AN ASSESSMENT OF THE PRINCIPALS' PERCEIVED USE AND EFFECTIVENESS OF THE STATE OF VIRGINIA'S SUGGESTED TEACHER EVALUATION PROCEDURES

by

Cosimo Michael Renzi

Dissertation submitted to the Graduate Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Educational Administration

APPROVED:

W.White, co-chairperson

M.Enderlein, co-chairperson
and Dissertation Director

R.McKeen

W.Gregold

H.Morse

August, 1977

Blacksburg, Virginia

DEDICATION

This study is dedicated to my wife, and my children and . The trials and tribulations of graduate study demanded a tremendous amount of patience and understanding on the part of my family. Their support and encouragement made it possible for me to continue and complete my study.

I, also, wish to recognize my mother, . Her devotion to me and her own personal perservance have been significant factors in my academic accomplishments.

ACKNOWLEDGMENT

The members of my graduate committee played an important role in the completion of this study. Dr. Giegold gave me a great deal of assistance with regard to references appropriate to my study. I sincerely appreciate his willingness to travel to Reston for the examining sessions. Dr. McKeen gave me invaluable assistance with regard to the design and methodology of this study. His suggestions and comments strengthened the quality of the research. I thank Dr. Morse for taking the time from his busy schedule to serve as a member of my graduate committee and for his assistance as my intern supervisor.

A special and most sincere thank you is extended to Drs. Enderlein and White, co-chairpersons of my graduate committee. Dr. White has served as my advisor for most of my tenure at V.P.I. Dr. Enderlein served as my dissertation director. Their encouragement, patience, suggestions and professionalism in guiding me through the process of dissertation preparation and graduate study is deeply appreciated.

I am particularly grateful to of the Reston V.P.I. faculty for his advise, suggestions and comments which enabled me to make maximum use of the

SPSS computer program.

I wish to recognize and thank . of the Virginia Department of Education who obtained and forwarded to me publications that were pertinent to this study.

A very special thank you and immense gratitude is extended to my wife, , for the many hours spent in reading, editing, typing and retyping the manuscript. Her comments and suggestions were timely, poignant and a contribution to the study.

TABLE OF CONTENTS

LIST OF TABLES

Table | Page

LIST OF FIGURES

I

ORIGIN AND BACKGROUND OF THE STUDY

Introduction

Organizations are social systems consisting of individuals occupying roles or positions. The role which the individual occupies governs, to some extent, the activities of the individual and defines the relationship of each individual to others in the organization. Personality variables, unique to each individual, provide for variation in the manner in which roles are interpreted and relationships established.

Organizational behavior, therefore, is a result of the interaction of institutional and personal variables as they relate to the progress of the organization toward established goals (Getzels and Guba, 1957). Kelly (1974) has defined organizational behavior as:

> ...the effect of the organization on the perceptions, emotions, and behavior of its members and clients and how their actions and attitudes affect the achievement of the organization's goals (p. 2).

Etzioni has defined effectiveness as the "degree to which an organization realizes its goals" (Hall, 1972 p. 96). Barnard (1938), in his classic work The Functions of the Executive, has written:

> The vitality of organizations lies in the willingness of individuals to contribute forces to the cooperative system. This willingness requires the belief that the purpose can be carried out,... (Grusky and Miller, 1970 p. 65).

Organizations have utilized a variety of evaluation procedures for the purpose of appraising employee performance or the extent to which organizational goals are achieved. Management by Objectives (MBO) is one system utilized by many profit organizations (Cummings and Schwab, 1974), and its popularity and success in profit organizations has resulted in its increased use in non-profit organizations (D.McConkey, 1973).

School systems share many commonalities with other organizations: they are formal organizations and social systems with specific functions and goals (Bidwell, 1965; Getzels and Guba, 1957). Many of the practices and theories introduced and substantiated in the private sector are implemented in educational organizations such as universities and school systems (Knezevich, 1972; Bell, 1974). MBO is a management system that was popularized first in industry and then adapted by educational organizations. It was viewed as a management system that would help organize and orient school systems in a direction that would satisfy the demands of accountability. Impetus for its recent surge came from several of the state legislatures suggesting or mandating personal accountability for public school

educators. As a result Virginia and other states suggested or mandated new guidelines for the evaluation of teachers and other educational employees (Redfern, 1973). The Virginia Department of Education suggested an Evaluation by Objectives (EBO) model as a means for its school divisions to satisfy the legislative mandate.

