06)	2.20
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.48)	0.38	0.97	(1.70)	0.73
	A Challenge from the Union if I Give a Needs Improvement Rating	0.88	0.47	0.73	(0.62)	2.37
Expectations of High Ratings from Teachers	My Lack of Time	(1.43)	0.25	0.00	(2.24)	(0.62)
	My Lack of Training	(0.67)	0.30	0.46	(1.63)	0.28
	My Desire to Avoid Conflict	(0.65)	0.35	0.74	(1.77)	0.47
	Unclear Performance Standards	0.35	0.36	1.00	(0.81)	1.51

My Lack of Training	Poor Evaluation Process	(0.07)	0.32	1.00	(1.10)	0.95
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.72	0.36	0.65	(0.44)	1.87
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.29	0.34	1.00	(0.80)	1.37
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.39	0.38	0.99	(0.82)	1.61
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.16)	0.40	0.13	(2.45)	0.14
	A Challenge from the Union if I Give a Needs Improvement Rating	0.20	0.49	1.00	(1.36)	1.77
Expectations of High Ratings from Teachers		(0.78)	0.28	0.16	(1.67)	0.12
My Lack of Time		(0.02)	0.32	1.00	(1.05)	1.01
My Lack of Training		0.65	0.35	0.74	(0.47)	1.77
Unclear Performance Standards		1.00	0.38	0.23	(0.22)	2.22
Poor Evaluation Process		0.58	0.34	0.84	(0.52)	1.68
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.37	0.38	0.01	0.15	2.59
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.94	0.36	0.23	(0.21)	2.09
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.04	0.39	0.23	(0.23)	2.32
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.50)	0.42	0.98	(1.85)	0.84
	A Challenge from the Union if I Give a Needs Improvement Rating	0.85	0.50	0.83	(0.76)	2.46
	Expectations of High Ratings from Teachers		(1.78)	0.29	0.00	(2.72)
My Lack of Time		(1.02)	0.33	0.08	(2.09)	0.05
My Lack of Training		(0.35)	0.36	1.00	(1.51)	0.81
My Desire to Avoid Conflict		(1.00)	0.38	0.23	(2.22)	0.22
Unclear Performance Standards	Poor Evaluation Process	(0.42)	0.35	0.98	(1.56)	0.72
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.37	0.39	1.00	(0.89)	1.62
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.06)	0.37	1.00	(1.25)	1.13
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.05	0.41	1.00	(1.26)	1.35
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.50)	0.43	0.02	(2.88)	(0.12)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.15)	0.51	1.00	(1.78)	1.49
Expectations of High Ratings from Teachers		(1.36)	0.24	0.00	(2.13)	(0.58)
My Lack of Time		(0.60)	0.29	0.59	(1.53)	0.33

Poor Evaluation Process	My Lack of Training	0.07	0.32	1.00	(0.95)	1.10
	My Desire to Avoid Conflict	(0.58)	0.34	0.84	(1.68)	0.52
	Unclear Performance Standards	0.42	0.35	0.98	(0.72)	1.56
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.79	0.35	0.48	(0.35)	1.92
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.36	0.33	0.99	(0.70)	1.42
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.47	0.37	0.98	(0.73)	1.66
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.08)	0.39	0.18	(2.35)	0.19
	A Challenge from the Union if I Give a Needs Improvement Rating	0.27	0.48	1.00	(1.27)	1.82
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.14)	0.29	0.00	(3.09)	(1.20)
	My Lack of Time	(1.39)	0.33	0.00	(2.46)	(0.32)
	My Lack of Training	(0.72)	0.36	0.65	(1.87)	0.44
	My Desire to Avoid Conflict	(1.37)	0.38	0.01	(2.59)	(0.15)
	Unclear Performance Standards	(0.37)	0.39	1.00	(1.62)	0.89
	Poor Evaluation Process	(0.79)	0.35	0.48	(1.92)	0.35
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.43)	0.37	0.99	(1.61)	0.76
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.32)	0.41	1.00	(1.63)	0.98
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.87)	0.43	0.00	(3.25)	(0.49)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.51)	0.51	1.00	(2.15)	1.12
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.72)	0.26	0.00	(2.56)	(0.87)
	My Lack of Time	(0.96)	0.31	0.07	(1.95)	0.03
	My Lack of Training	(0.29)	0.34	1.00	(1.37)	0.80
	My Desire to Avoid Conflict	(0.94)	0.36	0.23	(2.09)	0.21
	Unclear Performance Standards	0.06	0.37	1.00	(1.13)	1.25
	Poor Evaluation Process	(0.36)	0.33	0.99	(1.42)	0.70
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.43	0.37	0.99	(0.76)	1.61
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.11	0.38	1.00	(1.13)	1.35
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.44)	0.41	0.02	(2.76)	(0.13)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.08)	0.49	1.00	(1.67)	1.50
	Expectations of High Ratings from Teachers	(1.82)	0.31	0.00	(2.83)	(0.81)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.07)	0.35	0.08	(2.20)	0.06
	My Lack of Training	(0.39)	0.38	0.99	(1.61)	0.82
	My Desire to Avoid Conflict	(1.04)	0.39	0.23	(2.32)	0.23
	Unclear Performance Standards	(0.05)	0.41	1.00	(1.35)	1.26
	Poor Evaluation Process	(0.47)	0.37	0.98	(1.66)	0.73
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.32	0.41	1.00	(0.98)	1.63
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.11)	0.38	1.00	(1.35)	1.13
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.55)	0.44	0.02	(2.97)	(0.12)
	A Challenge from the Union if I Give a Needs Improvement Rating	(0.19)	0.52	1.00	(1.87)	1.48
	Expectations of High Ratings from Teachers	(0.27)	0.34	1.00	(1.38)	0.83
Lack of Support from the Community if I Give a Needs Improvement Rating	My Lack of Time	0.48	0.38	0.97	(0.73)	1.70
	My Lack of Training	1.16	0.40	0.13	(0.14)	2.45
	My Desire to Avoid Conflict	0.50	0.42	0.98	(0.84)	1.85
	Unclear Performance Standards	1.50	0.43	0.02	0.12	2.88
	Poor Evaluation Process	1.08	0.39	0.18	(0.19)	2.35
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.87	0.43	0.00	0.49	3.25
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.44	0.41	0.02	0.13	2.76
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.55	0.44	0.02	0.12	2.97
	A Challenge from the Union if I Give a Needs Improvement Rating	1.36	0.54	0.29	(0.38)	3.09
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(1.63)	0.44	0.01	(3.04)	(0.22)
	My Lack of Time	(0.88)	0.47	0.73	(2.37)	0.62
	My Lack of Training	(0.20)	0.49	1.00	(1.77)	1.36
	My Desire to Avoid Conflict	(0.85)	0.50	0.83	(2.46)	0.76
	Unclear Performance Standards	0.15	0.51	1.00	(1.49)	1.78
	Poor Evaluation Process	(0.27)	0.48	1.00	(1.82)	1.27
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.51	0.51	1.00	(1.12)	2.15
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.08	0.49	1.00	(1.50)	1.67
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.19	0.52	1.00	(1.48)	1.87
	Lack of Support from the Community if I Give a Needs Improvement Rating	(1.36)	0.54	0.29	(3.09)	0.38



Table 105

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*One Way Analysis of Variance Table for Evaluation Barrier Combinations: Principals with  $\geq 10$  In-District Teaching Experience(n = 40)*

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Evaluation Barrier	SS	df	MS	F	Sig.
Between Groups	1530.27	10	153.03	16.66	0.00
Within Groups	16069.73	1749	9.19		
Total	17600.00	1759			

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Table 106

<i>Post Hoc Tukey HSD Table for Evaluation Barrier Combinations: Principals with <math>\geq 10</math> In-District Teaching Experience (n = 40)</i>						
Evaluation Barrier	Evaluation Barrier	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	My Lack of Time	0.68	0.23	0.12	(0.07)	1.44
	My Lack of Training	0.58	0.28	0.60	(0.32)	1.48
	My Desire to Avoid Conflict	1.18	0.30	0.00	0.22	2.14
	Unclear Performance Standards	1.69	0.29	0.00	0.75	2.64
	Poor Evaluation Process	0.96	0.31	0.08	(0.05)	1.96
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.61	0.39	0.00	1.35	3.87
	Lack of Support from the Board if I Give a Needs Improvement Rating	2.29	0.35	0.00	1.15	3.43
	Lack of Support from the Staff if I Give a Needs Improvement Rating	2.52	0.36	0.00	1.35	3.69
	Lack of Support from the Community if I Give a Needs Improvement Rating	2.98	0.58	0.00	1.10	4.85
	A Challenge from the Union if I Give a Needs Improvement Rating	3.02	0.56	0.00	1.23	4.81
My Lack of Time	Expectations of High Ratings from Teachers	(0.68)	0.23	0.12	(1.44)	0.07
	My Lack of Training	(0.10)	0.33	1.00	(1.17)	0.96
	My Desire to Avoid Conflict	0.50	0.35	0.94	(0.62)	1.61
	Unclear Performance Standards	1.01	0.34	0.11	(0.10)	2.11
	Poor Evaluation Process	0.27	0.36	1.00	(0.89)	1.43
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.93	0.43	0.00	0.54	3.31
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.61	0.40	0.00	0.33	2.88
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.84	0.41	0.00	0.53	3.14
	Lack of Support from the Community if I Give a Needs Improvement Rating	2.29	0.61	0.01	0.33	4.26
	A Challenge from the Union if I Give a Needs Improvement Rating	2.34	0.58	0.00	0.46	4.22
	Expectations of High Ratings from Teachers	(0.58)	0.28	0.60	(1.48)	0.32
	My Lack of Time	0.10	0.33	1.00	(0.96)	1.17
	My Desire to Avoid Conflict	0.60	0.38	0.89	(0.62)	1.82
	Unclear Performance Standards	1.11	0.38	0.10	(0.10)	2.32

My Lack of Training	Poor Evaluation Process	0.38	0.39	1.00	(0.88)	1.63
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	2.03	0.46	0.00	0.56	3.50
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.71	0.42	0.00	0.34	3.08
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.94	0.43	0.00	0.55	3.34
My Lack of Training	Lack of Support from the Community if I Give a Needs Improvement Rating	2.40	0.63	0.01	0.37	4.42
	A Challenge from the Union if I Give a Needs Improvement Rating	2.44	0.60	0.00	0.50	4.38
	Expectations of High Ratings from Teachers	(1.18)	0.30	0.00	(2.14)	(0.22)
	My Lack of Time	(0.50)	0.35	0.94	(1.61)	0.62
	My Lack of Training	(0.60)	0.38	0.89	(1.82)	0.62
	Unclear Performance Standards	0.51	0.39	0.97	(0.74)	1.76
	Poor Evaluation Process	(0.22)	0.40	1.00	(1.52)	1.07
My Desire to Avoid Conflict	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.43	0.47	0.08	(0.07)	2.94
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.11	0.44	0.28	(0.29)	2.52
	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.34	0.44	0.09	(0.09)	2.77
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.80	0.64	0.15	(0.26)	3.85
	A Challenge from the Union if I Give a Needs Improvement Rating	1.84	0.61	0.09	(0.13)	3.81
		Expectations of High Ratings from Teachers	(1.69)	0.29	0.00	(2.64)
	My Lack of Time	(1.01)	0.34	0.11	(2.11)	0.10
	My Lack of Training	(1.11)	0.38	0.10	(2.32)	0.10
	My Desire to Avoid Conflict	(0.51)	0.39	0.97	(1.76)	0.74
Unclear Performance Standards	Poor Evaluation Process	(0.74)	0.40	0.76	(2.03)	0.55
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.92	0.46	0.66	(0.58)	2.42
	Lack of Support from the Board if I Give a Needs Improvement Rating	0.60	0.43	0.95	(0.80)	1.99
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.83	0.44	0.73	(0.59)	2.25
	Lack of Support from the Community if I Give a Needs Improvement Rating	1.28	0.63	0.63	(0.76)	3.33
	A Challenge from the Union if I Give a Needs Improvement Rating	1.33	0.61	0.52	(0.63)	3.29
	Expectations of High Ratings from Teachers	(0.96)	0.31	0.08	(1.96)	0.05
	My Lack of Time	(0.27)	0.36	1.00	(1.43)	0.89

Poor Evaluation Process	My Lack of Training	(0.38)	0.39	1.00	(1.63)	0.88
	My Desire to Avoid Conflict	0.22	0.40	1.00	(1.07)	1.52
	Unclear Performance Standards	0.74	0.40	0.76	(0.55)	2.03
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	1.66	0.48	0.02	0.12	3.19
	Lack of Support from the Board if I Give a Needs Improvement Rating	1.33	0.45	0.10	(0.10)	2.77
Poor Evaluation Process	Lack of Support from the Staff if I Give a Needs Improvement Rating	1.56	0.45	0.02	0.10	3.03
	Lack of Support from the Community if I Give a Needs Improvement Rating	2.02	0.64	0.06	(0.05)	4.09
	A Challenge from the Union if I Give a Needs Improvement Rating	2.07	0.62	0.03	0.07	4.06
Lack of Support from My Superiors if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.61)	0.39	0.00	(3.87)	(1.35)
	My Lack of Time	(1.93)	0.43	0.00	(3.31)	(0.54)
	My Lack of Training	(2.03)	0.46	0.00	(3.50)	(0.56)
	My Desire to Avoid Conflict	(1.43)	0.47	0.08	(2.94)	0.07
	Unclear Performance Standards	(0.92)	0.46	0.66	(2.42)	0.58
	Poor Evaluation Process	(1.66)	0.48	0.02	(3.19)	(0.12)
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.32)	0.50	1.00	(1.95)	1.31
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.09)	0.51	1.00	(1.74)	1.56
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.36	0.69	1.00	(1.85)	2.57
	A Challenge from the Union if I Give a Needs Improvement Rating	0.41	0.66	1.00	(1.72)	2.54
Lack of Support from the Board if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.29)	0.35	0.00	(3.43)	(1.15)
	My Lack of Time	(1.61)	0.40	0.00	(2.88)	(0.33)
	My Lack of Training	(1.71)	0.42	0.00	(3.08)	(0.34)
	My Desire to Avoid Conflict	(1.11)	0.44	0.28	(2.52)	0.29
	Unclear Performance Standards	(0.60)	0.43	0.95	(1.99)	0.80
	Poor Evaluation Process	(1.33)	0.45	0.10	(2.77)	0.10
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.32	0.50	1.00	(1.31)	1.95
	Lack of Support from the Staff if I Give a Needs Improvement Rating	0.23	0.48	1.00	(1.33)	1.79
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.68	0.66	0.99	(1.46)	2.83
	A Challenge from the Union if I Give a Needs Improvement Rating	0.73	0.64	0.99	(1.33)	2.80
	Expectations of High Ratings from Teachers	(2.52)	0.36	0.00	(3.69)	(1.35)

Lack of Support from the Staff if I Give a Needs Improvement Rating	My Lack of Time	(1.84)	0.41	0.00	(3.14)	(0.53)
	My Lack of Training	(1.94)	0.43	0.00	(3.34)	(0.55)
	My Desire to Avoid Conflict	(1.34)	0.44	0.09	(2.77)	0.09
	Unclear Performance Standards	(0.83)	0.44	0.73	(2.25)	0.59
	Poor Evaluation Process	(1.56)	0.45	0.02	(3.03)	(0.10)
Lack of Support from the Staff if I Give a Needs Improvement Rating	Lack of Support from My Superiors if I Give a Needs Improvement Rating	0.09	0.51	1.00	(1.56)	1.74
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.23)	0.48	1.00	(1.79)	1.33
	Lack of Support from the Community if I Give a Needs Improvement Rating	0.45	0.67	1.00	(1.70)	2.61
	A Challenge from the Union if I Give a Needs Improvement Rating	0.50	0.65	1.00	(1.58)	2.58
Lack of Support from the Community if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(2.98)	0.58	0.00	(4.85)	(1.10)
	My Lack of Time	(2.29)	0.61	0.01	(4.26)	(0.33)
	My Lack of Training	(2.40)	0.63	0.01	(4.42)	(0.37)
	My Desire to Avoid Conflict	(1.80)	0.64	0.15	(3.85)	0.26
	Unclear Performance Standards	(1.28)	0.63	0.63	(3.33)	0.76
	Poor Evaluation Process	(2.02)	0.64	0.06	(4.09)	0.05
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.36)	0.69	1.00	(2.57)	1.85
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.68)	0.66	0.99	(2.83)	1.46
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.45)	0.67	1.00	(2.61)	1.70
	A Challenge from the Union if I Give a Needs Improvement Rating	0.05	0.79	1.00	(2.50)	2.59
A Challenge from the Union if I Give a Needs Improvement Rating	Expectations of High Ratings from Teachers	(3.02)	0.56	0.00	(4.81)	(1.23)
	My Lack of Time	(2.34)	0.58	0.00	(4.22)	(0.46)
	My Lack of Training	(2.44)	0.60	0.00	(4.38)	(0.50)
	My Desire to Avoid Conflict	(1.84)	0.61	0.09	(3.81)	0.13
	Unclear Performance Standards	(1.33)	0.61	0.52	(3.29)	0.63
	Poor Evaluation Process	(2.07)	0.62	0.03	(4.06)	(0.07)
	Lack of Support from My Superiors if I Give a Needs Improvement Rating	(0.41)	0.66	1.00	(2.54)	1.72
	Lack of Support from the Board if I Give a Needs Improvement Rating	(0.73)	0.64	0.99	(2.80)	1.33
	Lack of Support from the Staff if I Give a Needs Improvement Rating	(0.50)	0.65	1.00	(2.58)	1.58
	Lack of Support from the Community if I Give a Needs Improvement Rating	(0.05)	0.79	1.00	(2.59)	2.50

**Appendix D: One Way Analysis of Variance and *Post hoc Tukey HSD test* for Evaluation Barriers and Performance Combinations**

Table 107

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: All Participating Montana Principals (n = 122)</i>					
Variable and Source	SS	MS	df	F	p
Expectations of High Ratings from Teachers					
Between Groups	61.79	20.60	3	2.19	0.09
Within Groups	4,554.11	9.41	484		
My Lack of Time					
Between Groups	130.84	43.61	3	3.46	0.02
Within Groups	6,106.96	12.62	484		
My Lack of Training					
Between Groups	40.51	13.50	3	2.19	0.09
Within Groups	2,987.98	6.17	484		
My Desire to Avoid Conflict					
Between Groups	109.06	36.35	3	7.90	0.00
Within Groups	2,225.95	4.60	484		
Unclear Performance Standards					
Between Groups	40.68	13.56	3	2.01	0.11
Within Groups	3,262.40	6.74	484		
Poor Evaluation Process					
Between Groups	27.05	9.02	3	0.82	0.48
Within Groups	5,321.41	10.99	484		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	9.02	3.01	3	0.50	0.68
Within Groups	2,888.07	5.97	484		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	8.73	2.91	3	0.49	0.69
Within Groups	2,884.07	5.96	484		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	64.84	21.61	3	2.94	0.03
Within Groups	3,559.04	7.35	484		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	11.02	3.67	3	0.62	0.60
Within Groups	2,864.24	5.92	484		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	97.61	32.54	3	2.94	0.03
Within Groups	5,351.80	11.06	484		