Eddings (1976) surveyed Virginia's teachers in order to determine their perceptions concerning the use and effectiveness of the suggested EBO procedures. The results indicated that the EBO procedures were not uniformly implemented. Of those procedures that were used a majority of the teachers perceived them to be effective (Eddings, 1976). However, the evaluation process involves two participants--the evaluator and the evaluatee. Therefore, in order to assess true participant perception, an analysis had to be made of the perceptions of the evaluators of the classroom process as it relates to the utility and efficiency of the teacher model; i.e., the principal. It was within this setting that this study was undertaken.

Accountability--Private Enterprise

Although the accountability movement is a relatively new phenomenon for educators, it has been a part of the private sector since man first began to barter. In general, demands of the business world dictate the criteria for

managerial accountability. Drucker (1974) has stated these requirements:

> Performance requires that each job be directed toward the objectives of the whole organization. In particular, each manager's job must be focused on the success of the whole. The performance that is expected of the manager must be directed toward the performance goals of the business. His results are measured by the contribution they make to the success of the enterprise (p. 430).

Product output is the measure of a manager's performance. A firm's survival in an open and competitive market dictates that an individual's performance be appraised in terms of his contribution to the organization's objectives. This is not a new concept, for many of today's complex corporations have evolved from smaller one-man business operations where the entrepreneur's success was measured in terms of end results (profit). With the development and growth of modern corporations, the concept of managerial responsibilities expanded and grew more complex. This resulted in the decline of one-man authority and the evolvement of more managers, staffs and consultants. "The demands for accountability on the part of managers has never been greater. Both the marketplace and owners are increasingly demanding more of business managers" (D.McConkey, 1974 p. 206).

Modern business literature notes that today's managers should be given the proper amount of authority in order to successfully carry out the predetermined objectives.

The complexity of an organization has necessitated that proper delegation of control and authority be studied, organized, and broken down into manageable and challenging tasks for all levels of management (D.McConkey, 1974). D.McConkey's definition of delegation is representative or this concept of accountability within business organization:

> Delegation is the achievement by a manager of definite, specified results, results previously determined on the basis of a priority of needs by empowering and motivating subordinates to accomplish all or part of the specific results for which the manager has final accountability. The specific results for which the subordinates are accountable are clearly delineated in advance in terms of output required and time allowed and the subordinates' progress is monitored continuously during the time period (1974, p. 11).

Management by Objectives--Private Enterprise

Management by Objectives (MBO) is well established in industry as a tool to help direct and focus a manager's attention on organizational goals and objectives. Employee evaluation, as such, is an integral part of this management system. MBO is a "results-oriented" system in which objectives are jointly set by the subordinate and his superior. Clearly stated, measurable objectives structure the procedures whereby the employee's contribution to the organization is assessed in terms of actual results as compared to expected results. George Ordiorne (1965) is credited

with popularizing and solidifying the MBO system into a generalized model:

> The system of management by objectives can be defined as a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures for operating the unit and assessing the contribution of each of its members (p. 55-65).

A brief description of the MBO process is provided in the paragraphs that follow.

Goals must be identified and defined in order to insure that an employee and a manager are jointly working in the interest of an organization. These objectives should be jointly agreed to by the appraiser and evaluatee. Meaningful subordinate participation is needed so that mutual understanding of direction and expectations result in a common effort toward the achievement of the organization's goals. To that end, objectives should be written in quantitative, measurable and concrete terms which specify a time frame for the accomplishment of the desired results (Raia, 1974).

Plans are outlined as to procedures or work plans that are necessary to follow in order to achieve the objective. This should be mutually agreed upon by the evaluator and evaluatee (Morrisey, 1976).

The evaluatee's performance is compared with the goals initially established. This begins, many times, with

an employee's self-appraisal either orally or in written form to a superior. This serves as a vehicle for mutual discussion concerning the employee's performance (Cummings and Schwab, 1973). The reasons for achieving or not achieving objectives are analyzed and discussed. This evaluation conference serves as a springboard in establishing new goals and objectives as the process repeats itself (Cummings and Schwab, 1973).

The importance of objectives to a business enterprise and the successful utilization of an MBO system has been clearly stated by Drucker (1954):

> Objectives are needed in every area where performance and results directly and vitally affect the survival and prosperity of the business....They spell out what results the business must aim at and what is needed to work effectively toward these targets. Objectives enable us...to predict behavior...improve performance... (p. 63).

Accountability and MBO in Non-profit Organizations

> Historically, we have been sadly negligent and often outright reluctant in emphasizing managerial effectiveness in the nonprofit sector. Effectiveness has been looked upon as being required almost exclusively of private sector managers. The purpose of many nonprofit organizations has been viewed as so laudable and high as to be above any consideration of effectiveness (D.McConkey, 1975 p. 1-2).

Rising taxes, uncertain economic conditions and public concern about honesty in government has resulted in closer scrutiny in the allocation and expenditure of public

funds. Managers of non-profit organizations are expected to justify requests for funding. This change in expectation is the result of two major forces. One is the public's increased demands for stricter accountability for non-profit organizations. Their clientele (owners, taxpayers, contributors, etc.) are insisting that non-profit organization managers provide documentation that they are accomplishing expected results. Secondly, non-profit organizations are growing and increasing at a pace that far exceeds business organization growth. Therefore, their sheer weight in numbers demand improved managerial practices (D.McConkey, 1975).

This accountability demand has forced managers of non-profit organizations to re-evaluate their management approach. D.McConkey (1973) has succinctly stated the need for a more accountable management system:

> Management of non-profit organizations has no landed right to be inefficient, to ignore managerial productivity, to ignore the profit motive, or to fail to evaluate new or revised approaches to management as these approaches develop. A manager is a manager regardless of the product or service with which he deals. Nor should these managers be immune from strict accountability to those whom they serve and from those upon whom they depend for their funds and support (p. 10).

Many non-profit organization officials have looked to industry as a source for the more effective management systems that can help redirect and orient the organization toward a more efficient operation. One of the means being

used for meeting the demands for more efficiency and accountability is MBO. MBO is looked upon as a managerial tool that can improve the effectiveness of the organization and the performance of individuals in these entities. MBO has been successfully applied to the following types of non-profit organizations: government agencies, hospitals, church organizations, universities and public schools. The need for a more definitive statement of purpose, justification of expenditures and a redirection of employee attitude and effort have resulted in MBO becoming an integral part of many public institutions (D.McConkey, 1973 and 1975). MBO is seen as a means to educate the public as to the purposes, goals and need for a particular organization. M.McConkie (1975) has stated this well in respect to penal institutions:

> Dealing with the public is not only an awesome challenge, but also a vitally important component of successful MBO usage in public agencies....It is imperative, then, for correctional personnel to make conscious, deliberate attempts to inform the public in terms that enhance the public's understanding and ability to see--in measurable terms--the progress that correctional programs experience (p. 2).

Teacher Effectiveness

Since 1900 educational researchers have been trying to define teacher competence (Popham, 1975). Biddle and Ellena (1964) began the preface to their book with the

following:

> Probably no aspect of education has been discussed with greater frequency, with as much deep concern, or by more educators and citizens than has that of teacher competence--how to define it, how to identify it, how to measure it, how to evaluate it, and how to detect and remove obstacles to its achievement (p. v).

Researchers at one time felt that teacher effectiveness could be determined through identifying common characteristics and traits found in successful teachers (Ryans, 1960). Numerous studies have attempted to identify successful teacher personality traits and characteristics as a means to successfully define the effective teacher. Biddle (1964) noted that 10,000 studies had been reported dealing with teacher characteristics, behavior and their relationship to effectiveness. These studies have provided little illumination or facts concerning teacher effectiveness. The measurement of teacher competency is still a controversial and an unresolved issue. There is no wide acceptance of any method that promotes teacher adequacy or measures teacher competency (Castetter, 1976).

Two recent reviews of the literature have given rise to cautious optimism. Flanders and Simon (1969) noted, in their review of the literature dealing with teacher effectiveness, that progress has been made due to the improvement and sophistication of observational techniques for analyzing verbal behavior. They found a direct relationship between student attitudes toward their

teacher (measured on attitude scales of teacher attractiveness) and achievement scores (adjusted for initial ability).