Table 108

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.35	0.39	0.81	(0.66)	1.36
		MT/GE	0.48	0.39	0.61	(0.53)	1.50
		MT/ME	0.99	0.39	0.06	(0.02)	2.00
	GT/ME	GT/GE	(0.35)	0.39	0.81	(1.36)	0.66
		MT/GE	0.13	0.39	0.99	(0.88)	1.14
		MT/ME	0.64	0.39	0.36	(0.37)	1.65
	MT/GE	GT/GE	(0.48)	0.39	0.61	(1.50)	0.53
		GT/ME	(0.13)	0.39	0.99	(1.14)	0.88
		MT/ME	0.51	0.39	0.57	(0.50)	1.52
	MT/ME	GT/GE	(0.99)	0.39	0.06	(2.00)	0.02
		GT/ME	(0.64)	0.39	0.36	(1.65)	0.37
		MT/GE	(0.51)	0.39	0.57	(1.52)	0.50
My Lack of Time	GT/GE	GT/ME	0.85	0.45	0.24	(0.32)	2.02
		MT/GE	0.97	0.45	0.15	(0.21)	2.14
		MT/ME	1.43	0.45	0.01	0.26	2.61
	GT/ME	GT/GE	(0.85)	0.45	0.24	(2.02)	0.32
		MT/GE	0.11	0.45	0.99	(1.06)	1.29
		MT/ME	0.58	0.45	0.58	(0.59)	1.75
	MT/GE	GT/GE	(0.97)	0.45	0.15	(2.14)	0.21
		GT/ME	(0.11)	0.45	0.99	(1.29)	1.06
		MT/ME	0.47	0.45	0.73	(0.71)	1.64
	MT/ME	GT/GE	-1.43	0.45	0.01	(2.61)	(0.26)
		GT/ME	(0.58)	0.45	0.58	(1.75)	0.59
		MT/GE	(0.47)	0.45	0.73	(1.64)	0.71
My Lack of Training	GT/GE	GT/ME	0.38	0.32	0.64	(0.44)	1.20
		MT/GE	0.45	0.32	0.49	(0.37)	1.27
		MT/ME	0.81	0.32	0.05	(0.01)	1.63
	GT/ME	GT/GE	(0.38)	0.32	0.64	(1.20)	0.44
		MT/GE	0.07	0.32	1.00	(0.75)	0.89
		MT/ME	0.43	0.32	0.52	(0.39)	1.25
	MT/GE	GT/GE	(0.45)	0.32	0.49	(1.27)	0.37
		GT/ME	(0.07)	0.32	1.00	(0.89)	0.75
		MT/ME	0.36	0.32	0.67	(0.46)	1.18
	MT/ME	GT/GE	(0.81)	0.32	0.05	(1.63)	0.01
		GT/ME	(0.43)	0.32	0.52	(1.25)	0.39
		MT/GE	(0.36)	0.32	0.67	(1.18)	0.46
My Desire to Avoid Conflict	GT/GE	GT/ME	0.34	0.27	0.61	(0.37)	1.04
		MT/GE	0.24	0.27	0.82	(0.47)	0.95
		MT/ME	1.24	0.27	0.00	0.54	1.95
	GT/ME	(0.34)	0.27	0.61	(1.04)	0.37	

		MT/GE	(0.10)	0.27	0.98	(0.81)	0.61
		MT/ME	0.91	0.27	0.01	0.20	1.62
		GT/GE	(0.24)	0.27	0.82	(0.95)	0.47
	MT/GE	GT/ME	0.10	0.27	0.98	(0.61)	0.81
		MT/ME	1.01	0.27	0.00	0.30	1.72
		GT/GE	-1.25	0.27	0.00	(1.95)	(0.54)
	MT/ME	GT/ME	-.91	0.27	0.01	(1.62)	(0.20)
		MT/GE	-1.01	0.27	0.00	(1.72)	(0.30)
		GT/ME	0.48	0.33	0.48	(0.38)	1.33
	GT/GE	MT/GE	0.39	0.33	0.64	(0.46)	1.25
		MT/ME	0.81	0.33	0.07	(0.05)	1.67
		GT/GE	(0.48)	0.33	0.48	(1.33)	0.38
	GT/ME	MT/GE	(0.08)	0.33	0.99	(0.94)	0.77
		MT/ME	0.34	0.33	0.74	(0.52)	1.19
		GT/GE	(0.39)	0.33	0.64	(1.25)	0.46
	MT/GE	GT/ME	0.08	0.33	0.99	(0.77)	0.94
		MT/ME	0.42	0.33	0.59	(0.44)	1.27
		GT/GE	(0.81)	0.33	0.07	(1.67)	0.05
	MT/ME	GT/ME	(0.34)	0.33	0.74	(1.19)	0.52
		MT/GE	(0.42)	0.33	0.59	(1.27)	0.44
		GT/ME	0.61	0.42	0.48	(0.49)	1.70
	GT/GE	MT/GE	0.39	0.42	0.79	(0.70)	1.49
		MT/ME	0.54	0.42	0.58	(0.55)	1.64
		GT/GE	(0.61)	0.42	0.48	(1.70)	0.49
	GT/ME	MT/GE	(0.21)	0.42	0.96	(1.31)	0.88
		MT/ME	(0.07)	0.42	1.00	(1.16)	1.03
		GT/GE	(0.39)	0.42	0.79	(1.49)	0.70
	MT/GE	GT/ME	0.21	0.42	0.96	(0.88)	1.31
		MT/ME	0.15	0.42	0.99	(0.95)	1.24
		GT/GE	(0.54)	0.42	0.58	(1.64)	0.55
	MT/ME	GT/ME	0.07	0.42	1.00	(1.03)	1.16
		MT/GE	(0.15)	0.42	0.99	(1.24)	0.95
		GT/ME	(0.08)	0.31	0.99	(0.89)	0.72
	GT/GE	MT/GE	(0.09)	0.31	0.99	(0.90)	0.72
		MT/ME	0.25	0.31	0.86	(0.56)	1.05
		GT/GE	0.08	0.31	0.99	(0.72)	0.89
	GT/ME	MT/GE	(0.01)	0.31	1.00	(0.81)	0.80
		MT/ME	0.33	0.31	0.72	(0.48)	1.13
		GT/GE	0.09	0.31	0.99	(0.72)	0.90
	MT/GE	GT/ME	0.01	0.31	1.00	(0.80)	0.81
		MT/ME	0.34	0.31	0.71	(0.47)	1.14
		GT/GE	(0.25)	0.31	0.86	(1.05)	0.56
	MT/ME	GT/ME	(0.33)	0.31	0.72	(1.13)	0.48
		MT/GE	(0.34)	0.31	0.71	(1.14)	0.47
		GT/ME	0.02	0.31	1.00	(0.78)	0.83
	GT/GE	MT/GE	(0.19)	0.31	0.93	(0.99)	0.62
		MT/ME	0.19	0.31	0.93	(0.62)	0.99
		GT/GE	(0.02)	0.31	1.00	(0.83)	0.78
	GT/ME	MT/GE	(0.21)	0.31	0.90	(1.02)	0.59



		MT/ME	0.16	0.31	0.95	(0.64)	0.97
		GT/GE	0.19	0.31	0.93	(0.62)	0.99
	MT/GE	GT/ME	0.21	0.31	0.90	(0.59)	1.02
		MT/ME	0.38	0.31	0.62	(0.43)	1.18
		GT/GE	(0.19)	0.31	0.93	(0.99)	0.62
	MT/ME	GT/ME	(0.16)	0.31	0.95	(0.97)	0.64
		MT/GE	(0.38)	0.31	0.62	(1.18)	0.43
		GT/ME	0.25	0.35	0.88	(0.64)	1.15
	GT/GE	MT/GE	0.39	0.35	0.68	(0.51)	1.28
		MT/ME	0.99	0.35	0.02	0.10	1.89
		GT/GE	(0.25)	0.35	0.88	(1.15)	0.64
	GT/ME	MT/GE	0.13	0.35	0.98	(0.76)	1.03
		MT/ME	0.74	0.35	0.15	(0.16)	1.63
		GT/GE	(0.39)	0.35	0.68	(1.28)	0.51
	MT/GE	GT/ME	(0.13)	0.35	0.98	(1.03)	0.76
		MT/ME	0.61	0.35	0.30	(0.29)	1.50
		GT/GE	-0.099	0.35	0.02	(1.89)	(0.10)
	MT/ME	GT/ME	(0.74)	0.35	0.15	(1.63)	0.16
		MT/GE	(0.61)	0.35	0.30	(1.50)	0.29
		GT/ME	(0.07)	0.31	1.00	(0.87)	0.74
	GT/GE	MT/GE	(0.21)	0.31	0.90	(1.02)	0.59
		MT/ME	0.20	0.31	0.91	(0.60)	1.01
		GT/GE	0.07	0.31	1.00	(0.74)	0.87
	GT/ME	MT/GE	(0.15)	0.31	0.96	(0.95)	0.66
		MT/ME	0.27	0.31	0.82	(0.53)	1.07
		GT/GE	0.21	0.31	0.90	(0.59)	1.02
	MT/GE	GT/ME	0.15	0.31	0.96	(0.66)	0.95
		MT/ME	0.42	0.31	0.54	(0.38)	1.22
		GT/GE	(0.20)	0.31	0.91	(1.01)	0.60
	MT/ME	GT/ME	(0.27)	0.31	0.82	(1.07)	0.53
		MT/GE	(0.42)	0.31	0.54	(1.22)	0.38
		GT/ME	0.54	0.43	0.58	(0.56)	1.64
	GT/GE	MT/GE	0.43	0.43	0.74	(0.66)	1.53
		MT/ME	1.25	0.43	0.02	0.15	2.34
		GT/GE	(0.54)	0.43	0.58	(1.64)	0.56
	GT/ME	MT/GE	(0.11)	0.43	0.99	(1.20)	0.99
		MT/ME	0.70	0.43	0.35	(0.39)	1.80
		GT/GE	(0.43)	0.43	0.74	(1.53)	0.66
	MT/GE	GT/ME	0.11	0.43	0.99	(0.99)	1.20
		MT/ME	0.81	0.43	0.23	(0.29)	1.91
		GT/GE	-1.25	0.43	0.02	(2.34)	(0.15)
	MT/ME	GT/ME	(0.70)	0.43	0.35	(1.80)	0.39
		MT/GE	(0.81)	0.43	0.23	(1.91)	0.29

Table 109

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Identify as Female (n = 52)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	2,233.17	22.90	3	2.09	0.10
Within Groups	2,301.88	10.95	204		
My Lack of Time					
Between Groups	2,594.35	37.24	3	2.93	0.03
Within Groups	2,706.08	12.72	204		
My Lack of Training					
Between Groups	1,057.27	13.27	3	2.56	0.06
Within Groups	1,097.08	5.18	204		
My Desire to Avoid Conflict					
Between Groups	965.71	19.58	3	4.14	0.01
Within Groups	1,024.46	4.73	204		
Unclear Performance Standards					
Between Groups	1,110.67	13.65	3	2.51	0.06
Within Groups	1,151.61	5.44	204		
Poor Evaluation Process					
Between Groups	1,737.02	5.03	3	0.59	0.62
Within Groups	1,752.11	8.51	204		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,003.71	6.09	3	1.24	0.30
Within Groups	1,022.00	4.92	204		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,432.40	18.36	3	2.62	0.05
Within Groups	1,487.50	7.02	204		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	917.12	5.88	3	1.31	0.27
Within Groups	934.77	4.50	204		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	985.96	6.24	3	1.29	0.28
Within Groups	1,004.69	4.83	204		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	1,894.40	29.03	3	3.13	0.03
Within Groups	1,981.50	9.29	204		

Table 110

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Identify as Female (n = 52)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.83	0.65	0.58	(0.85)	2.51
		MT/GE	0.96	0.65	0.45	(0.72)	2.64
		MT/ME	1.62	0.65	0.06	(0.07)	3.30
	GT/ME	GT/GE	(0.83)	0.65	0.58	(2.51)	0.85
		MT/GE	0.13	0.65	1.00	(1.55)	1.82
		MT/ME	0.79	0.65	0.62	(0.89)	2.47
	MT/GE	GT/GE	(0.96)	0.65	0.45	(2.64)	0.72
		GT/ME	(0.13)	0.65	1.00	(1.82)	1.55
		MT/ME	0.65	0.65	0.75	(1.03)	2.33
	MT/ME	GT/GE	(1.62)	0.65	0.06	(3.30)	0.07
		GT/ME	(0.79)	0.65	0.62	(2.47)	0.89
		MT/GE	(0.65)	0.65	0.75	(2.33)	1.03
My Lack of Time	GT/GE	GT/ME	0.88	0.70	0.59	(0.93)	2.70
		MT/GE	1.13	0.70	0.37	(0.68)	2.95
		MT/ME	2.06	0.70	0.02	0.25	3.87
	GT/ME	GT/GE	(0.88)	0.70	0.59	(2.70)	0.93
		MT/GE	0.25	0.70	0.98	(1.56)	2.06
		MT/ME	1.17	0.70	0.34	(0.64)	2.98
	MT/GE	GT/GE	(1.13)	0.70	0.37	(2.95)	0.68
		GT/ME	(0.25)	0.70	0.98	(2.06)	1.56
		MT/ME	0.92	0.70	0.55	(0.89)	2.73
	MT/ME	GT/GE	-2.06	0.70	0.02	(3.87)	(0.25)
		GT/ME	(1.17)	0.70	0.34	(2.98)	0.64
		MT/GE	(0.92)	0.70	0.55	(2.73)	0.89
My Lack of Training	GT/GE	GT/ME	0.62	0.45	0.51	(0.54)	1.77
		MT/GE	0.40	0.45	0.80	(0.75)	1.56
		MT/ME	1.21	0.45	0.04	0.06	2.37
	GT/ME	GT/GE	(0.62)	0.45	0.51	(1.77)	0.54
		MT/GE	(0.21)	0.45	0.96	(1.37)	0.94
		MT/ME	0.60	0.45	0.54	(0.56)	1.75
	MT/GE	GT/GE	(0.40)	0.45	0.80	(1.56)	0.75
		GT/ME	0.21	0.45	0.96	(0.94)	1.37
		MT/ME	0.81	0.45	0.27	(0.35)	1.96
	MT/ME	GT/GE	-1.21	0.45	0.04	(2.37)	(0.06)
		GT/ME	(0.60)	0.45	0.54	(1.75)	0.56
		MT/GE	(0.81)	0.45	0.27	(1.96)	0.35
My Desire to Avoid Conflict	GT/GE	GT/ME	0.44	0.43	0.73	(0.66)	1.55
		MT/GE	0.40	0.43	0.78	(0.70)	1.51
		MT/ME	1.44	0.43	0.00	0.34	2.55
	GT/ME	GT/GE	(0.44)	0.43	0.73	(1.55)	0.66
		MT/GE	(0.04)	0.43	1.00	(1.14)	1.07

		MT/ME	1.00	0.43	0.09	(0.11)	2.11
		GT/GE	(0.40)	0.43	0.78	(1.51)	0.70
	MT/GE	GT/ME	0.04	0.43	1.00	(1.07)	1.14
		MT/ME	1.04	0.43	0.07	(0.07)	2.14
		GT/GE	-1.44	0.43	0.00	(2.55)	(0.34)
	MT/ME	GT/ME	(1.00)	0.43	0.09	(2.11)	0.11
		MT/GE	(1.04)	0.43	0.07	(2.14)	0.07
		GT/ME	0.56	0.46	0.62	(0.63)	1.74
	GT/GE	MT/GE	0.33	0.46	0.89	(0.86)	1.51
		MT/ME	1.21	0.46	0.04	0.03	2.40
		GT/GE	(0.56)	0.46	0.62	(1.74)	0.63
	GT/ME	MT/GE	(0.23)	0.46	0.96	(1.42)	0.95
		MT/ME	0.65	0.46	0.48	(0.53)	1.84
		GT/GE	(0.33)	0.46	0.89	(1.51)	0.86
	MT/GE	GT/ME	0.23	0.46	0.96	(0.95)	1.42
		MT/ME	0.88	0.46	0.22	(0.30)	2.07
		GT/GE	-1.21	0.46	0.04	(2.40)	(0.03)
	MT/ME	GT/ME	(0.65)	0.46	0.48	(1.84)	0.53
		MT/GE	(0.88)	0.46	0.22	(2.07)	0.30
		GT/ME	0.50	0.57	0.82	(0.98)	1.98
	GT/GE	MT/GE	0.29	0.57	0.96	(1.19)	1.77
		MT/ME	0.73	0.57	0.58	(0.75)	2.21
		GT/GE	(0.50)	0.57	0.82	(1.98)	0.98
	GT/ME	MT/GE	(0.21)	0.57	0.98	(1.69)	1.27
		MT/ME	0.23	0.57	0.98	(1.25)	1.71
		GT/GE	(0.29)	0.57	0.96	(1.77)	1.19
	MT/GE	GT/ME	0.21	0.57	0.98	(1.27)	1.69
		MT/ME	0.44	0.57	0.87	(1.04)	1.92
		GT/GE	(0.73)	0.57	0.58	(2.21)	0.75
	MT/ME	GT/ME	(0.23)	0.57	0.98	(1.71)	1.25
		MT/GE	(0.44)	0.57	0.87	(1.92)	1.04
		GT/ME	(0.15)	0.44	0.98	(1.28)	0.97
	GT/GE	MT/GE	(0.08)	0.44	1.00	(1.20)	1.05
		MT/ME	0.60	0.44	0.52	(0.53)	1.72
		GT/GE	0.15	0.44	0.98	(0.97)	1.28
	GT/ME	MT/GE	0.08	0.44	1.00	(1.05)	1.20
		MT/ME	0.75	0.44	0.31	(0.38)	1.88
		GT/GE	0.08	0.44	1.00	(1.05)	1.20
	MT/GE	GT/ME	(0.08)	0.44	1.00	(1.20)	1.05
		MT/ME	0.67	0.44	0.41	(0.45)	1.80
		GT/GE	(0.60)	0.44	0.52	(1.72)	0.53
	MT/ME	GT/ME	(0.75)	0.44	0.31	(1.88)	0.38
		MT/GE	(0.67)	0.44	0.41	(1.80)	0.45
		GT/ME	0.56	0.52	0.71	(0.79)	1.90
	GT/GE	MT/GE	0.71	0.52	0.52	(0.63)	2.06
		MT/ME	1.44	0.52	0.03	0.10	2.79
		GT/GE	(0.56)	0.52	0.71	(1.90)	0.79
	GT/ME	MT/GE	0.15	0.52	0.99	(1.19)	1.50
		MT/ME	0.88	0.52	0.33	(0.46)	2.23

		GT/GE	(0.71)	0.52	0.52	(2.06)	0.63
	MT/GE	GT/ME	(0.15)	0.52	0.99	(1.50)	1.19
		MT/ME	0.73	0.52	0.50	(0.62)	2.08
		GT/GE	-1.44	0.52	0.03	(2.79)	(0.10)
	MT/ME	GT/ME	(0.88)	0.52	0.33	(2.23)	0.46
		MT/GE	(0.73)	0.52	0.50	(2.08)	0.62
		GT/ME	0.15	0.42	0.98	(0.92)	1.23
	GT/GE	MT/GE	(0.37)	0.42	0.82	(1.44)	0.71
		MT/ME	0.44	0.42	0.71	(0.63)	1.52
		GT/GE	(0.15)	0.42	0.98	(1.23)	0.92
	GT/ME	MT/GE	(0.52)	0.42	0.60	(1.60)	0.56
		MT/ME	0.29	0.42	0.90	(0.79)	1.37
		GT/GE	0.37	0.42	0.82	(0.71)	1.44
	MT/GE	GT/ME	0.52	0.42	0.60	(0.56)	1.60
		MT/ME	0.81	0.42	0.21	(0.27)	1.88
		GT/GE	(0.44)	0.42	0.71	(1.52)	0.63
	MT/ME	GT/ME	(0.29)	0.42	0.90	(1.37)	0.79
		MT/GE	(0.81)	0.42	0.21	(1.88)	0.27
		GT/ME	0.13	0.43	0.99	(0.98)	1.25
	GT/GE	MT/GE	(0.25)	0.43	0.94	(1.37)	0.87
		MT/ME	0.58	0.43	0.54	(0.54)	1.69
		GT/GE	(0.13)	0.43	0.99	(1.25)	0.98
	GT/ME	MT/GE	(0.38)	0.43	0.81	(1.50)	0.73
		MT/ME	0.44	0.43	0.73	(0.67)	1.56
		GT/GE	0.25	0.43	0.94	(0.87)	1.37
	MT/GE	GT/ME	0.38	0.43	0.81	(0.73)	1.50
		MT/ME	0.83	0.43	0.22	(0.29)	1.94
		GT/GE	(0.58)	0.43	0.54	(1.69)	0.54
	MT/ME	GT/ME	(0.44)	0.43	0.73	(1.56)	0.67
		MT/GE	(0.83)	0.43	0.22	(1.94)	0.29
		GT/ME	0.79	0.60	0.55	(0.76)	2.34
	GT/GE	MT/GE	0.56	0.60	0.79	(0.99)	2.11
		MT/ME	1.79	0.60	0.02	0.24	3.34
		GT/GE	(0.79)	0.60	0.55	(2.34)	0.76
	GT/ME	MT/GE	(0.23)	0.60	0.98	(1.78)	1.32
		MT/ME	1.00	0.60	0.34	(0.55)	2.55
		GT/GE	(0.56)	0.60	0.79	(2.11)	0.99
	MT/GE	GT/ME	0.23	0.60	0.98	(1.32)	1.78
		MT/ME	1.23	0.60	0.17	(0.32)	2.78
		GT/GE	-1.79	0.60	0.02	(3.34)	(0.24)
	MT/ME	GT/ME	(1.00)	0.60	0.34	(2.55)	0.55
		MT/GE	(1.23)	0.60	0.17	(2.78)	0.32