Rosenshine and Furst (1971) in their literature review dealing with teacher performance criteria have noted that "process-product studies have produced some of the best variables on the relationship between teacher behavior and student achievement" (p. 42). They gave a description of eleven traits where the literature indicated possible associations with student performance. However, they caution against causality inferences. The process-product studies were correlational and not experimental. Therefore, no attempt should be made to infer causation since "...the teacher behaviors which are related to student achievement may only be minor indicators of a complex of behaviors that we have not yet identified" (p. 42).

Popham (1975) discussed the three dominant procedures used in the traditional teacher-appraisal process. They were ratings, systematic observation and pupil standardized test performance. The Virginia Department of Education in its Tentative Report: Evaluation of Personnel (1972) noted the shortcomings or rating devices as being too subjective and open to ambiguous interpretation.

McNeil and Popham (1973) have indicated that observation systems deal primarily with processes with the

intent of predicting product outcomes. They feel that "observations are most beneficial for recording and analyzing the teaching act--not judging it" (p. 233). Elsewhere Popham (1975) has suggested

> ...that even with the most highly structured observation system there are still many unroutinized judgments that must be made, particularly up front (when deciding on observation dimensions) and at the end (when deciding whether a teacher has performed satisfactorily) (p. 289).

Student gain, as measured by standardized tests was the third most widely used traditional index of teaching skill (Popham, 1975). Performance tests, as the Tentative Report (1972) has pointed out, "...may be used to evaluate teacher effectiveness only under extensive controls and adjustments to recognize and compensate for factors other than the teacher's influence" (p. 4). This, however, is a very difficult assumption. Controlling the extraneous variables is at best a difficult if not an impossible task. Popham (1975) has noted that the several problems inherent in norm-referenced tests have rendered them unsuitable for teacher evaluation. "Nationally normed they may be, sensitive to instruction they are not" (p. 291). Popham goes on to conclude that "pupil performance on standardized norm-referenced achievement tests should never be used for purposes of teacher evaluation" (p. 291).

Evaluating a teacher's effectiveness by method or

process of instruction has been criticized because of its subjectivity and lack of universal applicability. Therefore, since the 1960's, educators have favored that more objective criteria be used in teacher evaluation. Teacher effectiveness is defined in terms of student performance as compared to previously defined expected performance (McNeil and Popham, 1973).

MBO in Education

Castetter (1976) discussed and listed the "pressures currently bringing about modifications in the traditional performance appraisal system for school personnel" (p. 235). Figure 1 outlines the various interaction forces that impinge upon the traditional personnel performance appraisal system. Theorists' reactions have been heavily influenced by the behavioral scientist. The position that a change in behavior is an indication of learning led to the emphasis on behavioral objectives as a means to plan and evaluate learning outcomes. This specificity and detailing of expected outcomes led to management models such as MBO (Castetter, 1976).

The movement toward writing curriculum with behavioral objectives received a great deal of attention during the 1960's. Impetus for this movement began in 1962 with Mager's book on behavioral objectives. Renowned