Table 111

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Identify as Male (n = 67)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	2,225.10	3.02	3	0.36	0.78
Within Groups	2,234.16	8.43	264		
My Lack of Time					
Between Groups	3,240.60	12.67	3	1.03	0.38
Within Groups	3,278.61	12.27	264		
My Lack of Training					
Between Groups	1,803.79	4.61	3	0.67	0.57
Within Groups	1,817.61	6.83	264		
My Desire to Avoid Conflict					
Between Groups	1,181.04	14.31	3	3.20	0.02
Within Groups	1,223.99	4.47	264		
Unclear Performance Standards					
Between Groups	1,937.73	3.98	3	0.54	0.65
Within Groups	1,949.67	7.34	264		
Poor Evaluation Process					
Between Groups	3,144.99	6.49	3	0.54	0.65
Within Groups	3,164.45	11.91	264		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,747.04	0.21	3	0.03	0.99
Within Groups	1,747.67	6.62	264		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	2,040.36	6.21	3	0.80	0.49
Within Groups	2,059.00	7.73	264		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	1,876.90	0.10	3	0.01	1.00
Within Groups	1,877.19	7.11	264		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	1,812.09	0.80	3	0.12	0.95
Within Groups	1,814.48	6.86	264		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	3,166.48	8.69	3	0.72	0.54
Within Groups	3,192.55	11.99	264		

Table 112

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Identify as Male (n = 67)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	(0.04)	0.50	1.00	(1.34)	1.25
		MT/GE	(0.01)	0.50	1.00	(1.31)	1.28
		MT/ME	0.40	0.50	0.85	(0.89)	1.70
	GT/ME	GT/GE	0.04	0.50	1.00	(1.25)	1.34
		MT/GE	0.03	0.50	1.00	(1.27)	1.33
		MT/ME	0.45	0.50	0.81	(0.85)	1.74
	MT/GE	GT/GE	0.01	0.50	1.00	(1.28)	1.31
		GT/ME	(0.03)	0.50	1.00	(1.33)	1.27
		MT/ME	0.42	0.50	0.84	(0.88)	1.71
	MT/ME	GT/GE	(0.40)	0.50	0.85	(1.70)	0.89
		GT/ME	(0.45)	0.50	0.81	(1.74)	0.85
		MT/GE	(0.42)	0.50	0.84	(1.71)	0.88
My Lack of Time	GT/GE	GT/ME	0.84	0.61	0.51	(0.73)	2.40
		MT/GE	0.84	0.61	0.51	(0.73)	2.40
		MT/ME	0.93	0.61	0.42	(0.64)	2.49
	GT/ME	GT/GE	(0.84)	0.61	0.51	(2.40)	0.73
		MT/GE	0.00	0.61	1.00	(1.57)	1.57
		MT/ME	0.09	0.61	1.00	(1.48)	1.65
	MT/GE	GT/GE	(0.84)	0.61	0.51	(2.40)	0.73
		GT/ME	0.00	0.61	1.00	(1.57)	1.57
		MT/ME	0.09	0.61	1.00	(1.48)	1.65
	MT/ME	GT/GE	(0.93)	0.61	0.42	(2.49)	0.64
		GT/ME	(0.09)	0.61	1.00	(1.65)	1.48
		MT/GE	(0.09)	0.61	1.00	(1.65)	1.48
My Lack of Training	GT/GE	GT/ME	0.19	0.45	0.97	(0.97)	1.36
		MT/GE	0.54	0.45	0.63	(0.63)	1.70
		MT/ME	0.52	0.45	0.65	(0.65)	1.69
	GT/ME	GT/GE	(0.19)	0.45	0.97	(1.36)	0.97
		MT/GE	0.34	0.45	0.87	(0.82)	1.51
		MT/ME	0.33	0.45	0.89	(0.84)	1.50
	MT/GE	GT/GE	(0.54)	0.45	0.63	(1.70)	0.63
		GT/ME	(0.34)	0.45	0.87	(1.51)	0.82
		MT/ME	(0.01)	0.45	1.00	(1.18)	1.15
	MT/ME	GT/GE	(0.52)	0.45	0.65	(1.69)	0.65
		GT/ME	(0.33)	0.45	0.89	(1.50)	0.84
		MT/GE	0.01	0.45	1.00	(1.15)	1.18
My Desire to Avoid Conflict	GT/GE	GT/ME	0.22	0.37	0.93	(0.72)	1.17
		MT/GE	0.15	0.37	0.98	(0.80)	1.09
		MT/ME	1.03	0.37	0.03	0.09	1.97
	GT/ME	GT/GE	(0.22)	0.37	0.93	(1.17)	0.72
		MT/GE	(0.07)	0.37	1.00	(1.02)	0.87

		MT/ME	0.81	0.37	0.12	(0.14)	1.75
	MT/GE	GT/GE	(0.15)	0.37	0.98	(1.09)	0.80
		GT/ME	0.07	0.37	1.00	(0.87)	1.02
		MT/ME	0.88	0.37	0.08	(0.06)	1.83
	MT/ME	GT/GE	-1.03	0.37	0.03	(1.97)	(0.09)
		GT/ME	(0.81)	0.37	0.12	(1.75)	0.14
		MT/GE	(0.88)	0.37	0.08	(1.83)	0.06
	GT/GE	GT/ME	0.42	0.47	0.81	(0.79)	1.63
		MT/GE	0.48	0.47	0.74	(0.73)	1.69
		MT/ME	0.54	0.47	0.66	(0.67)	1.75
	GT/ME	GT/GE	(0.42)	0.47	0.81	(1.63)	0.79
		MT/GE	0.06	0.47	1.00	(1.15)	1.27
		MT/ME	0.12	0.47	0.99	(1.09)	1.33
	MT/GE	GT/GE	(0.48)	0.47	0.74	(1.69)	0.73
		GT/ME	(0.06)	0.47	1.00	(1.27)	1.15
		MT/ME	0.06	0.47	1.00	(1.15)	1.27
	MT/ME	GT/GE	(0.54)	0.47	0.66	(1.75)	0.67
		GT/ME	(0.12)	0.47	0.99	(1.33)	1.09
		MT/GE	(0.06)	0.47	1.00	(1.27)	1.15
	GT/GE	GT/ME	0.75	0.60	0.59	(0.80)	2.29
		MT/GE	0.51	0.60	0.83	(1.03)	2.05
		MT/ME	0.42	0.60	0.90	(1.12)	1.96
	GT/ME	GT/GE	(0.75)	0.60	0.59	(2.29)	0.80
		MT/GE	(0.24)	0.60	0.98	(1.78)	1.30
		MT/ME	(0.33)	0.60	0.95	(1.87)	1.21
	MT/GE	GT/GE	(0.51)	0.60	0.83	(2.05)	1.03
		GT/ME	0.24	0.60	0.98	(1.30)	1.78
		MT/ME	(0.09)	0.60	1.00	(1.63)	1.45
	MT/ME	GT/GE	(0.42)	0.60	0.90	(1.96)	1.12
		GT/ME	0.33	0.60	0.95	(1.21)	1.87
		MT/GE	0.09	0.60	1.00	(1.45)	1.63
	GT/GE	GT/ME	(0.04)	0.44	1.00	(1.19)	1.10
		MT/GE	(0.13)	0.44	0.99	(1.28)	1.01
		MT/ME	(0.06)	0.44	1.00	(1.21)	1.09
	GT/ME	GT/GE	0.04	0.44	1.00	(1.10)	1.19
		MT/GE	(0.09)	0.44	1.00	(1.24)	1.06
		MT/ME	(0.01)	0.44	1.00	(1.16)	1.13
	MT/GE	GT/GE	0.13	0.44	0.99	(1.01)	1.28
		GT/ME	0.09	0.44	1.00	(1.06)	1.24
		MT/ME	0.07	0.44	1.00	(1.07)	1.22
	MT/ME	GT/GE	0.06	0.44	1.00	(1.09)	1.21
		GT/ME	0.01	0.44	1.00	(1.13)	1.16
		MT/GE	(0.07)	0.44	1.00	(1.22)	1.07
	GT/GE	GT/ME	0.01	0.48	1.00	(1.23)	1.26
		MT/GE	0.10	0.48	1.00	(1.14)	1.35
		MT/ME	0.64	0.48	0.54	(0.60)	1.88
	GT/ME	GT/GE	(0.01)	0.48	1.00	(1.26)	1.23
		MT/GE	0.09	0.48	1.00	(1.15)	1.33
		MT/ME	0.63	0.48	0.56	(0.61)	1.87



		GT/GE	(0.10)	0.48	1.00	(1.35)	1.14
	MT/GE	GT/ME	(0.09)	0.48	1.00	(1.33)	1.15
		MT/ME	0.54	0.48	0.68	(0.70)	1.78
		GT/GE	(0.64)	0.48	0.54	(1.88)	0.60
	MT/ME	GT/ME	(0.63)	0.48	0.56	(1.87)	0.61
		MT/GE	(0.54)	0.48	0.68	(1.78)	0.70
		GT/ME	(0.06)	0.46	1.00	(1.25)	1.13
	GT/GE	MT/GE	(0.03)	0.46	1.00	(1.22)	1.16
		MT/ME	0.03	0.46	1.00	(1.16)	1.22
		GT/GE	0.06	0.46	1.00	(1.13)	1.25
	GT/ME	MT/GE	0.03	0.46	1.00	(1.16)	1.22
		MT/ME	0.09	0.46	1.00	(1.10)	1.28
		GT/GE	0.03	0.46	1.00	(1.16)	1.22
	MT/GE	GT/ME	(0.03)	0.46	1.00	(1.22)	1.16
		MT/ME	0.06	0.46	1.00	(1.13)	1.25
		GT/GE	(0.03)	0.46	1.00	(1.22)	1.16
	MT/ME	GT/ME	(0.09)	0.46	1.00	(1.28)	1.10
		MT/GE	(0.06)	0.46	1.00	(1.25)	1.13
		GT/ME	(0.24)	0.45	0.95	(1.41)	0.93
	GT/GE	MT/GE	(0.18)	0.45	0.98	(1.35)	0.99
		MT/ME	(0.06)	0.45	1.00	(1.23)	1.11
		GT/GE	0.24	0.45	0.95	(0.93)	1.41
	GT/ME	MT/GE	0.06	0.45	1.00	(1.11)	1.23
		MT/ME	0.18	0.45	0.98	(0.99)	1.35
		GT/GE	0.18	0.45	0.98	(0.99)	1.35
	MT/GE	GT/ME	(0.06)	0.45	1.00	(1.23)	1.11
		MT/ME	0.12	0.45	0.99	(1.05)	1.29
		GT/GE	0.06	0.45	1.00	(1.11)	1.23
	MT/ME	GT/ME	(0.18)	0.45	0.98	(1.35)	0.99
		MT/GE	(0.12)	0.45	0.99	(1.29)	1.05
		GT/ME	0.40	0.60	0.91	(1.14)	1.95
	GT/GE	MT/GE	0.40	0.60	0.91	(1.14)	1.95
		MT/ME	0.88	0.60	0.46	(0.67)	2.43
		GT/GE	(0.40)	0.60	0.91	(1.95)	1.14
	GT/ME	MT/GE	0.00	0.60	1.00	(1.55)	1.55
		MT/ME	0.48	0.60	0.86	(1.07)	2.02
		GT/GE	(0.40)	0.60	0.91	(1.95)	1.14
	MT/GE	GT/ME	0.00	0.60	1.00	(1.55)	1.55
		MT/ME	0.48	0.60	0.86	(1.07)	2.02
		GT/GE	(0.88)	0.60	0.46	(2.43)	0.67
	MT/ME	GT/ME	(0.48)	0.60	0.86	(2.02)	1.07
		MT/GE	(0.48)	0.60	0.86	(2.02)	1.07

Table 113

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Are about the Same Age as the Staff They Evaluate (n = 45)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	1,722.76	12.21	3	1.25	0.29
Within Groups	1,759.39	9.79	176		
My Lack of Time					
Between Groups	2,300.09	14.21	3	1.09	0.36
Within Groups	2,342.73	13.07	176		
My Lack of Training					
Between Groups	1,000.31	7.03	3	1.24	0.30
Within Groups	1,021.39	5.68	176		
My Desire to Avoid Conflict					
Between Groups	833.82	28.52	3	6.02	0.00
Within Groups	919.39	4.74	176		
Unclear Performance Standards					
Between Groups	1,035.47	3.93	3	0.67	0.57
Within Groups	1,047.24	5.88	176		
Poor Evaluation Process					
Between Groups	2,033.56	4.55	3	0.39	0.76
Within Groups	2,047.20	11.55	176		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,070.80	5.13	3	0.84	0.47
Within Groups	1,086.19	6.08	176		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,127.33	22.69	3	3.54	0.02
Within Groups	1,195.39	6.41	176		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	940.36	5.55	3	1.04	0.38
Within Groups	957.00	5.34	176		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	887.20	5.26	3	1.04	0.37
Within Groups	902.98				
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	1,869.11	33.36	3	3.14	0.03
Within Groups	1,969.20	10.62	176		

Table 114

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Are about the Same Age as the Staff They Evaluate (n = 45)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.40	0.66	0.93	(1.31)	2.11
		MT/GE	0.64	0.66	0.76	(1.07)	2.36
		MT/ME	1.24	0.66	0.24	(0.47)	2.96
	GT/ME	GT/GE	(0.40)	0.66	0.93	(2.11)	1.31
		MT/GE	0.24	0.66	0.98	(1.47)	1.96
		MT/ME	0.84	0.66	0.58	(0.87)	2.56
	MT/GE	GT/GE	(0.64)	0.66	0.76	(2.36)	1.07
		GT/ME	(0.24)	0.66	0.98	(1.96)	1.47
		MT/ME	0.60	0.66	0.80	(1.11)	2.31
	MT/ME	GT/GE	(1.24)	0.66	0.24	(2.96)	0.47
		GT/ME	(0.84)	0.66	0.58	(2.56)	0.87
		MT/GE	(0.60)	0.66	0.80	(2.31)	1.11
My Lack of Time	GT/GE	GT/ME	0.60	0.76	0.86	(1.38)	2.58
		MT/GE	1.02	0.76	0.54	(0.95)	3.00
		MT/ME	1.29	0.76	0.33	(0.69)	3.27
	GT/ME	GT/GE	(0.60)	0.76	0.86	(2.58)	1.38
		MT/GE	0.42	0.76	0.95	(1.55)	2.40
		MT/ME	0.69	0.76	0.80	(1.29)	2.67
	MT/GE	GT/GE	(1.02)	0.76	0.54	(3.00)	0.95
		GT/ME	(0.42)	0.76	0.95	(2.40)	1.55
		MT/ME	0.27	0.76	0.99	(1.71)	2.24
	MT/ME	GT/GE	(1.29)	0.76	0.33	(3.27)	0.69
		GT/ME	(0.69)	0.76	0.80	(2.67)	1.29
		MT/GE	(0.27)	0.76	0.99	(2.24)	1.71
My Lack of Training	GT/GE	GT/ME	0.24	0.50	0.96	(1.06)	1.55
		MT/GE	0.40	0.50	0.86	(0.90)	1.70
		MT/ME	0.93	0.50	0.25	(0.37)	2.24
	GT/ME	GT/GE	(0.24)	0.50	0.96	(1.55)	1.06
		MT/GE	0.16	0.50	0.99	(1.15)	1.46
		MT/ME	0.69	0.50	0.52	(0.61)	1.99
	MT/GE	GT/GE	(0.40)	0.50	0.86	(1.70)	0.90
		GT/ME	(0.16)	0.50	0.99	(1.46)	1.15
		MT/ME	0.53	0.50	0.71	(0.77)	1.84
	MT/ME	GT/GE	(0.93)	0.50	0.25	(2.24)	0.37
		GT/ME	(0.69)	0.50	0.52	(1.99)	0.61
		MT/GE	(0.53)	0.50	0.71	(1.84)	0.77
My Desire to Avoid Conflict	GT/GE	GT/ME	0.31	0.46	0.91	(0.88)	1.50
		MT/GE	0.44	0.46	0.77	(0.75)	1.63
		MT/ME	1.80	0.46	0.00	0.61	2.99
	GT/ME	GT/GE	(0.31)	0.46	0.91	(1.50)	0.88
		MT/GE	0.13	0.46	0.99	(1.06)	1.32

		MT/ME	1.49	0.46	0.01	0.30	2.68
	MT/GE	GT/GE	(0.44)	0.46	0.77	(1.63)	0.75
		GT/ME	(0.13)	0.46	0.99	(1.32)	1.06
		MT/ME	1.36	0.46	0.02	0.17	2.55
	MT/ME	GT/GE	-1.80	0.46	0.00	(2.99)	(0.61)
		GT/ME	-1.49	0.46	0.01	(2.68)	(0.30)
		MT/GE	-1.36	0.46	0.02	(2.55)	(0.17)
Unclear Performance Standards	GT/GE	GT/ME	0.29	0.51	0.94	(1.04)	1.62
		MT/GE	0.24	0.51	0.96	(1.08)	1.57
		MT/ME	0.71	0.51	0.51	(0.62)	2.04
	GT/ME	GT/GE	(0.29)	0.51	0.94	(1.62)	1.04
		MT/GE	(0.04)	0.51	1.00	(1.37)	1.28
		MT/ME	0.42	0.51	0.84	(0.90)	1.75
	MT/GE	GT/GE	(0.24)	0.51	0.96	(1.57)	1.08
		GT/ME	0.04	0.51	1.00	(1.28)	1.37
		MT/ME	0.47	0.51	0.80	(0.86)	1.79
	MT/ME	GT/GE	(0.71)	0.51	0.51	(2.04)	0.62
		GT/ME	(0.42)	0.51	0.84	(1.75)	0.90
		MT/GE	(0.47)	0.51	0.80	(1.79)	0.86
Poor Evaluation Process	GT/GE	GT/ME	0.51	0.72	0.89	(1.35)	2.37
		MT/GE	0.51	0.72	0.89	(1.35)	2.37
		MT/ME	0.76	0.72	0.72	(1.10)	2.61
	GT/ME	GT/GE	(0.51)	0.72	0.89	(2.37)	1.35
		MT/GE	0.00	0.72	1.00	(1.86)	1.86
		MT/ME	0.24	0.72	0.99	(1.61)	2.10
	MT/GE	GT/GE	(0.51)	0.72	0.89	(2.37)	1.35
		GT/ME	0.00	0.72	1.00	(1.86)	1.86
		MT/ME	0.24	0.72	0.99	(1.61)	2.10
	MT/ME	GT/GE	(0.76)	0.72	0.72	(2.61)	1.10
		GT/ME	(0.24)	0.72	0.99	(2.10)	1.61
		MT/GE	(0.24)	0.72	0.99	(2.10)	1.61
Lack of Support from My Superiors if I Give a Needs Improvement Rating	GT/GE	GT/ME	(0.16)	0.52	0.99	(1.50)	1.19
		MT/GE	(0.16)	0.52	0.99	(1.50)	1.19
		MT/ME	0.56	0.52	0.71	(0.79)	1.90
	GT/ME	GT/GE	0.16	0.52	0.99	(1.19)	1.50
		MT/GE	0.00	0.52	1.00	(1.35)	1.35
		MT/ME	0.71	0.52	0.52	(0.64)	2.06
	MT/GE	GT/GE	0.16	0.52	0.99	(1.19)	1.50
		GT/ME	0.00	0.52	1.00	(1.35)	1.35
		MT/ME	0.71	0.52	0.52	(0.64)	2.06
	MT/ME	GT/GE	(0.56)	0.52	0.71	(1.90)	0.79
		GT/ME	(0.71)	0.52	0.52	(2.06)	0.64
		MT/GE	(0.71)	0.52	0.52	(2.06)	0.64
Lack of Support from the Board if I Give a Needs Improvement Rating	GT/GE	GT/ME	0.60	0.53	0.67	(0.78)	1.98
		MT/GE	0.69	0.53	0.57	(0.70)	2.07
		MT/ME	1.71	0.53	0.01	0.33	3.10
	GT/ME	GT/GE	(0.60)	0.53	0.67	(1.98)	0.78
		MT/GE	0.09	0.53	1.00	(1.30)	1.47
		MT/ME	1.11	0.53	0.16	(0.27)	2.50