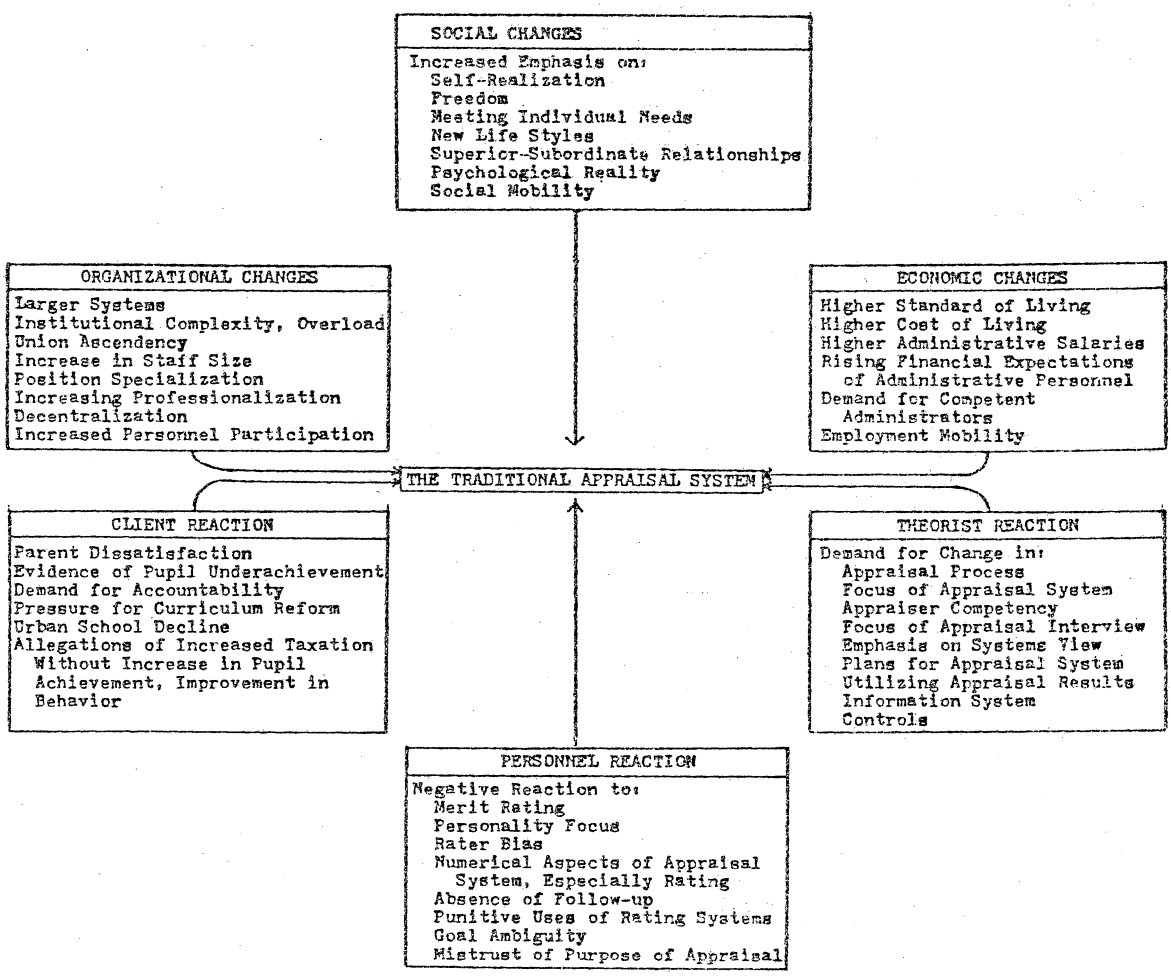

Figure 1

Interacting Forces Impinging on the Traditional Personnel Performance Appraisal System

educators such as Kibler (1974) and Popham (1971) have popularized the utility of behavioral objectives. The stating of educational objectives in measurable terms helped to popularize performance-based teacher evaluation models (Popham, 1975). The general movement toward instructional and personal accountability was forced upon educational systems by their state legislatures. Constituent pressures led to the enactment of statutes that provided for new evaluation systems that provided for some type of performance-based evaluation models. "Between 1963 and 1972, 23 states enacted legislation that authorized or mandated some type of educational accountability" (Ovard, 1975 p. 91).

Bell (1974), former U.S. Commissioner of Education, has stated:

> Although the problems of educational management are obviously quite different from those of the private sector, there is much to be learned from industry's systems approach in gaining more efficiency in educational management....A very important practice that will certainly improve the quality of management in education is for educational institutions, particularly the very large and complex ones, to become introspectively critical. They must become more introspective about performance if they are to survive and meet the demands of the future (p. 22).

The failure of traditional teacher evaluation methods to meet the objectivity demanded by modern accountability efforts had given rise to the search for different approaches to teacher evaluations (Castetter,

1976). Ornstein and Talmage (1974) have defined the concept of accountability as a system borrowed from management.

> When applied to education it means holding some people (teachers or administrators), some agency (board of education or state department of education), or some organization (professional organization or private company) responsible for performing according to agreed-upon terms (p. 11).

In an educational setting students, at one time, were the only group to be held accountable. Now under this new concept, accountability has taken on some different meanings. The demand that teachers and administrators be held accountable for specific objectives in terms of student changes in achievement and behavior is one such form (Ornstein and Talmage, 1974; McNeil and Popham, 1973).

Mattaliano (1972) has made the point that "the most popular mode of industrial planning is management by objectives, which is fast becoming one of the most popular methods for reporting educational progress" (p. 66). Elsewhere D.McConkey (1975) has said, "Probably no other category of nonprofit organization is receiving more MBO attention than are schools" (p. 162). A brief summation of the MBO teacher appraisal process as it appears in the literature follows:

1. The principal and teacher assess the current situation and based on this needs assessment, agree to

specifically stated, measurable performance objectives.