		GT/GE	(0.69)	0.53	0.57	(2.07)	0.70
	MT/GE	GT/ME	(0.09)	0.53	1.00	(1.47)	1.30
		MT/ME	1.02	0.53	0.23	(0.36)	2.41
		GT/GE	-1.71	0.53	0.01	(3.10)	(0.33)
	MT/ME	GT/ME	(1.11)	0.53	0.16	(2.50)	0.27
		MT/GE	(1.02)	0.53	0.23	(2.41)	0.36
		GT/ME	(0.02)	0.49	1.00	(1.29)	1.24
	GT/GE	MT/GE	(0.24)	0.49	0.96	(1.51)	1.02
		MT/ME	0.58	0.49	0.64	(0.69)	1.84
		GT/GE	0.02	0.49	1.00	(1.24)	1.29
	GT/ME	MT/GE	(0.22)	0.49	0.97	(1.49)	1.04
		MT/ME	0.60	0.49	0.61	(0.66)	1.86
		GT/GE	0.24	0.49	0.96	(1.02)	1.51
	MT/GE	GT/ME	0.22	0.49	0.97	(1.04)	1.49
		MT/ME	0.82	0.49	0.33	(0.44)	2.09
		GT/GE	(0.58)	0.49	0.64	(1.84)	0.69
	MT/ME	GT/ME	(0.60)	0.49	0.61	(1.86)	0.66
		MT/GE	(0.82)	0.49	0.33	(2.09)	0.44
		GT/ME	(0.07)	0.47	1.00	(1.29)	1.16
	GT/GE	MT/GE	(0.04)	0.47	1.00	(1.27)	1.18
		MT/ME	0.64	0.47	0.53	(0.58)	1.87
		GT/GE	0.07	0.47	1.00	(1.16)	1.29
	GT/ME	MT/GE	0.02	0.47	1.00	(1.21)	1.25
		MT/ME	0.71	0.47	0.44	(0.52)	1.94
		GT/GE	0.04	0.47	1.00	(1.18)	1.27
	MT/GE	GT/ME	(0.02)	0.47	1.00	(1.25)	1.21
		MT/ME	0.69	0.47	0.47	(0.54)	1.92
		GT/GE	(0.64)	0.47	0.53	(1.87)	0.58
	MT/ME	GT/ME	(0.71)	0.47	0.44	(1.94)	0.52
		MT/GE	(0.69)	0.47	0.47	(1.92)	0.54
		GT/ME	0.58	0.69	0.83	(1.20)	2.36
	GT/GE	MT/GE	0.93	0.69	0.53	(0.85)	2.72
		MT/ME	2.04	0.69	0.02	0.26	3.83
		GT/GE	(0.58)	0.69	0.83	(2.36)	1.20
	GT/ME	MT/GE	0.36	0.69	0.95	(1.43)	2.14
		MT/ME	1.47	0.69	0.15	(0.32)	3.25
		GT/GE	(0.93)	0.69	0.53	(2.72)	0.85
	MT/GE	GT/ME	(0.36)	0.69	0.95	(2.14)	1.43
		MT/ME	1.11	0.69	0.37	(0.67)	2.89
		GT/GE	-2.04	0.69	0.02	(3.83)	(0.26)
	MT/ME	GT/ME	(1.47)	0.69	0.15	(3.25)	0.32
		MT/GE	(1.11)	0.69	0.37	(2.89)	0.67

Table 115

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Are Older than the Staff They Evaluate (n = 60)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	2,263.10	4.92	3	0.51	0.67
Within Groups	2,277.85	9.59	236		
My Lack of Time					
Between Groups	2,751.80	24.02	3	2.06	0.11
Within Groups	2,823.85	11.66	236		
My Lack of Training					
Between Groups	1,389.65	7.58	3	1.29	0.28
Within Groups	1,412.40	5.89	236		
My Desire to Avoid Conflict					
Between Groups	1,025.02	12.15	3	2.80	0.04
Within Groups	1,061.46	4.34	236		
Unclear Performance Standards					
Between Groups	1,300.18	4.27	3	0.78	0.51
Within Groups	1,313.00	5.51	236		
Poor Evaluation Process					
Between Groups	2,256.48	4.23	3	0.44	0.72
Within Groups	2,269.16	9.56	236		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,339.00	0.58	3	0.10	0.96
Within Groups	1,340.73	5.67	236		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,823.67	2.42	3	0.31	0.82
Within Groups	1,830.93	7.73	236		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	1,597.32	1.19	3	0.18	0.91
Within Groups	1,600.90	6.77	236		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	1,556.20	2.59	3	0.39	0.76
Within Groups	1,563.98	6.59	236		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	2,717.27	5.44	3	0.47	0.70
Within Groups	2,733.58	11.51	236		

Table 116

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals Who Are Older than the Staff They Evaluate (n = 60)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.35	0.57	0.93	(1.11)	1.81
		MT/GE	0.32	0.57	0.94	(1.15)	1.78
		MT/ME	0.70	0.57	0.60	(0.76)	2.16
	GT/ME	GT/GE	(0.35)	0.57	0.93	(1.81)	1.11
		MT/GE	(0.03)	0.57	1.00	(1.50)	1.43
		MT/ME	0.35	0.57	0.93	(1.11)	1.81
	MT/GE	GT/GE	(0.32)	0.57	0.94	(1.78)	1.15
		GT/ME	0.03	0.57	1.00	(1.43)	1.50
		MT/ME	0.38	0.57	0.91	(1.08)	1.85
	MT/ME	GT/GE	(0.70)	0.57	0.60	(2.16)	0.76
		GT/ME	(0.35)	0.57	0.93	(1.81)	1.11
		MT/GE	(0.38)	0.57	0.91	(1.85)	1.08
My Lack of Time	GT/GE	GT/ME	1.17	0.62	0.24	(0.45)	2.78
		MT/GE	0.87	0.62	0.51	(0.75)	2.48
		MT/ME	1.47	0.62	0.09	(0.15)	3.08
	GT/ME	GT/GE	(1.17)	0.62	0.24	(2.78)	0.45
		MT/GE	(0.30)	0.62	0.96	(1.91)	1.31
		MT/ME	0.30	0.62	0.96	(1.31)	1.91
	MT/GE	GT/GE	(0.87)	0.62	0.51	(2.48)	0.75
		GT/ME	0.30	0.62	0.96	(1.31)	1.91
		MT/ME	0.60	0.62	0.77	(1.01)	2.21
	MT/ME	GT/GE	(1.47)	0.62	0.09	(3.08)	0.15
		GT/ME	(0.30)	0.62	0.96	(1.91)	1.31
		MT/GE	(0.60)	0.62	0.77	(2.21)	1.01
My Lack of Training	GT/GE	GT/ME	0.50	0.44	0.67	(0.65)	1.65
		MT/GE	0.48	0.44	0.70	(0.66)	1.63
		MT/ME	0.87	0.44	0.21	(0.28)	2.01
	GT/ME	GT/GE	(0.50)	0.44	0.67	(1.65)	0.65
		MT/GE	(0.02)	0.44	1.00	(1.16)	1.13
		MT/ME	0.37	0.44	0.84	(0.78)	1.51
	MT/GE	GT/GE	(0.48)	0.44	0.70	(1.63)	0.66
		GT/ME	0.02	0.44	1.00	(1.13)	1.16
		MT/ME	0.38	0.44	0.82	(0.76)	1.53
	MT/ME	GT/GE	(0.87)	0.44	0.21	(2.01)	0.28
		GT/ME	(0.37)	0.44	0.84	(1.51)	0.78
		MT/GE	(0.38)	0.44	0.82	(1.53)	0.76
My Desire to Avoid Conflict	GT/GE	GT/ME	0.32	0.38	0.84	(0.67)	1.30
		MT/GE	0.20	0.38	0.95	(0.78)	1.18
		MT/ME	1.03	0.38	0.04	0.05	2.02
	GT/ME	GT/GE	(0.32)	0.38	0.84	(1.30)	0.67
		MT/GE	(0.12)	0.38	0.99	(1.10)	0.87

		MT/ME	0.72	0.38	0.24	(0.27)	1.70
	MT/GE	GT/GE	(0.20)	0.38	0.95	(1.18)	0.78
		GT/ME	0.12	0.38	0.99	(0.87)	1.10
		MT/ME	0.83	0.38	0.13	(0.15)	1.82
	MT/ME	GT/GE	-1.03	0.38	0.04	(2.02)	(0.05)
		GT/ME	(0.72)	0.38	0.24	(1.70)	0.27
		MT/GE	(0.83)	0.38	0.13	(1.82)	0.15
Unclear Performance Standards	GT/GE	GT/ME	0.38	0.43	0.81	(0.73)	1.49
		MT/GE	0.35	0.43	0.85	(0.76)	1.46
		MT/ME	0.65	0.43	0.43	(0.46)	1.76
	GT/ME	GT/GE	(0.38)	0.43	0.81	(1.49)	0.73
		MT/GE	(0.03)	0.43	1.00	(1.14)	1.08
		MT/ME	0.27	0.43	0.92	(0.84)	1.38
	MT/GE	GT/GE	(0.35)	0.43	0.85	(1.46)	0.76
		GT/ME	0.03	0.43	1.00	(1.08)	1.14
		MT/ME	0.30	0.43	0.90	(0.81)	1.41
	MT/ME	GT/GE	(0.65)	0.43	0.43	(1.76)	0.46
		GT/ME	(0.27)	0.43	0.92	(1.38)	0.84
			MT/GE	(0.30)	0.43	0.90	(1.41)
Poor Evaluation Process	GT/GE	GT/ME	0.65	0.56	0.66	(0.81)	2.11
		MT/GE	0.32	0.56	0.94	(1.14)	1.78
		MT/ME	0.32	0.56	0.94	(1.14)	1.78
	GT/ME	GT/GE	(0.65)	0.56	0.66	(2.11)	0.81
		MT/GE	(0.33)	0.56	0.93	(1.79)	1.13
		MT/ME	(0.33)	0.56	0.93	(1.79)	1.13
	MT/GE	GT/GE	(0.32)	0.56	0.94	(1.78)	1.14
		GT/ME	0.33	0.56	0.93	(1.13)	1.79
		MT/ME	0.00	0.56	1.00	(1.46)	1.46
	MT/ME	GT/GE	(0.32)	0.56	0.94	(1.78)	1.14
		GT/ME	0.33	0.56	0.93	(1.13)	1.79
			MT/GE	0.00	0.56	1.00	(1.46)
Lack of Support from My Superiors if I Give a Needs Improvement Rating	GT/GE	GT/ME	(0.03)	0.43	1.00	(1.16)	1.09
		MT/GE	(0.20)	0.43	0.97	(1.33)	0.93
		MT/ME	(0.17)	0.43	0.98	(1.29)	0.96
	GT/ME	GT/GE	0.03	0.43	1.00	(1.09)	1.16
		MT/GE	(0.17)	0.43	0.98	(1.29)	0.96
		MT/ME	(0.13)	0.43	0.99	(1.26)	0.99
	MT/GE	GT/GE	0.20	0.43	0.97	(0.93)	1.33
		GT/ME	0.17	0.43	0.98	(0.96)	1.29
		MT/ME	0.03	0.43	1.00	(1.09)	1.16
	MT/ME	GT/GE	0.17	0.43	0.98	(0.96)	1.29
		GT/ME	0.13	0.43	0.99	(0.99)	1.26
			MT/GE	(0.03)	0.43	1.00	(1.16)
Lack of Support from the Board if I Give a Needs Improvement Rating	GT/GE	GT/ME	(0.10)	0.51	1.00	(1.41)	1.21
		MT/GE	0.07	0.51	1.00	(1.25)	1.38
		MT/ME	0.37	0.51	0.89	(0.95)	1.68
	GT/ME	GT/GE	0.10	0.51	1.00	(1.21)	1.41
		MT/GE	0.17	0.51	0.99	(1.15)	1.48
		MT/ME	0.47	0.51	0.79	(0.85)	1.78



		GT/GE	(0.07)	0.51	1.00	(1.38)	1.25
	MT/GE	GT/ME	(0.17)	0.51	0.99	(1.48)	1.15
		MT/ME	0.30	0.51	0.93	(1.01)	1.61
		GT/GE	(0.37)	0.51	0.89	(1.68)	0.95
	MT/ME	GT/ME	(0.47)	0.51	0.79	(1.78)	0.85
		MT/GE	(0.30)	0.51	0.93	(1.61)	1.01
		GT/ME	0.10	0.47	1.00	(1.13)	1.33
	GT/GE	MT/GE	(0.23)	0.47	0.96	(1.46)	1.00
		MT/ME	(0.08)	0.47	1.00	(1.31)	1.15
		GT/GE	(0.10)	0.47	1.00	(1.33)	1.13
	GT/ME	MT/GE	(0.33)	0.47	0.90	(1.56)	0.90
		MT/ME	(0.18)	0.47	0.98	(1.41)	1.05
		GT/GE	0.23	0.47	0.96	(1.00)	1.46
	MT/GE	GT/ME	0.33	0.47	0.90	(0.90)	1.56
		MT/ME	0.15	0.47	0.99	(1.08)	1.38
		GT/GE	0.08	0.47	1.00	(1.15)	1.31
	MT/ME	GT/ME	0.18	0.47	0.98	(1.05)	1.41
		MT/GE	(0.15)	0.47	0.99	(1.38)	1.08
		GT/ME	(0.17)	0.47	0.98	(1.38)	1.05
	GT/GE	MT/GE	(0.50)	0.47	0.71	(1.71)	0.71
		MT/ME	(0.23)	0.47	0.96	(1.45)	0.98
		GT/GE	0.17	0.47	0.98	(1.05)	1.38
	GT/ME	MT/GE	(0.33)	0.47	0.89	(1.55)	0.88
		MT/ME	(0.07)	0.47	1.00	(1.28)	1.15
		GT/GE	0.50	0.47	0.71	(0.71)	1.71
	MT/GE	GT/ME	0.33	0.47	0.89	(0.88)	1.55
		MT/ME	0.27	0.47	0.94	(0.95)	1.48
		GT/GE	0.23	0.47	0.96	(0.98)	1.45
	MT/ME	GT/ME	0.07	0.47	1.00	(1.15)	1.28
		MT/GE	(0.27)	0.47	0.94	(1.48)	0.95
		GT/ME	0.57	0.62	0.80	(1.04)	2.17
	GT/GE	MT/GE	0.10	0.62	1.00	(1.50)	1.70
		MT/ME	0.57	0.62	0.80	(1.04)	2.17
		GT/GE	(0.57)	0.62	0.80	(2.17)	1.04
	GT/ME	MT/GE	(0.47)	0.62	0.88	(2.07)	1.14
		MT/ME	0.00	0.62	1.00	(1.60)	1.60
		GT/GE	(0.10)	0.62	1.00	(1.70)	1.50
	MT/GE	GT/ME	0.47	0.62	0.88	(1.14)	2.07
		MT/ME	0.47	0.62	0.88	(1.14)	2.07
		GT/GE	(0.57)	0.62	0.80	(2.17)	1.04
	MT/ME	GT/ME	0.00	0.62	1.00	(1.60)	1.60
		MT/GE	(0.47)	0.62	0.88	(2.07)	1.14

Table 117

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Elementary Principals (n = 46)</i>					
Variable and Source	<i>SS</i>	<i>MS</i>	<i>df</i>	<i>F</i>	<i>Sig.</i>
Expectations of High Ratings from Teachers					
Between Groups	1,900.24	6.12	3	0.58	0.63
Within Groups	1,918.60	10.56	180		
My Lack of Time					
Between Groups	2,508.02	20.34	3	1.46	0.23
Within Groups	2,569.04	13.93	180		
My Lack of Training					
Between Groups	1,388.74	9.96	3	1.29	0.28
Within Groups	1,418.61	7.72	180		
My Desire to Avoid Conflict					
Between Groups	893.09	14.79	3	2.98	0.03
Within Groups	937.46	4.96	180		
Unclear Performance Standards					
Between Groups	1,414.46	8.32	3	1.06	0.37
Within Groups	1,439.43	7.86	180		
Poor Evaluation Process					
Between Groups	2,132.98	1.27	3	0.11	0.96
Within Groups	2,136.78	11.85	180		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,281.87	3.20	3	0.45	0.72
Within Groups	1,291.46	7.12	180		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,480.50	9.61	3	1.17	0.32
Within Groups	1,509.34	8.23	180		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	1,471.15	6.61	3	0.81	0.49
Within Groups	1,490.99	8.17	180		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	1,429.35	5.75	3	0.72	0.54
Within Groups	1,446.61	7.94	180		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	2,267.43	17.35	3	1.38	0.25
Within Groups	2,319.48	12.60	180		

Table 118

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Elementary Principals (n = 46)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.39	0.68	0.94	(1.37)	2.15
		MT/GE	0.43	0.68	0.92	(1.32)	2.19
		MT/ME	0.89	0.68	0.55	(0.87)	2.65
	GT/ME	GT/GE	(0.39)	0.68	0.94	(2.15)	1.37
		MT/GE	0.04	0.68	1.00	(1.71)	1.80
		MT/ME	0.50	0.68	0.88	(1.26)	2.26
	MT/GE	GT/GE	(0.43)	0.68	0.92	(2.19)	1.32
		GT/ME	(0.04)	0.68	1.00	(1.80)	1.71
		MT/ME	0.46	0.68	0.91	(1.30)	2.21
	MT/ME	GT/GE	(0.89)	0.68	0.55	(2.65)	0.87
		GT/ME	(0.50)	0.68	0.88	(2.26)	1.26
		MT/GE	(0.46)	0.68	0.91	(2.21)	1.30
My Lack of Time	GT/GE	GT/ME	1.11	0.78	0.49	(0.91)	3.13
		MT/GE	0.93	0.78	0.63	(1.08)	2.95
		MT/ME	1.59	0.78	0.18	(0.43)	3.61
	GT/ME	GT/GE	(1.11)	0.78	0.49	(3.13)	0.91
		MT/GE	(0.17)	0.78	1.00	(2.19)	1.84
		MT/ME	0.48	0.78	0.93	(1.54)	2.50
	MT/GE	GT/GE	(0.93)	0.78	0.63	(2.95)	1.08
		GT/ME	0.17	0.78	1.00	(1.84)	2.19
		MT/ME	0.65	0.78	0.84	(1.37)	2.67
	MT/ME	GT/GE	(1.59)	0.78	0.18	(3.61)	0.43
		GT/ME	(0.48)	0.78	0.93	(2.50)	1.54
		MT/GE	(0.65)	0.78	0.84	(2.67)	1.37
My Lack of Training	GT/GE	GT/ME	0.48	0.58	0.84	(1.02)	1.98
		MT/GE	0.33	0.58	0.94	(1.18)	1.83
		MT/ME	1.11	0.58	0.23	(0.39)	2.61
	GT/ME	GT/GE	(0.48)	0.58	0.84	(1.98)	1.02
		MT/GE	(0.15)	0.58	0.99	(1.65)	1.35
		MT/ME	0.63	0.58	0.70	(0.87)	2.13
	MT/GE	GT/GE	(0.33)	0.58	0.94	(1.83)	1.18
		GT/ME	0.15	0.58	0.99	(1.35)	1.65
		MT/ME	0.78	0.58	0.53	(0.72)	2.28
	MT/ME	GT/GE	(1.11)	0.58	0.23	(2.61)	0.39
		GT/ME	(0.63)	0.58	0.70	(2.13)	0.87
		MT/GE	(0.78)	0.58	0.53	(2.28)	0.72
My Desire to Avoid Conflict	GT/GE	GT/ME	0.17	0.46	0.98	(1.03)	1.38
		MT/GE	(0.07)	0.46	1.00	(1.27)	1.14
		MT/ME	1.15	0.46	0.07	(0.05)	2.36
	GT/ME	GT/GE	(0.17)	0.46	0.98	(1.38)	1.03
		MT/GE	(0.24)	0.46	0.96	(1.44)	0.97

		MT/ME	0.98	0.46	0.16	(0.23)	2.18
		GT/GE	0.07	0.46	1.00	(1.14)	1.27
	MT/GE	GT/ME	0.24	0.46	0.96	(0.97)	1.44
		MT/ME	1.22	0.46	0.05	0.01	2.42
		GT/GE	(1.15)	0.46	0.07	(2.36)	0.05
	MT/ME	GT/ME	(0.98)	0.46	0.16	(2.18)	0.23
		MT/GE	-1.22	0.46	0.05	(2.42)	(0.01)
		GT/ME	0.59	0.58	0.75	(0.93)	2.10
	GT/GE	MT/GE	0.30	0.58	0.95	(1.21)	1.82
		MT/ME	1.00	0.58	0.32	(0.52)	2.52
		GT/GE	(0.59)	0.58	0.75	(2.10)	0.93
	GT/ME	MT/GE	(0.28)	0.58	0.96	(1.80)	1.23
		MT/ME	0.41	0.58	0.89	(1.10)	1.93
		GT/GE	(0.30)	0.58	0.95	(1.82)	1.21
	MT/GE	GT/ME	0.28	0.58	0.96	(1.23)	1.80
		MT/ME	0.70	0.58	0.63	(0.82)	2.21
		GT/GE	(1.00)	0.58	0.32	(2.52)	0.52
	MT/ME	GT/ME	(0.41)	0.58	0.89	(1.93)	1.10
		MT/GE	(0.70)	0.58	0.63	(2.21)	0.82
		GT/ME	0.33	0.72	0.97	(1.54)	2.19
	GT/GE	MT/GE	(0.02)	0.72	1.00	(1.88)	1.84
		MT/ME	0.20	0.72	0.99	(1.67)	2.06
		GT/GE	(0.33)	0.72	0.97	(2.19)	1.54
	GT/ME	MT/GE	(0.35)	0.72	0.96	(2.21)	1.51
		MT/ME	(0.13)	0.72	1.00	(1.99)	1.73
		GT/GE	0.02	0.72	1.00	(1.84)	1.88
	MT/GE	GT/ME	0.35	0.72	0.96	(1.51)	2.21
		MT/ME	0.22	0.72	0.99	(1.64)	2.08
		GT/GE	(0.20)	0.72	0.99	(2.06)	1.67
	MT/ME	GT/ME	0.13	0.72	1.00	(1.73)	1.99
		MT/GE	(0.22)	0.72	0.99	(2.08)	1.64
		GT/ME	(0.26)	0.56	0.97	(1.70)	1.18
	GT/GE	MT/GE	(0.07)	0.56	1.00	(1.51)	1.38
		MT/ME	0.37	0.56	0.91	(1.07)	1.81
		GT/GE	0.26	0.56	0.97	(1.18)	1.70
	GT/ME	MT/GE	0.20	0.56	0.99	(1.25)	1.64
		MT/ME	0.63	0.56	0.67	(0.81)	2.07
		GT/GE	0.07	0.56	1.00	(1.38)	1.51
	MT/GE	GT/ME	(0.20)	0.56	0.99	(1.64)	1.25
		MT/ME	0.43	0.56	0.86	(1.01)	1.88
		GT/GE	(0.37)	0.56	0.91	(1.81)	1.07
	MT/ME	GT/ME	(0.63)	0.56	0.67	(2.07)	0.81
		MT/GE	(0.43)	0.56	0.86	(1.88)	1.01
		GT/ME	0.39	0.60	0.91	(1.16)	1.94
	GT/GE	MT/GE	0.33	0.60	0.95	(1.22)	1.88
		MT/ME	1.09	0.60	0.27	(0.46)	2.64
		GT/GE	(0.39)	0.60	0.91	(1.94)	1.16
	GT/ME	MT/GE	(0.07)	0.60	1.00	(1.62)	1.49
		MT/ME	0.70	0.60	0.65	(0.86)	2.25

		GT/GE	(0.33)	0.60	0.95	(1.88)	1.22
	MT/GE	GT/ME	0.07	0.60	1.00	(1.49)	1.62
		MT/ME	0.76	0.60	0.58	(0.79)	2.31
		GT/GE	(1.09)	0.60	0.27	(2.64)	0.46
	MT/ME	GT/ME	(0.70)	0.60	0.65	(2.25)	0.86
		MT/GE	(0.76)	0.60	0.58	(2.31)	0.79
		GT/ME	-	0.60	1.00	(1.55)	1.55
	GT/GE	MT/GE	(0.63)	0.60	0.72	(2.18)	0.92
		MT/ME	0.26	0.60	0.97	(1.28)	1.81
		GT/GE	-	0.60	1.00	(1.55)	1.55
	GT/ME	MT/GE	(0.63)	0.60	0.72	(2.18)	0.92
		MT/ME	0.26	0.60	0.97	(1.28)	1.81
		GT/GE	0.63	0.60	0.72	(0.92)	2.18
	MT/GE	GT/ME	0.63	0.60	0.72	(0.92)	2.18
		MT/ME	0.89	0.60	0.44	(0.65)	2.44
		GT/GE	(0.26)	0.60	0.97	(1.81)	1.28
	MT/ME	GT/ME	(0.26)	0.60	0.97	(1.81)	1.28
		MT/GE	(0.89)	0.60	0.44	(2.44)	0.65
		GT/ME	(0.24)	0.59	0.98	(1.76)	1.28
	GT/GE	MT/GE	(0.67)	0.59	0.66	(2.20)	0.85
		MT/ME	0.13	0.59	1.00	(1.39)	1.65
		GT/GE	0.24	0.59	0.98	(1.28)	1.76
	GT/ME	MT/GE	(0.43)	0.59	0.88	(1.96)	1.09
		MT/ME	0.37	0.59	0.92	(1.15)	1.89
		GT/GE	0.67	0.59	0.66	(0.85)	2.20
	MT/GE	GT/ME	0.43	0.59	0.88	(1.09)	1.96
		MT/ME	0.80	0.59	0.52	(0.72)	2.33
		GT/GE	(0.13)	0.59	1.00	(1.65)	1.39
	MT/ME	GT/ME	(0.37)	0.59	0.92	(1.89)	1.15
		MT/GE	(0.80)	0.59	0.52	(2.33)	0.72
		GT/ME	0.57	0.74	0.87	(1.35)	2.48
	GT/GE	MT/GE	(0.02)	0.74	1.00	(1.94)	1.90
		MT/ME	1.28	0.74	0.31	(0.64)	3.20
		GT/GE	(0.57)	0.74	0.87	(2.48)	1.35
	GT/ME	MT/GE	(0.59)	0.74	0.86	(2.51)	1.33
		MT/ME	0.72	0.74	0.77	(1.20)	2.64
		GT/GE	0.02	0.74	1.00	(1.90)	1.94
	MT/GE	GT/ME	0.59	0.74	0.86	(1.33)	2.51
		MT/ME	1.30	0.74	0.29	(0.61)	3.22
		GT/GE	(1.28)	0.74	0.31	(3.20)	0.64
	MT/ME	GT/ME	(0.72)	0.74	0.77	(2.64)	1.20
		MT/GE	(1.30)	0.74	0.29	(3.22)	0.61

Table 119

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana High School Principals (n = 42)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	1,336.88	6.04	3	0.74	0.53
Within Groups	1,354.99	8.15	164		
My Lack of Time					
Between Groups	2,013.12	12.72	3	1.04	0.38
Within Groups	2,051.28	12.28	164		
My Lack of Training					
Between Groups	975.12	2.96	3	0.50	0.68
Within Groups	983.99	5.95	164		
My Desire to Avoid Conflict					
Between Groups	806.05	16.43	3	3.34	0.02
Within Groups	855.33	4.91	164		
Unclear Performance Standards					
Between Groups	1,213.57	4.11	3	0.56	0.65
Within Groups	1,225.90	7.40	164		
Poor Evaluation Process					
Between Groups	1,883.79	9.07	3	0.79	0.50
Within Groups	1,910.99	11.49	164		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	869.52	0.54	3	0.10	0.96
Within Groups	871.14	5.30	164		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	998.36	4.78	3	0.79	0.50
Within Groups	1,012.71	6.09	164		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	831.17	0.59	3	0.12	0.95
Within Groups	832.95	5.07	164		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	759.40	0.18	3	0.04	0.99
Within Groups	759.95	4.63	164		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	1,647.57	10.78	3	1.07	0.36
Within Groups	1,679.90	10.05	164		

Table 120

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana High School Principals (n = 42)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.45	0.62	0.89	(1.16)	2.07
		MT/GE	0.45	0.62	0.89	(1.16)	2.07
		MT/ME	0.93	0.62	0.45	(0.69)	2.55
	GT/ME	GT/GE	(0.45)	0.62	0.89	(2.07)	1.16
		MT/GE	-	0.62	1.00	(1.62)	1.62
		MT/ME	0.48	0.62	0.87	(1.14)	2.09
	MT/GE	GT/GE	(0.45)	0.62	0.89	(2.07)	1.16
		GT/ME	-	0.62	1.00	(1.62)	1.62
		MT/ME	0.48	0.62	0.87	(1.14)	2.09
	MT/ME	GT/GE	(0.93)	0.62	0.45	(2.55)	0.69
		GT/ME	(0.48)	0.62	0.87	(2.09)	1.14
		MT/GE	(0.48)	0.62	0.87	(2.09)	1.14
My Lack of Time	GT/GE	GT/ME	0.79	0.76	0.73	(1.20)	2.77
		MT/GE	1.14	0.76	0.44	(0.84)	3.13
		MT/ME	1.19	0.76	0.41	(0.79)	3.17
	GT/ME	GT/GE	(0.79)	0.76	0.73	(2.77)	1.20
		MT/GE	0.36	0.76	0.97	(1.63)	2.34
		MT/ME	0.40	0.76	0.95	(1.58)	2.39
	MT/GE	GT/GE	(1.14)	0.76	0.44	(3.13)	0.84
		GT/ME	(0.36)	0.76	0.97	(2.34)	1.63
		MT/ME	0.05	0.76	1.00	(1.94)	2.03
	MT/ME	GT/GE	(1.19)	0.76	0.41	(3.17)	0.79
		GT/ME	(0.40)	0.76	0.95	(2.39)	1.58
		MT/GE	(0.05)	0.76	1.00	(2.03)	1.94
My Lack of Training	GT/GE	GT/ME	0.12	0.53	1.00	(1.26)	1.50
		MT/GE	0.57	0.53	0.71	(0.81)	1.95
		MT/ME	0.43	0.53	0.85	(0.95)	1.81
	GT/ME	GT/GE	(0.12)	0.53	1.00	(1.50)	1.26
		MT/GE	0.45	0.53	0.83	(0.93)	1.83
		MT/ME	0.31	0.53	0.94	(1.07)	1.69
	MT/GE	GT/GE	(0.57)	0.53	0.71	(1.95)	0.81
		GT/ME	(0.45)	0.53	0.83	(1.83)	0.93
		MT/ME	(0.14)	0.53	0.99	(1.52)	1.24
	MT/ME	GT/GE	(0.43)	0.53	0.85	(1.81)	0.95
		GT/ME	(0.31)	0.53	0.94	(1.69)	1.07
		MT/GE	0.14	0.53	0.99	(1.24)	1.52
My Desire to Avoid Conflict	GT/GE	GT/ME	0.64	0.48	0.55	(0.61)	1.90
		MT/GE	0.79	0.48	0.37	(0.47)	2.04
		MT/ME	1.52	0.48	0.01	0.27	2.78
	GT/ME	GT/GE	(0.64)	0.48	0.55	(1.90)	0.61
		MT/GE	0.14	0.48	0.99	(1.11)	1.40

		MT/ME	0.88	0.48	0.27	(0.37)	2.14
		GT/GE	(0.79)	0.48	0.37	(2.04)	0.47
	MT/GE	GT/ME	(0.14)	0.48	0.99	(1.40)	1.11
		MT/ME	0.74	0.48	0.42	(0.52)	1.99
		GT/GE	-1.52	0.48	0.01	(2.78)	(0.27)
	MT/ME	GT/ME	(0.88)	0.48	0.27	(2.14)	0.37
		MT/GE	(0.74)	0.48	0.42	(1.99)	0.52
		GT/ME	0.45	0.59	0.87	(1.09)	1.99
	GT/GE	MT/GE	0.40	0.59	0.90	(1.14)	1.95
		MT/ME	0.76	0.59	0.57	(0.78)	2.30
		GT/GE	(0.45)	0.59	0.87	(1.99)	1.09
	GT/ME	MT/GE	(0.05)	0.59	1.00	(1.59)	1.49
		MT/ME	0.31	0.59	0.95	(1.23)	1.85
		GT/GE	(0.40)	0.59	0.90	(1.95)	1.14
	MT/GE	GT/ME	0.05	0.59	1.00	(1.49)	1.59
		MT/ME	0.36	0.59	0.93	(1.18)	1.90
		GT/GE	(0.76)	0.59	0.57	(2.30)	0.78
	MT/ME	GT/ME	(0.31)	0.59	0.95	(1.85)	1.23
		MT/GE	(0.36)	0.59	0.93	(1.90)	1.18
		GT/ME	0.93	0.74	0.59	(0.99)	2.85
	GT/GE	MT/GE	0.90	0.74	0.61	(1.01)	2.82
		MT/ME	0.95	0.74	0.57	(0.97)	2.87
		GT/GE	(0.93)	0.74	0.59	(2.85)	0.99
	GT/ME	MT/GE	(0.02)	0.74	1.00	(1.94)	1.90
		MT/ME	0.02	0.74	1.00	(1.90)	1.94
		GT/GE	(0.90)	0.74	0.61	(2.82)	1.01
	MT/GE	GT/ME	0.02	0.74	1.00	(1.90)	1.94
		MT/ME	0.05	0.74	1.00	(1.87)	1.97
		GT/GE	(0.95)	0.74	0.57	(2.87)	0.97
	MT/ME	GT/ME	(0.02)	0.74	1.00	(1.94)	1.90
		MT/GE	(0.05)	0.74	1.00	(1.97)	1.87
		GT/ME	0.19	0.50	0.98	(1.11)	1.49
	GT/GE	MT/GE	(0.05)	0.50	1.00	(1.35)	1.26
		MT/ME	0.14	0.50	0.99	(1.16)	1.45
		GT/GE	(0.19)	0.50	0.98	(1.49)	1.11
	GT/ME	MT/GE	(0.24)	0.50	0.96	(1.54)	1.07
		MT/ME	(0.05)	0.50	1.00	(1.35)	1.26
		GT/GE	0.05	0.50	1.00	(1.26)	1.35
	MT/GE	GT/ME	0.24	0.50	0.96	(1.07)	1.54
		MT/ME	0.19	0.50	0.98	(1.11)	1.49
		GT/GE	(0.14)	0.50	0.99	(1.45)	1.16
	MT/ME	GT/ME	0.05	0.50	1.00	(1.26)	1.35
		MT/GE	(0.19)	0.50	0.98	(1.49)	1.11
		GT/ME	(0.17)	0.54	0.99	(1.56)	1.23
	GT/GE	MT/GE	0.31	0.54	0.94	(1.09)	1.71
		MT/ME	0.60	0.54	0.69	(0.80)	1.99
		GT/GE	0.17	0.54	0.99	(1.23)	1.56
	GT/ME	MT/GE	0.48	0.54	0.81	(0.92)	1.87
		MT/ME	0.76	0.54	0.49	(0.64)	2.16



		GT/GE	(0.31)	0.54	0.94	(1.71)	1.09
	MT/GE	GT/ME	(0.48)	0.54	0.81	(1.87)	0.92
		MT/ME	0.29	0.54	0.95	(1.11)	1.68
		GT/GE	(0.60)	0.54	0.69	(1.99)	0.80
	MT/ME	GT/ME	(0.76)	0.54	0.49	(2.16)	0.64
		MT/GE	(0.29)	0.54	0.95	(1.68)	1.11
		GT/ME	0.24	0.49	0.96	(1.04)	1.51
	GT/GE	MT/GE	0.19	0.49	0.98	(1.08)	1.47
		MT/ME	0.02	0.49	1.00	(1.25)	1.30
		GT/GE	(0.24)	0.49	0.96	(1.51)	1.04
	GT/ME	MT/GE	(0.05)	0.49	1.00	(1.32)	1.23
		MT/ME	(0.21)	0.49	0.97	(1.49)	1.06
		GT/GE	(0.19)	0.49	0.98	(1.47)	1.08
	MT/GE	GT/ME	0.05	0.49	1.00	(1.23)	1.32
		MT/ME	(0.17)	0.49	0.99	(1.44)	1.11
		GT/GE	(0.02)	0.49	1.00	(1.30)	1.25
	MT/ME	GT/ME	0.21	0.49	0.97	(1.06)	1.49
		MT/GE	0.17	0.49	0.99	(1.11)	1.44
		GT/ME	0.14	0.47	0.99	(1.08)	1.36
	GT/GE	MT/GE	0.05	0.47	1.00	(1.17)	1.27
		MT/ME	0.12	0.47	0.99	(1.10)	1.34
		GT/GE	(0.14)	0.47	0.99	(1.36)	1.08
	GT/ME	MT/GE	(0.10)	0.47	1.00	(1.31)	1.12
		MT/ME	(0.02)	0.47	1.00	(1.24)	1.20
		GT/GE	(0.05)	0.47	1.00	(1.27)	1.17
	MT/GE	GT/ME	0.10	0.47	1.00	(1.12)	1.31
		MT/ME	0.07	0.47	1.00	(1.15)	1.29
		GT/GE	(0.12)	0.47	0.99	(1.34)	1.10
	MT/ME	GT/ME	0.02	0.47	1.00	(1.20)	1.24
		MT/GE	(0.07)	0.47	1.00	(1.29)	1.15
		GT/ME	0.64	0.69	0.79	(1.15)	2.44
	GT/GE	MT/GE	0.69	0.69	0.75	(1.10)	2.49
		MT/ME	1.24	0.69	0.28	(0.56)	3.03
		GT/GE	(0.64)	0.69	0.79	(2.44)	1.15
	GT/ME	MT/GE	0.05	0.69	1.00	(1.75)	1.84
		MT/ME	0.60	0.69	0.83	(1.20)	2.39
		GT/GE	(0.69)	0.69	0.75	(2.49)	1.10
	MT/GE	GT/ME	(0.05)	0.69	1.00	(1.84)	1.75
		MT/ME	0.55	0.69	0.86	(1.25)	2.34
		GT/GE	(1.24)	0.69	0.28	(3.03)	0.56
	MT/ME	GT/ME	(0.60)	0.69	0.83	(2.39)	1.20
		MT/GE	(0.55)	0.69	0.86	(2.34)	1.25

Table 121

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with 4 to 9 Years of Principal Experience (n = 52)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	2,033.73	21.98	3	2.20	0.09
Within Groups	2,099.67	9.97	204		
My Lack of Time					
Between Groups	2,820.69	28.99	3	2.10	0.10
Within Groups	2,907.67	13.83	204		
My Lack of Training					
Between Groups	1,526.27	9.01	3	1.20	0.31
Within Groups	1,553.31	7.48	204		
My Desire to Avoid Conflict					
Between Groups	912.25	20.12	3	4.50	0.00
Within Groups	972.61	4.47	204		
Unclear Performance Standards					
Between Groups	1,263.65	10.01	3	1.62	0.19
Within Groups	1,293.69	6.19	204		
Poor Evaluation Process					
Between Groups	2,313.73	3.50	3	0.31	0.82
Within Groups	2,324.23	11.34	204		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,258.33	2.36	3	0.38	0.77
Within Groups	1,265.42	6.17	204		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,480.69	13.66	3	1.88	0.13
Within Groups	1,521.67	7.26	204		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	1,255.40	2.59	3	0.42	0.74
Within Groups	1,263.19	6.15	204		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	1,278.67	1.11	3	0.18	0.91
Within Groups	1,282.00	6.27	204		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	2,645.52	14.25	3	1.10	0.35
Within Groups	2,688.26	12.97	204		