2. Criteria, time span and strategies for objective accomplishment are agreed to (work plan or plan of action).

3. Periodic reviews are held to assess ongoing progress and to make necessary revisions due to unforeseen or new circumstances.

4. Final performance appraisal is held at the end of the evaluative period--expected results are compared to actual results.

5. The cycle begins once again as the process repeats itself. (Knezevich, 1972; Lewis, 1974; Hostrop, 1973; Bell, 1974; Mattaliano, 1972).

EBO--Virginia's Approach to Accountability

"A general revision of the Constitution of Virginia was proposed and agreed to by the General Assembly...." (Virginia School Laws, 1975 p. 9). The revised Constitution became effective on July 1, 1971. Article VIII, Section 1 required the General Assembly to: "...seek to ensure that an educational program of high quality is established and continually maintained" (Virginia School Laws, 1975 p. 12). Article VIII, Section 2 stated:

> Standards of quality for the several school divisions shall be determined and prescribed by the Board of Education, subject to revision only by the

General Assembly (Virginia School Laws, 1975 p. 12-13).

Standards of Quality were written by the State Board of Education and adopted by the General Assembly on April 10, 1972 (H 845). The Standards represented a comprehensive effort that covered a wide range of responsibilities in public education. Standards were established for personnel, instructional materials and system-wide planning and management. School divisions were responsible for local assessment and implementation within the time required by a particular standard. Recent and past revisions have strengthened and widened the scope of the original provisions. The Planning and Management Objectives specifically address individual schools, their principals and classroom teachers. The Virginia State Board of Education first adopted the Planning and Management Objectives in 1972. These objectives were readopted in 1974 and again in 1976 for the 1976-78 biennium.

> These objectives complement the Standards and provide direction for individual schools and teachers in their efforts to provide quality education for children and young people in Virginia (Standards of Quality and Objectives 1976-78 p. 7).

These objectives outline the major duties and responsibilities for principals and teachers. Principals are held responsible for duties appropriate to their position as the manager of a public school. Section 1h. of the Planning and Management Objectives specifically

deals with teacher evaluation.

> The principal and his staff shall provide for the cooperative evaluation of the teachers and other employees in his school. The evaluation of teachers shall be based on the standards for Classroom Planning and Management (p. 8).

The Classroom Planning and Management Objectives (Section 2 of the Planning and Management Objectives) states the responsibilities of teachers:

> a. The teacher shall provide for the humanizing of instruction....
> b. The teacher shall provide for individual differences in the classroom....
> c. The teacher shall make use of available instructional materials and other resources that are appropriate to the needs of pupils....
> d. The teacher shall organize learning activities to achieve specific objectives....
> e. The teacher shall provide a favorable psychological environment for learning....
> f. The teacher shall evaluate the progress of students.

In August, 1972 the Virginia Department of Education published the Tentative Report: Evaluation of Personnel. In this report an Evaluation by Objectives (EBO) model was proposed as a guide to assist school divisions in establishing evaluation procedures. The Tentative Report was prepared under the direction of the Virginia Department of Education. The Report was written by two committees; one was charged with writing the procedures for the evaluation of administrative personnel and the other with writing the procedures for the evaluation of teachers and other school employees.

> The procedures proposed are oriented in the direction of evaluation by objectives. They stress:
> --cooperative effort between evaluatee and evaluator
> --meaningful communication between the parties
> --commitment to the concept of planning, performing and evaluating
> --professional growth and development of the evaluatee
> --use of evaluation to stimulate desirable change in student behavior and learning outcomes (Tentative Report, p. 45).

The model (Figure 2) is a five-step performance-directed model in which instructional efficiency is the key to successful accountability. School principals and teachers are to assess their current performance against the criteria defined by Standards of Quality enacted by the General Assembly and the Planning and Management Objectives adopted by the State Board of Education. Administrative personnel and their evaluators are to assess their own current performance against the criteria or job description established by the school division. The evaluation model for administrative personnel is given on page 69 of the Tentative Report.