Table 122

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals with 4 to 9 Years of Principal Experience (n = 52)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.17	0.62	0.99	(1.43)	1.78
		MT/GE	0.73	0.62	0.64	(0.87)	2.33
		MT/ME	1.44	0.62	0.09	(0.16)	3.05
	GT/ME	GT/GE	(0.17)	0.62	0.99	(1.78)	1.43
		MT/GE	0.56	0.62	0.80	(1.05)	2.16
		MT/ME	1.27	0.62	0.17	(0.33)	2.87
	MT/GE	GT/GE	(0.73)	0.62	0.64	(2.33)	0.87
		GT/ME	(0.56)	0.62	0.80	(2.16)	1.05
		MT/ME	0.71	0.62	0.66	(0.89)	2.32
	MT/ME	GT/GE	(1.44)	0.62	0.09	(3.05)	0.16
		GT/ME	(1.27)	0.62	0.17	(2.87)	0.33
		MT/GE	(0.71)	0.62	0.66	(2.32)	0.89
My Lack of Time	GT/GE	GT/ME	0.81	0.73	0.69	(1.08)	2.70
		MT/GE	1.23	0.73	0.33	(0.66)	3.12
		MT/ME	1.77	0.73	0.08	(0.12)	3.66
	GT/ME	GT/GE	(0.81)	0.73	0.69	(2.70)	1.08
		MT/GE	0.42	0.73	0.94	(1.47)	2.31
		MT/ME	0.96	0.73	0.55	(0.93)	2.85
	MT/GE	GT/GE	(1.23)	0.73	0.33	(3.12)	0.66
		GT/ME	(0.42)	0.73	0.94	(2.31)	1.47
		MT/ME	0.54	0.73	0.88	(1.35)	2.43
	MT/ME	GT/GE	(1.77)	0.73	0.08	(3.66)	0.12
		GT/ME	(0.96)	0.73	0.55	(2.85)	0.93
		MT/GE	(0.54)	0.73	0.88	(2.43)	1.35
My Lack of Training	GT/GE	GT/ME	0.33	0.54	0.93	(1.06)	1.72
		MT/GE	0.44	0.54	0.84	(0.95)	1.83
		MT/ME	1.00	0.54	0.25	(0.39)	2.39
	GT/ME	GT/GE	(0.33)	0.54	0.93	(1.72)	1.06
		MT/GE	0.12	0.54	1.00	(1.27)	1.50
		MT/ME	0.67	0.54	0.59	(0.72)	2.06
	MT/GE	GT/GE	(0.44)	0.54	0.84	(1.83)	0.95
		GT/ME	(0.12)	0.54	1.00	(1.50)	1.27
		MT/ME	0.56	0.54	0.73	(0.83)	1.95
	MT/ME	GT/GE	(1.00)	0.54	0.25	(2.39)	0.39
		GT/ME	(0.67)	0.54	0.59	(2.06)	0.72
		MT/GE	(0.56)	0.54	0.73	(1.95)	0.83
My Desire to Avoid Conflict	GT/GE	GT/ME	0.17	0.41	0.98	(0.90)	1.25
		MT/GE	0.35	0.41	0.84	(0.73)	1.42
		MT/ME	1.38462*	0.41	0.01	0.31	2.46
	GT/ME	GT/GE	(0.17)	0.41	0.98	(1.25)	0.90
		MT/GE	0.17	0.41	0.98	(0.90)	1.25

		MT/ME	1.21154*	0.41	0.02	0.14	2.29
	MT/GE	GT/GE	(0.35)	0.41	0.84	(1.42)	0.73
		GT/ME	(0.17)	0.41	0.98	(1.25)	0.90
		MT/ME	1.04	0.41	0.06	(0.04)	2.11
	MT/ME	GT/GE	-1.38462*	0.41	0.01	(2.46)	(0.31)
		GT/ME	-1.21154*	0.41	0.02	(2.29)	(0.14)
		MT/GE	(1.04)	0.41	0.06	(2.11)	0.04
Unclear Performance Standards	GT/GE	GT/ME	0.38	0.49	0.86	(0.88)	1.65
		MT/GE	0.56	0.49	0.66	(0.71)	1.82
		MT/ME	1.06	0.49	0.14	(0.21)	2.32
	GT/ME	GT/GE	(0.38)	0.49	0.86	(1.65)	0.88
		MT/GE	0.17	0.49	0.98	(1.09)	1.44
		MT/ME	0.67	0.49	0.51	(0.59)	1.94
	MT/GE	GT/GE	(0.56)	0.49	0.66	(1.82)	0.71
		GT/ME	(0.17)	0.49	0.98	(1.44)	1.09
		MT/ME	0.50	0.49	0.74	(0.76)	1.76
	MT/ME	GT/GE	(1.06)	0.49	0.14	(2.32)	0.21
		GT/ME	(0.67)	0.49	0.51	(1.94)	0.59
		MT/GE	(0.50)	0.49	0.74	(1.76)	0.76
Poor Evaluation Process	GT/GE	GT/ME	0.56	0.66	0.83	(1.15)	2.27
		MT/GE	0.46	0.66	0.90	(1.25)	2.17
		MT/ME	0.52	0.66	0.86	(1.19)	2.23
	GT/ME	GT/GE	(0.56)	0.66	0.83	(2.27)	1.15
		MT/GE	(0.10)	0.66	1.00	(1.81)	1.61
		MT/ME	(0.04)	0.66	1.00	(1.75)	1.67
	MT/GE	GT/GE	(0.46)	0.66	0.90	(2.17)	1.25
		GT/ME	0.10	0.66	1.00	(1.61)	1.81
		MT/ME	0.06	0.66	1.00	(1.65)	1.77
	MT/ME	GT/GE	(0.52)	0.66	0.86	(2.23)	1.19
		GT/ME	0.04	0.66	1.00	(1.67)	1.75
		MT/GE	(0.06)	0.66	1.00	(1.77)	1.65
Lack of Support from My Superiors if I Give a Needs Improvement Rating	GT/GE	GT/ME	(0.13)	0.49	0.99	(1.40)	1.13
		MT/GE	0.02	0.49	1.00	(1.24)	1.28
		MT/ME	0.37	0.49	0.88	(0.90)	1.63
	GT/ME	GT/GE	0.13	0.49	0.99	(1.13)	1.40
		MT/GE	0.15	0.49	0.99	(1.11)	1.42
		MT/ME	0.50	0.49	0.73	(0.76)	1.76
	MT/GE	GT/GE	(0.02)	0.49	1.00	(1.28)	1.24
		GT/ME	(0.15)	0.49	0.99	(1.42)	1.11
		MT/ME	0.35	0.49	0.89	(0.92)	1.61
	MT/ME	GT/GE	(0.37)	0.49	0.88	(1.63)	0.90
		GT/ME	(0.50)	0.49	0.73	(1.76)	0.76
		MT/GE	(0.35)	0.49	0.89	(1.61)	0.92
Lack of Support from the Board if I Give a Needs Improvement Rating	GT/GE	GT/ME	0.27	0.53	0.96	(1.10)	1.64
		MT/GE	0.58	0.53	0.69	(0.79)	1.95
		MT/ME	1.19	0.53	0.11	(0.18)	2.56
	GT/ME	GT/GE	(0.27)	0.53	0.96	(1.64)	1.10
		MT/GE	0.31	0.53	0.94	(1.06)	1.68
		MT/ME	0.92	0.53	0.30	(0.45)	2.29

		GT/GE	(0.58)	0.53	0.69	(1.95)	0.79
	MT/GE	GT/ME	(0.31)	0.53	0.94	(1.68)	1.06
		MT/ME	0.62	0.53	0.65	(0.75)	1.98
		GT/GE	(1.19)	0.53	0.11	(2.56)	0.18
	MT/ME	GT/ME	(0.92)	0.53	0.30	(2.29)	0.45
		MT/GE	(0.62)	0.53	0.65	(1.98)	0.75
Lack of Support from the Staff if I Give a Needs Improvement Rating		GT/ME	0.02	0.49	1.00	(1.24)	1.28
	GT/GE	MT/GE	(0.19)	0.49	0.98	(1.45)	1.07
		MT/ME	0.35	0.49	0.89	(0.91)	1.61
		GT/GE	(0.02)	0.49	1.00	(1.28)	1.24
	GT/ME	MT/GE	(0.21)	0.49	0.97	(1.47)	1.05
		MT/ME	0.33	0.49	0.91	(0.93)	1.59
		GT/GE	0.19	0.49	0.98	(1.07)	1.45
	MT/GE	GT/ME	0.21	0.49	0.97	(1.05)	1.47
		MT/ME	0.54	0.49	0.69	(0.72)	1.80
		GT/GE	(0.35)	0.49	0.89	(1.61)	0.91
	MT/ME	GT/ME	(0.33)	0.49	0.91	(1.59)	0.93
		MT/GE	(0.54)	0.49	0.69	(1.80)	0.72
Lack of Support from the Community if I Give a Needs Improvement Rating		GT/ME	0.06	0.49	1.00	(1.21)	1.33
	GT/GE	MT/GE	(0.10)	0.49	1.00	(1.37)	1.18
		MT/ME	0.25	0.49	0.96	(1.02)	1.52
		GT/GE	(0.06)	0.49	1.00	(1.33)	1.21
	GT/ME	MT/GE	(0.15)	0.49	0.99	(1.43)	1.12
		MT/ME	0.19	0.49	0.98	(1.08)	1.46
		GT/GE	0.10	0.49	1.00	(1.18)	1.37
	MT/GE	GT/ME	0.15	0.49	0.99	(1.12)	1.43
		MT/ME	0.35	0.49	0.90	(0.93)	1.62
		GT/GE	(0.25)	0.49	0.96	(1.52)	1.02
	MT/ME	GT/ME	(0.19)	0.49	0.98	(1.46)	1.08
		MT/GE	(0.35)	0.49	0.90	(1.62)	0.93
A Challenge from the Union if I Give a Needs Improvement Rating		GT/ME	0.31	0.71	0.97	(1.52)	2.14
	GT/GE	MT/GE	0.56	0.71	0.86	(1.27)	2.39
		MT/ME	1.23	0.71	0.30	(0.60)	3.06
		GT/GE	(0.31)	0.71	0.97	(2.14)	1.52
	GT/ME	MT/GE	0.25	0.71	0.98	(1.58)	2.08
		MT/ME	0.92	0.71	0.56	(0.91)	2.75
		GT/GE	(0.56)	0.71	0.86	(2.39)	1.27
	MT/GE	GT/ME	(0.25)	0.71	0.98	(2.08)	1.58
		MT/ME	0.67	0.71	0.78	(1.16)	2.50
		GT/GE	(1.23)	0.71	0.30	(3.06)	0.60
	MT/ME	GT/ME	(0.92)	0.71	0.56	(2.75)	0.91
		MT/GE	(0.67)	0.71	0.78	(2.50)	1.16

Table 123

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with <math>\geq 10</math> Years of Principal Experience (n = 48)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	1,768.21	2.20	3	0.23	0.87
Within Groups	1,774.81	9.41	188		
My Lack of Time					
Between Groups	2,207.96	7.51	3	0.64	0.59
Within Groups	2,230.48	11.74	188		
My Lack of Training					
Between Groups	847.71	1.92	3	0.43	0.73
Within Groups	853.48	4.51	188		
My Desire to Avoid Conflict					
Between Groups	786.19	18.09	3	4.33	0.01
Within Groups	840.45	4.18	188		
Unclear Performance Standards					
Between Groups	1,110.88	1.68	3	0.28	0.84
Within Groups	1,115.92	5.91	188		
Poor Evaluation Process					
Between Groups	1,906.23	3.96	3	0.39	0.76
Within Groups	1,918.12	10.14	188		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,241.54	0.79	3	0.12	0.95
Within Groups	1,243.92	6.60	188		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,484.21	5.24	3	0.66	0.58
Within Groups	1,499.92	7.89	188		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	1,143.63	1.13	3	0.18	0.91
Within Groups	1,147.00	6.08	188		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	1,288.69	4.31	3	0.63	0.60
Within Groups	1,301.62	6.85	188		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	1,684.58	11.74	3	1.31	0.27
Within Groups	1,719.81	8.96	188		

Table 124

<i>Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals with <math>\geq 10</math> Years of Principal Experience (n = 48)</i>							
Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.29	0.63	0.97	(1.33)	1.91
		MT/GE	0.31	0.63	0.96	(1.31)	1.94
		MT/ME	0.52	0.63	0.84	(1.10)	2.14
	GT/ME	GT/GE	(0.29)	0.63	0.97	(1.91)	1.33
		MT/GE	0.02	0.63	1.00	(1.60)	1.64
		MT/ME	0.23	0.63	0.98	(1.39)	1.85
	MT/GE	GT/GE	(0.31)	0.63	0.96	(1.94)	1.31
		GT/ME	(0.02)	0.63	1.00	(1.64)	1.60
		MT/ME	0.21	0.63	0.99	(1.41)	1.83
	MT/ME	GT/GE	(0.52)	0.63	0.84	(2.14)	1.10
		GT/ME	(0.23)	0.63	0.98	(1.85)	1.39
		MT/GE	(0.21)	0.63	0.99	(1.83)	1.41
My Lack of Time	GT/GE	GT/ME	0.67	0.70	0.78	(1.15)	2.48
		MT/GE	0.60	0.70	0.82	(1.21)	2.42
		MT/ME	0.94	0.70	0.54	(0.88)	2.75
	GT/ME	GT/GE	(0.67)	0.70	0.78	(2.48)	1.15
		MT/GE	(0.06)	0.70	1.00	(1.88)	1.75
		MT/ME	0.27	0.70	0.98	(1.54)	2.08
	MT/GE	GT/GE	(0.60)	0.70	0.82	(2.42)	1.21
		GT/ME	0.06	0.70	1.00	(1.75)	1.88
		MT/ME	0.33	0.70	0.96	(1.48)	2.15
	MT/ME	GT/GE	(0.94)	0.70	0.54	(2.75)	0.88
		GT/ME	(0.27)	0.70	0.98	(2.08)	1.54
		MT/GE	(0.33)	0.70	0.96	(2.15)	1.48
My Lack of Training	GT/GE	GT/ME	0.19	0.43	0.97	(0.94)	1.31
		MT/GE	0.29	0.43	0.91	(0.83)	1.42
		MT/ME	0.48	0.43	0.69	(0.64)	1.60
	GT/ME	GT/GE	(0.19)	0.43	0.97	(1.31)	0.94
		MT/GE	0.10	0.43	1.00	(1.02)	1.23
		MT/ME	0.29	0.43	0.91	(0.83)	1.42
	MT/GE	GT/GE	(0.29)	0.43	0.91	(1.42)	0.83
		GT/ME	(0.10)	0.43	1.00	(1.23)	1.02
		MT/ME	0.19	0.43	0.97	(0.94)	1.31
	MT/ME	GT/GE	(0.48)	0.43	0.69	(1.60)	0.64
		GT/ME	(0.29)	0.43	0.91	(1.42)	0.83
		MT/GE	(0.19)	0.43	0.97	(1.31)	0.94
My Desire to Avoid Conflict	GT/GE	GT/ME	0.38	0.42	0.81	(0.71)	1.46
		MT/GE	0.13	0.42	0.99	(0.96)	1.21
		MT/ME	1.35	0.42	0.01	0.27	2.44
	GT/ME	GT/GE	(0.38)	0.42	0.81	(1.46)	0.71
		MT/GE	(0.25)	0.42	0.93	(1.33)	0.83

		MT/ME	0.98	0.42	0.09	(0.10)	2.06
		GT/GE	(0.13)	0.42	0.99	(1.21)	0.96
	MT/GE	GT/ME	0.25	0.42	0.93	(0.83)	1.33
		MT/ME	1.23	0.42	0.02	0.15	2.31
		GT/GE	-1.35	0.42	0.01	(2.44)	(0.27)
	MT/ME	GT/ME	(0.98)	0.42	0.09	(2.06)	0.10
		MT/GE	-1.23	0.42	0.02	(2.31)	(0.15)
		GT/ME	0.23	0.50	0.97	(1.06)	1.52
	GT/GE	MT/GE	0.33	0.50	0.91	(0.95)	1.62
		MT/ME	0.44	0.50	0.81	(0.85)	1.72
		GT/GE	(0.23)	0.50	0.97	(1.52)	1.06
	GT/ME	MT/GE	0.10	0.50	1.00	(1.18)	1.39
		MT/ME	0.21	0.50	0.98	(1.08)	1.49
		GT/GE	(0.33)	0.50	0.91	(1.62)	0.95
	MT/GE	GT/ME	(0.10)	0.50	1.00	(1.39)	1.18
		MT/ME	0.10	0.50	1.00	(1.18)	1.39
		GT/GE	(0.44)	0.50	0.81	(1.72)	0.85
	MT/ME	GT/ME	(0.21)	0.50	0.98	(1.49)	1.08
		MT/GE	(0.10)	0.50	1.00	(1.39)	1.18
		GT/ME	0.60	0.65	0.79	(1.08)	2.29
	GT/GE	MT/GE	0.48	0.65	0.88	(1.21)	2.16
		MT/ME	0.60	0.65	0.79	(1.08)	2.29
		GT/GE	(0.60)	0.65	0.79	(2.29)	1.08
	GT/ME	MT/GE	(0.13)	0.65	1.00	(1.81)	1.56
		MT/ME	0.00	0.65	1.00	(1.68)	1.68
		GT/GE	(0.48)	0.65	0.88	(2.16)	1.21
	MT/GE	GT/ME	0.13	0.65	1.00	(1.56)	1.81
		MT/ME	0.13	0.65	1.00	(1.56)	1.81
		GT/GE	(0.60)	0.65	0.79	(2.29)	1.08
	MT/ME	GT/ME	0.00	0.65	1.00	(1.68)	1.68
		MT/GE	(0.13)	0.65	1.00	(1.81)	1.56
		GT/ME	(0.06)	0.52	1.00	(1.42)	1.30
	GT/GE	MT/GE	(0.27)	0.52	0.96	(1.63)	1.09
		MT/ME	0.00	0.52	1.00	(1.36)	1.36
		GT/GE	0.06	0.52	1.00	(1.30)	1.42
	GT/ME	MT/GE	(0.21)	0.52	0.98	(1.57)	1.15
		MT/ME	0.06	0.52	1.00	(1.30)	1.42
		GT/GE	0.27	0.52	0.96	(1.09)	1.63
	MT/GE	GT/ME	0.21	0.52	0.98	(1.15)	1.57
		MT/ME	0.27	0.52	0.96	(1.09)	1.63
		GT/GE	0.00	0.52	1.00	(1.36)	1.36
	MT/ME	GT/ME	(0.06)	0.52	1.00	(1.42)	1.30
		MT/GE	(0.27)	0.52	0.96	(1.63)	1.09
		GT/ME	(0.06)	0.57	1.00	(1.55)	1.42
	GT/GE	MT/GE	0.23	0.57	0.98	(1.26)	1.72
		MT/ME	0.67	0.57	0.65	(0.82)	2.15
		GT/GE	0.06	0.57	1.00	(1.42)	1.55
	GT/ME	MT/GE	0.29	0.57	0.96	(1.20)	1.78
		MT/ME	0.73	0.57	0.58	(0.76)	2.22



		GT/GE	(0.23)	0.57	0.98	(1.72)	1.26
	MT/GE	GT/ME	(0.29)	0.57	0.96	(1.78)	1.20
		MT/ME	0.44	0.57	0.87	(1.05)	1.92
		GT/GE	(0.67)	0.57	0.65	(2.15)	0.82
	MT/ME	GT/ME	(0.73)	0.57	0.58	(2.22)	0.76
		MT/GE	(0.44)	0.57	0.87	(1.92)	1.05
		GT/ME	(0.15)	0.50	0.99	(1.45)	1.16
	GT/GE	MT/GE	(0.33)	0.50	0.91	(1.64)	0.97
		MT/ME	(0.02)	0.50	1.00	(1.33)	1.28
		GT/GE	0.15	0.50	0.99	(1.16)	1.45
	GT/ME	MT/GE	(0.19)	0.50	0.98	(1.49)	1.12
		MT/ME	0.13	0.50	0.99	(1.18)	1.43
		GT/GE	0.33	0.50	0.91	(0.97)	1.64
	MT/GE	GT/ME	0.19	0.50	0.98	(1.12)	1.49
		MT/ME	0.31	0.50	0.93	(0.99)	1.62
		GT/GE	0.02	0.50	1.00	(1.28)	1.33
	MT/ME	GT/ME	(0.13)	0.50	0.99	(1.43)	1.18
		MT/GE	(0.31)	0.50	0.93	(1.62)	0.99
		GT/ME	(0.42)	0.53	0.86	(1.80)	0.97
	GT/GE	MT/GE	(0.52)	0.53	0.76	(1.91)	0.86
		MT/ME	0.08	0.53	1.00	(1.30)	1.47
		GT/GE	0.42	0.53	0.86	(0.97)	1.80
	GT/ME	MT/GE	(0.10)	0.53	1.00	(1.49)	1.28
		MT/ME	0.50	0.53	0.79	(0.89)	1.89
		GT/GE	0.52	0.53	0.76	(0.86)	1.91
	MT/GE	GT/ME	0.10	0.53	1.00	(1.28)	1.49
		MT/ME	0.60	0.53	0.67	(0.78)	1.99
		GT/GE	(0.08)	0.53	1.00	(1.47)	1.30
	MT/ME	GT/ME	(0.50)	0.53	0.79	(1.89)	0.89
		MT/GE	(0.60)	0.53	0.67	(1.99)	0.78
		GT/ME	0.63	0.61	0.74	(0.96)	2.21
	GT/GE	MT/GE	0.54	0.61	0.81	(1.04)	2.13
		MT/ME	1.21	0.61	0.20	(0.38)	2.79
		GT/GE	(0.63)	0.61	0.74	(2.21)	0.96
	GT/ME	MT/GE	(0.08)	0.61	1.00	(1.67)	1.50
		MT/ME	0.58	0.61	0.78	(1.00)	2.17
		GT/GE	(0.54)	0.61	0.81	(2.13)	1.04
	MT/GE	GT/ME	0.08	0.61	1.00	(1.50)	1.67
		MT/ME	0.67	0.61	0.70	(0.92)	2.25
		GT/GE	(1.21)	0.61	0.20	(2.79)	0.38
	MT/ME	GT/ME	(0.58)	0.61	0.78	(2.17)	1.00
		MT/GE	(0.67)	0.61	0.70	(2.25)	0.92

Table 125

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with <math>\leq 3</math> Years of Experience in Current Position (n = 49)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	37.24	12.41	3	1.44	0.23
Within Groups	1,653.71	8.61	192		
My Lack of Time					
Between Groups	74.57	24.86	3	1.96	0.12
Within Groups	2,434.53	12.68	192		
My Lack of Training					
Between Groups	22.71	7.57	3	1.31	0.27
Within Groups	1,107.96	5.77	192		
My Desire to Avoid Conflict					
Between Groups	14.75	4.92	3	1.11	0.35
Within Groups	853.27	4.44	192		
Unclear Performance Standards					
Between Groups	36.30	4.25	3	2.00	0.11
Within Groups	2,372.42	7.87	192		
Poor Evaluation Process					
Between Groups	19.72	3.59	3	0.66	0.58
Within Groups	3,912.46	392.00	192		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1.63	2.21	3	0.10	0.96
Within Groups	1,093.35	7.22	192		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	6.63	2.21	3	0.31	0.82
Within Groups	1,386.37	7.22	192		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	2.02	0.67	3	0.11	0.95
Within Groups	1,138.04	5.93	192		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	0.42	0.14	3	0.02	0.99
Within Groups	1,101.71	5.74	192		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	30.02	10.01	3	0.99	0.40
Within Groups	1,939.43	10.10	192		

Table 126

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with 4 to 9 Years of Experience in Current Position (n = 52)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	2,009.77	14.51	3	1.47	0.22
Within Groups	2,053.31	9.85	204		
My Lack of Time					
Between Groups	2,816.23	18.17	3	1.32	0.27
Within Groups	2,870.75	13.81	204		
My Lack of Training					
Between Groups	1,551.77	7.10	3	0.93	0.43
Within Groups	1,573.06	7.61	204		
My Desire to Avoid Conflict					
Between Groups	1,029.48	22.59	3	4.48	0.00
Within Groups	1,097.26	5.05	204		
Unclear Performance Standards					
Between Groups	1,290.35	8.03	3	1.27	0.29
Within Groups	1,314.44	6.33	204		
Poor Evaluation Process					
Between Groups	2,504.50	3.24	3	0.26	0.85
Within Groups	2,514.23	12.28	204		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	1,109.92	2.92	3	0.54	0.66
Within Groups	1,118.69	5.44	204		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	1,578.60	18.36	3	2.37	0.07
Within Groups	1,633.69	7.74	204		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	1,071.73	1.50	3	0.29	0.84
Within Groups	1,076.23	5.25	204		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	1,158.38	1.31	3	0.23	0.88
Within Groups	1,162.31	5.68	204		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	2,579.48	11.88	3	0.94	0.42
Within Groups	2,615.11	12.64	204		

Table 127

<i>Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals with 4 to 9 Years of Experience in Current Position (n = 52)</i>							
Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	-0.19	0.62	0.99	-1.79	1.40
		MT/GE	0.12	0.62	1.00	-1.48	1.71
		MT/ME	1.00	0.62	0.37	-0.59	2.59
	GT/ME	GT/GE	0.19	0.62	0.99	-1.40	1.79
		MT/GE	0.31	0.62	0.96	-1.29	1.90
		MT/ME	1.19	0.62	0.22	-0.40	2.79
	MT/GE	GT/GE	-0.12	0.62	1.00	-1.71	1.48
		GT/ME	-0.31	0.62	0.96	-1.90	1.29
		MT/ME	0.88	0.62	0.48	-0.71	2.48
	MT/ME	GT/GE	-1.00	0.62	0.37	-2.59	0.59
		GT/ME	-1.19	0.62	0.22	-2.79	0.40
		MT/GE	-0.88	0.62	0.48	-2.48	0.71
My Lack of Time	GT/GE	GT/ME	0.50	0.73	0.90	-1.39	2.39
		MT/GE	0.92	0.73	0.59	-0.96	2.81
		MT/ME	1.38	0.73	0.23	-0.50	3.27
	GT/ME	GT/GE	-0.50	0.73	0.90	-2.39	1.39
		MT/GE	0.42	0.73	0.94	-1.46	2.31
		MT/ME	0.88	0.73	0.62	-1.00	2.77
	MT/GE	GT/GE	-0.92	0.73	0.59	-2.81	0.96
		GT/ME	-0.42	0.73	0.94	-2.31	1.46
		MT/ME	0.46	0.73	0.92	-1.43	2.35
	MT/ME	GT/GE	-1.38	0.73	0.23	-3.27	0.50
		GT/ME	-0.88	0.73	0.62	-2.77	1.00
		MT/GE	-0.46	0.73	0.92	-2.35	1.43
My Lack of Training	GT/GE	GT/ME	0.31	0.54	0.94	-1.09	1.71
		MT/GE	0.31	0.54	0.94	-1.09	1.71
		MT/ME	0.88	0.54	0.36	-0.52	2.29
	GT/ME	GT/GE	-0.31	0.54	0.94	-1.71	1.09
		MT/GE	0.00	0.54	1.00	-1.40	1.40
		MT/ME	0.58	0.54	0.71	-0.82	1.98
	MT/GE	GT/GE	-0.31	0.54	0.94	-1.71	1.09
		GT/ME	0.00	0.54	1.00	-1.40	1.40
		MT/ME	0.58	0.54	0.71	-0.82	1.98
	MT/ME	GT/GE	-0.88	0.54	0.36	-2.29	0.52
		GT/ME	-0.58	0.54	0.71	-1.98	0.82
		MT/GE	-0.58	0.54	0.71	-1.98	0.82
My Desire to Avoid Conflict	GT/GE	GT/ME	0.25	0.44	0.94	-0.89	1.39
		MT/GE	0.33	0.44	0.88	-0.81	1.47
		MT/ME	1.48	0.44	0.01	0.34	2.62
	GT/ME	GT/GE	-0.25	0.44	0.94	-1.39	0.89
		MT/GE	0.08	0.44	1.00	-1.06	1.22

		MT/ME	1.23	0.44	0.03	0.09	2.37
	MT/GE	GT/GE	-0.33	0.44	0.88	-1.47	0.81
		GT/ME	-0.08	0.44	1.00	-1.22	1.06
		MT/ME	1.15	0.44	0.05	0.01	2.30
	MT/ME	GT/GE	-1.48	0.44	0.01	-2.62	-0.34
		GT/ME	-1.23*	0.44	0.03	-2.37	-0.09
		MT/GE	-1.15*	0.44	0.05	-2.30	-0.01
Unclear Performance Standards	GT/GE	GT/ME	0.44	0.49	0.81	-0.84	1.72
		MT/GE	0.48	0.49	0.76	-0.80	1.76
		MT/ME	0.96	0.49	0.21	-0.32	2.24
	GT/ME	GT/GE	-0.44	0.49	0.81	-1.72	0.84
		MT/GE	0.04	0.49	1.00	-1.24	1.32
		MT/ME	0.52	0.49	0.72	-0.76	1.80
	MT/GE	GT/GE	-0.48	0.49	0.76	-1.76	0.80
		GT/ME	-0.04	0.49	1.00	-1.32	1.24
		MT/ME	0.48	0.49	0.76	-0.80	1.76
	MT/ME	GT/GE	-0.96	0.49	0.21	-2.24	0.32
		GT/ME	-0.52	0.49	0.72	-1.80	0.76
		MT/GE	-0.48	0.49	0.76	-1.76	0.80
Poor Evaluation Process	GT/GE	GT/ME	0.48	0.69	0.90	-1.30	2.26
		MT/GE	0.42	0.69	0.93	-1.36	2.20
		MT/ME	0.56	0.69	0.85	-1.22	2.34
	GT/ME	GT/GE	-0.48	0.69	0.90	-2.26	1.30
		MT/GE	-0.06	0.69	1.00	-1.84	1.72
		MT/ME	0.08	0.69	1.00	-1.70	1.86
	MT/GE	GT/GE	-0.42	0.69	0.93	-2.20	1.36
		GT/ME	0.06	0.69	1.00	-1.72	1.84
		MT/ME	0.13	0.69	1.00	-1.65	1.91
	MT/ME	GT/GE	-0.56	0.69	0.85	-2.34	1.22
		GT/ME	-0.08	0.69	1.00	-1.86	1.70
		MT/GE	-0.13	0.69	1.00	-1.91	1.65
Lack of Support from My Superiors if I Give a Needs Improvement Rating	GT/GE	GT/ME	0.00	0.46	1.00	-1.18	1.18
		MT/GE	0.12	0.46	0.99	-1.07	1.30
		MT/ME	0.50	0.46	0.69	-0.68	1.68
	GT/ME	GT/GE	0.00	0.46	1.00	-1.18	1.18
		MT/GE	0.12	0.46	0.99	-1.07	1.30
		MT/ME	0.50	0.46	0.69	-0.68	1.68
	MT/GE	GT/GE	-0.12	0.46	0.99	-1.30	1.07
		GT/ME	-0.12	0.46	0.99	-1.30	1.07
		MT/ME	0.38	0.46	0.83	-0.80	1.57
	MT/ME	GT/GE	-0.50	0.46	0.69	-1.68	0.68
		GT/ME	-0.50	0.46	0.69	-1.68	0.68
		MT/GE	-0.38	0.46	0.83	-1.57	0.80
Lack of Support from the Board if I Give a Needs Improvement Rating	GT/GE	GT/ME	0.38	0.55	0.90	-1.03	1.80
		MT/GE	0.69	0.55	0.58	-0.72	2.11
		MT/ME	1.40	0.55	0.05	-0.01	2.82
	GT/ME	GT/GE	-0.38	0.55	0.90	-1.80	1.03
		MT/GE	0.31	0.55	0.94	-1.11	1.72
		MT/ME	1.02	0.55	0.25	-0.39	2.43

		GT/GE	-0.69	0.55	0.58	-2.11	0.72
	MT/GE	GT/ME	-0.31	0.55	0.94	-1.72	1.11
		MT/ME	0.71	0.55	0.56	-0.70	2.12
		GT/GE	-1.40	0.55	0.05	-2.82	0.01
	MT/ME	GT/ME	-1.02	0.55	0.25	-2.43	0.39
		MT/GE	-0.71	0.55	0.56	-2.12	0.70
		GT/ME	0.08	0.45	1.00	-1.09	1.24
	GT/GE	MT/GE	0.02	0.45	1.00	-1.15	1.18
		MT/ME	0.37	0.45	0.85	-0.80	1.53
		GT/GE	-0.08	0.45	1.00	-1.24	1.09
	GT/ME	MT/GE	-0.06	0.45	1.00	-1.22	1.11
		MT/ME	0.29	0.45	0.92	-0.88	1.45
		GT/GE	-0.02	0.45	1.00	-1.18	1.15
	MT/GE	GT/ME	0.06	0.45	1.00	-1.11	1.22
		MT/ME	0.35	0.45	0.87	-0.82	1.51
		GT/GE	-0.37	0.45	0.85	-1.53	0.80
	MT/ME	GT/ME	-0.29	0.45	0.92	-1.45	0.88
		MT/GE	-0.35	0.45	0.87	-1.51	0.82
		GT/ME	0.00	0.47	1.00	-1.21	1.21
	GT/GE	MT/GE	-0.15	0.47	0.99	-1.36	1.06
		MT/ME	0.23	0.47	0.96	-0.98	1.44
		GT/GE	0.00	0.47	1.00	-1.21	1.21
	GT/ME	MT/GE	-0.15	0.47	0.99	-1.36	1.06
		MT/ME	0.23	0.47	0.96	-0.98	1.44
		GT/GE	0.15	0.47	0.99	-1.06	1.36
	MT/GE	GT/ME	0.15	0.47	0.99	-1.06	1.36
		MT/ME	0.38	0.47	0.84	-0.83	1.60
		GT/GE	-0.23	0.47	0.96	-1.44	0.98
	MT/ME	GT/ME	-0.23	0.47	0.96	-1.44	0.98
		MT/GE	-0.38	0.47	0.84	-1.60	0.83
		GT/ME	0.35	0.70	0.96	-1.46	2.15
	GT/GE	MT/GE	0.38	0.70	0.95	-1.42	2.19
		MT/ME	1.13	0.70	0.37	-0.67	2.94
		GT/GE	-0.35	0.70	0.96	-2.15	1.46
	GT/ME	MT/GE	0.04	0.70	1.00	-1.77	1.84
		MT/ME	0.79	0.70	0.67	-1.02	2.59
		GT/GE	-0.38	0.70	0.95	-2.19	1.42
	MT/GE	GT/ME	-0.04	0.70	1.00	-1.84	1.77
		MT/ME	0.75	0.70	0.70	-1.06	2.56
		GT/GE	-1.13	0.70	0.37	-2.94	0.67
	MT/ME	GT/ME	-0.79	0.70	0.67	-2.59	1.02
		MT/GE	-0.75	0.70	0.70	-2.56	1.06

Table 128

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with <math>\geq 10</math> Years of Teaching Experience (n = 99)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	74.35	24.78	3	2.65	0.05
Within Groups	3,662.00	9.34	392		
My Lack of Time					
Between Groups	124.01	41.34	3	3.20	0.02
Within Groups	5,066.42	12.92	392		
My Lack of Training					
Between Groups	41.99	14.00	3	2.61	0.05
Within Groups	2,103.76	5.37	392		
My Desire to Avoid Conflict					
Between Groups	89.63	29.88	3	6.88	0.00
Within Groups	1,701.39	4.34	392		
Unclear Performance Standards					
Between Groups	36.30	12.10	3	2.00	0.11
Within Groups	2,372.42	6.05	392		
Poor Evaluation Process					
Between Groups	19.72	6.57	3	0.66	0.58
Within Groups	3,912.46	392.00	392		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	13.66	25.62	3	0.93	0.43
Within Groups	1,918.22	7.18	392		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	76.87	25.62	3	3.57	0.01
Within Groups	2,812.77	7.18	392		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	11.91	3.97	3	0.71	0.55
Within Groups	2,193.64	5.60	392		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	16.82	5.61	3	1.01	0.39
Within Groups	2,180.73	5.56	392		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	100.15	33.38	3	3.05	0.03
Within Groups	4,295.03	10.96	392		

Table 129

*Post hoc Tukey HSD test for Evaluation Barriers and Performance Combinations: Participating Montana Principals with  $\geq 10$  Years of Teaching Experience (n = 99)*

Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.37	0.43	0.83	(0.75)	1.49
		MT/GE	0.69	0.43	0.39	(0.43)	1.81
		MT/ME	1.18	0.43	0.03	0.06	2.30
	GT/ME	GT/GE	(0.37)	0.43	0.83	(1.49)	0.75
		MT/GE	0.31	0.43	0.89	(0.81)	1.43
		MT/ME	0.81	0.43	0.25	(0.31)	1.93
	MT/GE	GT/GE	(0.69)	0.43	0.39	(1.81)	0.43
		GT/ME	(0.31)	0.43	0.89	(1.43)	0.81
		MT/ME	0.49	0.43	0.67	(0.63)	1.62
	MT/ME	GT/GE	-1.18	0.43	0.03	(2.30)	(0.06)
		GT/ME	(0.81)	0.43	0.25	(1.93)	0.31
		MT/GE	(0.49)	0.43	0.67	(1.62)	0.63
My Lack of Time	GT/GE	GT/ME	0.88	0.51	0.31	(0.44)	2.20
		MT/GE	1.03	0.51	0.18	(0.29)	2.35
		MT/ME	1.56	0.51	0.01	0.24	2.87
	GT/ME	GT/GE	(0.88)	0.51	0.31	(2.20)	0.44
		MT/GE	0.15	0.51	0.99	(1.17)	1.47
		MT/ME	0.68	0.51	0.55	(0.64)	2.00
	MT/GE	GT/GE	(1.03)	0.51	0.18	(2.35)	0.29
		GT/ME	(0.15)	0.51	0.99	(1.47)	1.17
		MT/ME	0.53	0.51	0.73	(0.79)	1.84
	MT/ME	GT/GE	-1.56	0.51	0.01	(2.87)	(0.24)
		GT/ME	(0.68)	0.51	0.55	(2.00)	0.64
		MT/GE	(0.53)	0.51	0.73	(1.84)	0.79
My Lack of Training	GT/GE	GT/ME	0.51	0.33	0.42	(0.34)	1.35
		MT/GE	0.49	0.33	0.44	(0.35)	1.34
		MT/ME	0.92	0.33	0.03	0.07	1.77
	GT/ME	GT/GE	(0.51)	0.33	0.42	(1.35)	0.34
		MT/GE	(0.01)	0.33	1.00	(0.86)	0.84
		MT/ME	0.41	0.33	0.59	(0.44)	1.26
	MT/GE	GT/GE	(0.49)	0.33	0.44	(1.34)	0.35
		GT/ME	0.01	0.33	1.00	(0.84)	0.86
		MT/ME	0.42	0.33	0.57	(0.43)	1.27
	MT/ME	GT/GE	-0.92	0.33	0.03	(1.77)	(0.07)
		GT/ME	(0.41)	0.33	0.59	(1.26)	0.44
		MT/GE	(0.42)	0.33	0.57	(1.27)	0.43
My Desire to Avoid Conflict	GT/GE	GT/ME	0.23	0.30	0.86	(0.53)	1.00
		MT/GE	0.28	0.30	0.77	(0.48)	1.05
		MT/ME	1.24	0.30	0.00	0.48	2.01
	GT/ME	GT/GE	(0.23)	0.30	0.86	(1.00)	0.53
		MT/GE	0.05	0.30	1.00	(0.71)	0.81



		MT/ME	1.01	0.30	0.00	0.25	1.77
	MT/GE	GT/GE	(0.28)	0.30	0.77	(1.05)	0.48
		GT/ME	(0.05)	0.30	1.00	(0.81)	0.71
		MT/ME	0.96	0.30	0.01	0.20	1.72
	MT/ME	GT/GE	-1.24	0.30	0.00	(2.01)	(0.48)
		GT/ME	-1.01	0.30	0.00	(1.77)	(0.25)
		MT/GE	-0.96	0.30	0.01	(1.72)	(0.20)
	GT/GE	GT/ME	0.43	0.35	0.60	(0.47)	1.34
		MT/GE	0.33	0.35	0.78	(0.57)	1.24
		MT/ME	0.85	0.35	0.07	(0.05)	1.75
	GT/ME	GT/GE	(0.43)	0.35	0.60	(1.34)	0.47
		MT/GE	(0.10)	0.35	0.99	(1.00)	0.80
		MT/ME	0.41	0.35	0.64	(0.49)	1.32
	MT/GE	GT/GE	(0.33)	0.35	0.78	(1.24)	0.57
		GT/ME	0.10	0.35	0.99	(0.80)	1.00
		MT/ME	0.52	0.35	0.45	(0.39)	1.42
	MT/ME	GT/GE	(0.85)	0.35	0.07	(1.75)	0.05
		GT/ME	(0.41)	0.35	0.64	(1.32)	0.49
		MT/GE	(0.52)	0.35	0.45	(1.42)	0.39
	GT/GE	GT/ME	0.57	0.45	0.59	(0.59)	1.72
		MT/GE	0.36	0.45	0.85	(0.79)	1.52
		MT/ME	0.53	0.45	0.65	(0.63)	1.68
	GT/ME	GT/GE	(0.57)	0.45	0.59	(1.72)	0.59
		MT/GE	(0.20)	0.45	0.97	(1.36)	0.96
		MT/ME	(0.04)	0.45	1.00	(1.20)	1.12
	MT/GE	GT/GE	(0.36)	0.45	0.85	(1.52)	0.79
		GT/ME	0.20	0.45	0.97	(0.96)	1.36
		MT/ME	0.16	0.45	0.98	(1.00)	1.32
	MT/ME	GT/GE	(0.53)	0.45	0.65	(1.68)	0.63
		GT/ME	0.04	0.45	1.00	(1.12)	1.20
		MT/GE	(0.16)	0.45	0.98	(1.32)	1.00
	GT/GE	GT/ME	(0.17)	0.31	0.95	(0.98)	0.64
		MT/GE	(0.15)	0.31	0.96	(0.96)	0.66
		MT/ME	0.29	0.31	0.79	(0.52)	1.10
	GT/ME	GT/GE	0.17	0.31	0.95	(0.64)	0.98
		MT/GE	0.02	0.31	1.00	(0.79)	0.83
		MT/ME	0.46	0.31	0.45	(0.35)	1.28
	MT/GE	GT/GE	0.15	0.31	0.96	(0.66)	0.96
		GT/ME	(0.02)	0.31	1.00	(0.83)	0.79
		MT/ME	0.44	0.31	0.49	(0.37)	1.26
	MT/ME	GT/GE	(0.29)	0.31	0.79	(1.10)	0.52
		GT/ME	(0.46)	0.31	0.45	(1.28)	0.35
		MT/GE	(0.44)	0.31	0.49	(1.26)	0.37
	GT/GE	GT/ME	0.29	0.38	0.87	(0.69)	1.28
		MT/GE	0.41	0.38	0.70	(0.57)	1.40
		MT/ME	1.12	0.38	0.01	0.21	2.17
	GT/ME	GT/GE	(0.29)	0.38	0.87	(1.28)	0.69
		MT/GE	0.12	0.38	0.99	(0.86)	1.10
		MT/ME	0.90	0.38	0.09	(0.08)	1.88

		GT/GE	(0.41)	0.38	0.70	(1.40)	0.57
	MT/GE	GT/ME	(0.12)	0.38	0.99	(1.10)	0.86
		MT/ME	0.78	0.38	0.17	(0.20)	1.76
		GT/GE	-1.20	0.38	0.01	(2.17)	(0.21)
	MT/ME	GT/ME	(0.90)	0.38	0.09	(1.88)	0.08
		MT/GE	(0.78)	0.38	0.17	(1.76)	0.20
		GT/ME	(0.02)	0.34	1.00	(0.89)	0.85
	GT/GE	MT/GE	(0.30)	0.34	0.80	(1.17)	0.56
		MT/ME	0.18	0.34	0.95	(0.69)	1.05
		GT/GE	0.02	0.34	1.00	(0.85)	0.89
	GT/ME	MT/GE	(0.28)	0.34	0.83	(1.15)	0.58
		MT/ME	0.20	0.34	0.93	(0.67)	1.07
		GT/GE	0.30	0.34	0.80	(0.56)	1.17
	MT/GE	GT/ME	0.28	0.34	0.83	(0.58)	1.15
		MT/ME	0.48	0.34	0.47	(0.38)	1.35
		GT/GE	(0.18)	0.34	0.95	(1.05)	0.69
	MT/ME	GT/ME	(0.20)	0.34	0.93	(1.07)	0.67
		MT/GE	(0.48)	0.34	0.47	(1.35)	0.38
		GT/ME	(0.07)	0.34	1.00	(0.94)	0.79
	GT/GE	MT/GE	(0.23)	0.34	0.90	(1.10)	0.63
		MT/ME	0.33	0.34	0.75	(0.53)	1.20
		GT/GE	0.07	0.34	1.00	(0.79)	0.94
	GT/ME	MT/GE	(0.16)	0.34	0.96	(1.03)	0.70
		MT/ME	0.40	0.34	0.62	(0.46)	1.27
		GT/GE	0.23	0.34	0.90	(0.63)	1.10
	MT/GE	GT/ME	0.16	0.34	0.96	(0.70)	1.03
		MT/ME	0.57	0.34	0.33	(0.30)	1.43
		GT/GE	(0.33)	0.34	0.75	(1.20)	0.53
	MT/ME	GT/ME	(0.40)	0.34	0.62	(1.27)	0.46
		MT/GE	(0.57)	0.34	0.33	(1.43)	0.30
		GT/ME	0.55	0.47	0.65	(0.67)	1.76
	GT/GE	MT/GE	0.46	0.47	0.76	(0.75)	1.68
		MT/ME	1.39	0.47	0.02	0.18	2.61
		GT/GE	(0.55)	0.47	0.65	(1.76)	0.67
	GT/ME	MT/GE	(0.08)	0.47	1.00	(1.29)	1.13
		MT/ME	0.85	0.47	0.27	(0.37)	2.06
		GT/GE	(0.46)	0.47	0.76	(1.68)	0.75
	MT/GE	GT/ME	0.08	0.47	1.00	(1.13)	1.29
		MT/ME	0.93	0.47	0.20	(0.28)	2.14
		GT/GE	-1.39	0.47	0.02	(2.61)	(0.18)
	MT/ME	GT/ME	(0.85)	0.47	0.27	(2.06)	0.37
		MT/GE	(0.93)	0.47	0.20	(2.14)	0.28

Table 130

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with ≤ 3 Years of In-District Teaching Experience (n = 55)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	20.23	6.74	3	0.77	0.51
Within Groups	1,883.93	8.72	216		
My Lack of Time					
Between Groups	48.45	16.15	3	1.31	0.27
Within Groups	2,668.91	12.36	216		
My Lack of Training					
Between Groups	17.07	5.69	3	0.96	0.41
Within Groups	1,281.85	5.93	216		
My Desire to Avoid Conflict					
Between Groups	42.07	14.02	3	2.56	0.06
Within Groups	1,184.76	5.49	216		
Unclear Performance Standards					
Between Groups	36.30	4.43	3	2.00	0.11
Within Groups	2,372.42	8.01	216		
Poor Evaluation Process					
Between Groups	19.72	4.02	3	0.66	0.58
Within Groups	3,912.46	392.00	216		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	4.96	3.47	3	0.23	0.88
Within Groups	1,571.13	8.69	216		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	10.41	3.47	3	0.40	0.75
Within Groups	1,877.64	8.69	216		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	4.20	1.40	3	0.18	0.91
Within Groups	1,675.89	7.76	216		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	2.09	0.70	3	0.10	0.96
Within Groups	1,469.09	6.80	216		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	24.74	8.25	3	0.68	0.56
Within Groups	2,605.31	12.06	216		

Table 131

<i>One Way Analysis of Variance for Evaluation Barriers and Performance Combinations: Participating Montana Principals with <math>\geq 10</math> Years of In-District Teaching Experience (n = 40)</i>					
Variable and Source	SS	MS	df	F	Sig.
Expectations of High Ratings from Teachers					
Between Groups	1,594.73	10.24	3	1.00	0.39
Within Groups	1,625.44	10.22	156		
My Lack of Time					
Between Groups	1,977.50	17.49	3	1.38	0.25
Within Groups	2,029.98	12.68	156		
My Lack of Training					
Between Groups	749.55	5.48	3	1.14	0.33
Within Groups	765.98	4.80	156		
My Desire to Avoid Conflict					
Between Groups	594.65	10.58	3	2.78	0.04
Within Groups	626.40	3.81	156		
Unclear Performance Standards					
Between Groups	764.85	8.25	3	1.68	0.17
Within Groups	789.60	4.90	156		
Poor Evaluation Process					
Between Groups	1,431.13	3.27	3	0.36	0.78
Within Groups	1,440.94	9.17	156		
Lack of Support from My Superiors if I Give a Needs Improvement Rating					
Between Groups	419.45	3.22	3	1.20	0.31
Within Groups	429.10	2.69	156		
Lack of Support from the Staff if I Give a Needs Improvement Rating					
Between Groups	856.48	18.12	3	3.30	0.02
Within Groups	910.84	5.49	156		
Lack of Support from the Board if I Give a Needs Improvement Rating					
Between Groups	390.38	4.41	3	1.76	0.16
Within Groups	403.59	2.50	156		
Lack of Support from the Community if I Give a Needs Improvement Rating					
Between Groups	524.08	4.14	3	1.23	0.30
Within Groups	536.49	3.36	156		
A Challenge from the Union if I Give a Needs Improvement Rating					
Between Groups	1,543.83	28.97	3	2.93	0.04
Within Groups	1,630.74	9.90	156		

Table 132

<i>Post Hoc Tukey HSD Table for Evaluation Barriers and Performance Combinations: Participating Montana Principals with <math>\geq 10</math> Years of In-District Teaching Experience (n = 40)</i>							
Dependent Variable	(I) Performance Combination	(J) Performance Combination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Expectations of High Ratings from Teachers	GT/GE	GT/ME	0.35	0.71	0.96	(1.51)	2.21
		MT/GE	0.43	0.71	0.93	(1.43)	2.28
		MT/ME	1.20	0.71	0.34	(0.66)	3.06
	GT/ME	GT/GE	(0.35)	0.71	0.96	(2.21)	1.51
		MT/GE	0.08	0.71	1.00	(1.78)	1.93
		MT/ME	0.85	0.71	0.63	(1.01)	2.71
	MT/GE	GT/GE	(0.43)	0.71	0.93	(2.28)	1.43
		GT/ME	(0.08)	0.71	1.00	(1.93)	1.78
		MT/ME	0.77	0.71	0.70	(1.08)	2.63
	MT/ME	GT/GE	(1.20)	0.71	0.34	(3.06)	0.66
		GT/ME	(0.85)	0.71	0.63	(2.71)	1.01
		MT/GE	(0.77)	0.71	0.70	(2.63)	1.08
My Lack of Time	GT/GE	GT/ME	1.05	0.80	0.55	(1.02)	3.12
		MT/GE	1.15	0.80	0.47	(0.92)	3.22
		MT/ME	1.55	0.80	0.21	(0.52)	3.62
	GT/ME	GT/GE	(1.05)	0.80	0.55	(3.12)	1.02
		MT/GE	0.10	0.80	1.00	(1.97)	2.17
		MT/ME	0.50	0.80	0.92	(1.57)	2.57
	MT/GE	GT/GE	(1.15)	0.80	0.47	(3.22)	0.92
		GT/ME	(0.10)	0.80	1.00	(2.17)	1.97
		MT/ME	0.40	0.80	0.96	(1.67)	2.47
	MT/ME	GT/GE	(1.55)	0.80	0.21	(3.62)	0.52
		GT/ME	(0.50)	0.80	0.92	(2.57)	1.57
		MT/GE	(0.40)	0.80	0.96	(2.47)	1.67
My Lack of Training	GT/GE	GT/ME	0.48	0.49	0.77	(0.80)	1.75
		MT/GE	0.38	0.49	0.87	(0.90)	1.65
		MT/ME	0.90	0.49	0.26	(0.37)	2.17
	GT/ME	GT/GE	(0.48)	0.49	0.77	(1.75)	0.80
		MT/GE	(0.10)	0.49	1.00	(1.37)	1.17
		MT/ME	0.43	0.49	0.82	(0.85)	1.70
	MT/GE	GT/GE	(0.38)	0.49	0.87	(1.65)	0.90
		GT/ME	0.10	0.49	1.00	(1.17)	1.37
		MT/ME	0.53	0.49	0.71	(0.75)	1.80
	MT/ME	GT/GE	(0.90)	0.49	0.26	(2.17)	0.37
		GT/ME	(0.43)	0.49	0.82	(1.70)	0.85
		MT/GE	(0.53)	0.49	0.71	(1.80)	0.75
My Desire to Avoid Conflict	GT/GE	GT/ME	0.28	0.44	0.92	(0.86)	1.41
		MT/GE	0.43	0.44	0.76	(0.71)	1.56
		MT/ME	1.20	0.44	0.03	0.07	2.33
	GT/ME	GT/GE	(0.28)	0.44	0.92	(1.41)	0.86

		MT/GE	0.15	0.44	0.99	(0.98)	1.28
		MT/ME	0.93	0.44	0.15	(0.21)	2.06
		GT/GE	(0.43)	0.44	0.76	(1.56)	0.71
	MT/GE	GT/ME	(0.15)	0.44	0.99	(1.28)	0.98
		MT/ME	0.78	0.44	0.29	(0.36)	1.91
		GT/GE	-1.20	0.44	0.03	(2.33)	(0.07)
	MT/ME	GT/ME	(0.93)	0.44	0.15	(2.06)	0.21
		MT/GE	(0.78)	0.44	0.29	(1.91)	0.36
		GT/ME	0.43	0.50	0.83	(0.86)	1.71
	GT/GE	MT/GE	0.58	0.50	0.65	(0.71)	1.86
		MT/ME	1.10	0.50	0.12	(0.19)	2.39
		GT/GE	(0.43)	0.50	0.83	(1.71)	0.86
	GT/ME	MT/GE	0.15	0.50	0.99	(1.14)	1.44
		MT/ME	0.68	0.50	0.52	(0.61)	1.96
		GT/GE	(0.58)	0.50	0.65	(1.86)	0.71
	MT/GE	GT/ME	(0.15)	0.50	0.99	(1.44)	1.14
		MT/ME	0.53	0.50	0.71	(0.76)	1.81
		GT/GE	(1.10)	0.50	0.12	(2.39)	0.19
	MT/ME	GT/ME	(0.68)	0.50	0.52	(1.96)	0.61
		MT/GE	(0.53)	0.50	0.71	(1.81)	0.76
		GT/ME	0.65	0.68	0.77	(1.11)	2.41
	GT/GE	MT/GE	0.38	0.68	0.95	(1.38)	2.13
		MT/ME	0.55	0.68	0.85	(1.21)	2.31
		GT/GE	(0.65)	0.68	0.77	(2.41)	1.11
	GT/ME	MT/GE	(0.28)	0.68	0.98	(2.03)	1.48
		MT/ME	(0.10)	0.68	1.00	(1.86)	1.66
		GT/GE	(0.38)	0.68	0.95	(2.13)	1.38
	MT/GE	GT/ME	0.28	0.68	0.98	(1.48)	2.03
		MT/ME	0.18	0.68	0.99	(1.58)	1.93
		GT/GE	(0.55)	0.68	0.85	(2.31)	1.21
	MT/ME	GT/ME	0.10	0.68	1.00	(1.66)	1.86
		MT/GE	(0.18)	0.68	0.99	(1.93)	1.58
		GT/ME	(0.20)	0.37	0.95	(1.15)	0.75
	GT/GE	MT/GE	0.13	0.37	0.99	(0.83)	1.08
		MT/ME	0.48	0.37	0.57	(0.48)	1.43
		GT/GE	0.20	0.37	0.95	(0.75)	1.15
	GT/ME	MT/GE	0.33	0.37	0.81	(0.63)	1.28
		MT/ME	0.68	0.37	0.26	(0.28)	1.63
		GT/GE	(0.13)	0.37	0.99	(1.08)	0.83
	MT/GE	GT/ME	(0.33)	0.37	0.81	(1.28)	0.63
		MT/ME	0.35	0.37	0.78	(0.60)	1.30
		GT/GE	(0.48)	0.37	0.57	(1.43)	0.48
	MT/ME	GT/ME	(0.68)	0.37	0.26	(1.63)	0.28
		MT/GE	(0.35)	0.37	0.78	(1.30)	0.60
		GT/ME	0.60	0.52	0.66	(0.76)	1.96
	GT/GE	MT/GE	0.85	0.52	0.37	(0.51)	2.21
		MT/ME	1.63	0.52	0.01	0.26	2.99
		GT/GE	(0.60)	0.52	0.66	(1.96)	0.76
	GT/ME	MT/GE	0.25	0.52	0.96	(1.11)	1.61

		MT/ME	1.03	0.52	0.21	(0.34)	2.39
		GT/GE	(0.85)	0.52	0.37	(2.21)	0.51
	MT/GE	GT/ME	(0.25)	0.52	0.96	(1.61)	1.11
		MT/ME	0.78	0.52	0.45	(0.59)	2.14
		GT/GE	-1.63	0.52	0.01	(2.99)	(0.26)
	MT/ME	GT/ME	(1.03)	0.52	0.21	(2.39)	0.34
		MT/GE	(0.78)	0.52	0.45	(2.14)	0.59
		GT/ME	0.15	0.35	0.97	(0.77)	1.07
	GT/GE	MT/GE	(0.05)	0.35	1.00	(0.97)	0.87
		MT/ME	0.68	0.35	0.23	(0.24)	1.59
		GT/GE	(0.15)	0.35	0.97	(1.07)	0.77
	GT/ME	MT/GE	(0.20)	0.35	0.94	(1.12)	0.72
		MT/ME	0.53	0.35	0.45	(0.39)	1.44
		GT/GE	0.05	0.35	1.00	(0.87)	0.97
	MT/GE	GT/ME	0.20	0.35	0.94	(0.72)	1.12
		MT/ME	0.73	0.35	0.17	(0.19)	1.64
		GT/GE	(0.68)	0.35	0.23	(1.59)	0.24
	MT/ME	GT/ME	(0.53)	0.35	0.45	(1.44)	0.39
		MT/GE	(0.73)	0.35	0.17	(1.64)	0.19
		GT/ME	0.07	0.41	1.00	(0.99)	1.14
	GT/GE	MT/GE	(0.18)	0.41	0.97	(1.24)	0.89
		MT/ME	0.58	0.41	0.50	(0.49)	1.64
		GT/GE	(0.07)	0.41	1.00	(1.14)	0.99
	GT/ME	MT/GE	(0.25)	0.41	0.93	(1.31)	0.81
		MT/ME	0.50	0.41	0.62	(0.56)	1.56
		GT/GE	0.18	0.41	0.97	(0.89)	1.24
	MT/GE	GT/ME	0.25	0.41	0.93	(0.81)	1.31
		MT/ME	0.75	0.41	0.26	(0.31)	1.81
		GT/GE	(0.58)	0.41	0.50	(1.64)	0.49
	MT/ME	GT/ME	(0.50)	0.41	0.62	(1.56)	0.56
		MT/GE	(0.75)	0.41	0.26	(1.81)	0.31
		GT/ME	0.43	0.70	0.93	(1.40)	2.25
	GT/GE	MT/GE	0.68	0.70	0.77	(1.15)	2.50
		MT/ME	1.98	0.70	0.03	0.15	3.80
		GT/GE	(0.43)	0.70	0.93	(2.25)	1.40
	GT/ME	MT/GE	0.25	0.70	0.98	(1.58)	2.08
		MT/ME	1.55	0.70	0.13	(0.28)	3.38
		GT/GE	0.35	0.71	0.96	(1.51)	2.21
	MT/GE	GT/ME	0.43	0.71	0.93	(1.43)	2.28
		MT/ME	1.20	0.71	0.34	(0.66)	3.06
		GT/GE	(0.35)	0.71	0.96	(2.21)	1.51
	MT/ME	GT/ME	0.08	0.71	1.00	(1.78)	1.93
		MT/GE	0.85	0.71	0.63	(1.01)	2.71

### ***Appendix E: Questionnaire***

Thank you for participating in this study. It should take about ten minutes to complete and will provide valuable information regarding the challenges principals may experience when trying to accurately evaluate teachers they supervise.

#### **Please read the following descriptions**

##### ***The Classroom Teacher***

**Good Teacher** – consistently meets the District’s expectations for classroom instruction.

**Marginal Teacher** – inconsistently meets the District’s expectations for classroom instruction.

##### ***The District Employee***

**Good Employee** – consistently follows District policies and expected professional behavior.

**Marginal Employee** - inconsistently follows District policies and expected professional behavior.

1. How many teachers are you responsible for evaluating? \_\_\_\_\_
2. How many teachers that you are responsible for evaluating would you **rate at the below combinations?**

Perceived Performance	Number of Teachers
Good Teacher/ Good Employee	
Good Teacher/ Marginal Employee	
Marginal Teacher/ Good Employee	
Marginal Teacher/ Marginal Employee	
Total <i>(must equal the total number of teachers you evaluate as noted in #1)</i>	











1. What grade levels do you currently supervise?
  - High School
  - Middle School
  - Elementary
  - K-12
  - Other
  
2. How many total years of teaching experience do you have?
  - 0
  - 1 to 3
  - 4 to 9
  - 10+
  
3. How many total years of teaching experience do you have in this District?
  - 0
  - 1 to 3
  - 4 to 9
  - 10+
  
4. Including this year, how many total years of experience do you have as a principal?
  - 1 to 3
  - 4 to 9
  - 10+
  
5. Including this year, how many total years of experience do you have in your current position?
  - 1 to 3
  - 4 to 9
  - 10+
  
6. What is your age in relation to the rest of your staff?
  - I am older than most of the teachers I evaluate
  - I am about the same age as most of the teachers I evaluate
  - I am younger than most of the teachers I evaluate

7. To which gender do you identify?

- Female
- Male
- Transgender Female
- Transgender Male
- Gender Variant/Non-Conforming
- Not Listed \_\_\_\_\_
- Prefer not to answer