The teachers' evaluators, using the same criteria, make a separate diagnosis of the teachers' current performance. The appraisals are compared, discussed and areas in need of improvement are identified. Based on this, performance objectives are jointly set. A major requirement is that the objectives are to be stated in behavioral terms. The plan of action or work plan for accomplishing the objectives are largely determined by the

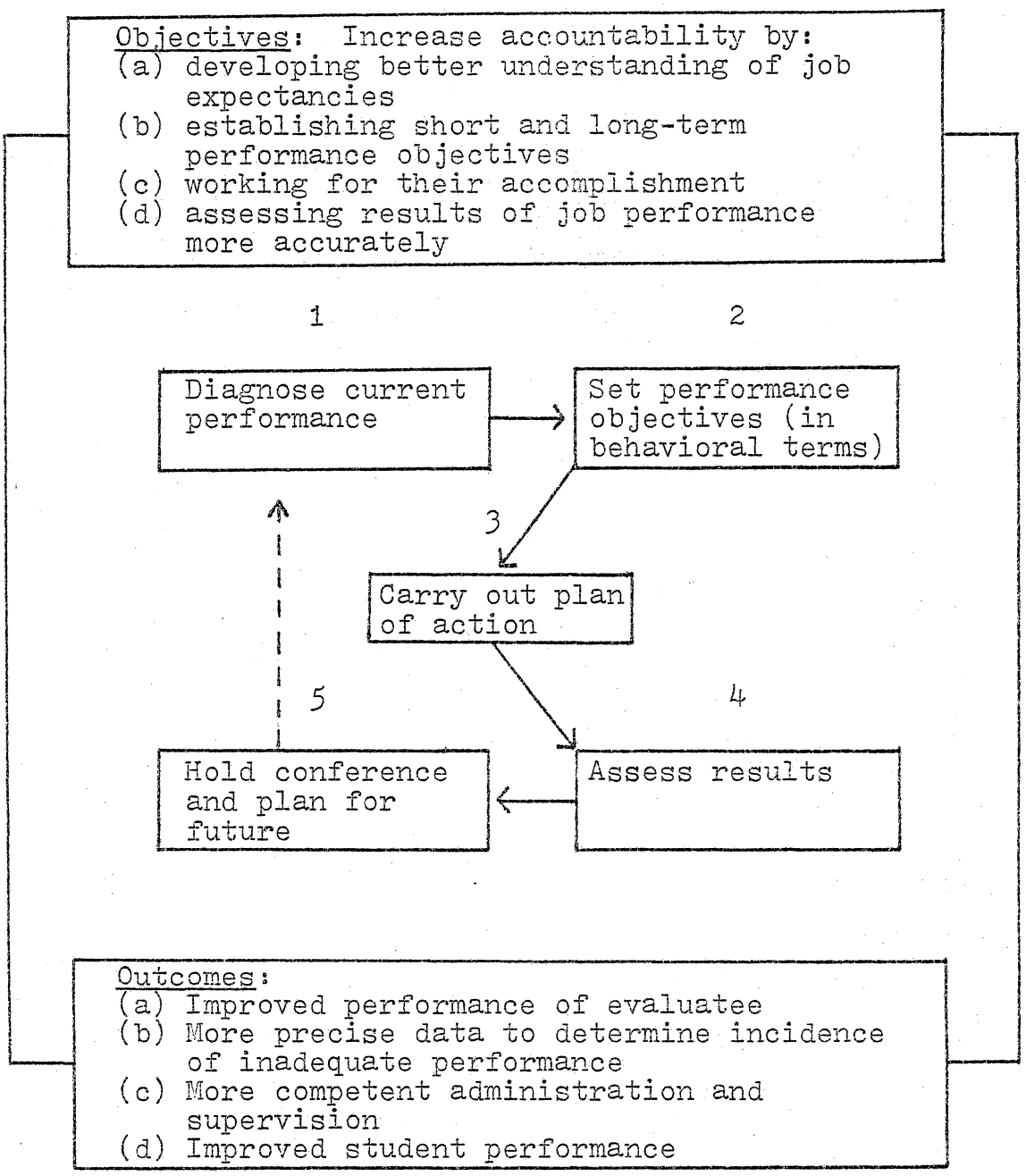

Figure 2

Essential Elements in Evaluation of Teachers and Other School Employees (Performance Objectives Model)

nature of the objectives. The plans are to include the naming of the participants and their roles in the evaluation process, as well as, the ground rules, time tables and assessment procedures that are clearly understood and agreed to by all parties.

The method of assessment is agreed to in advance. The prior understanding and clear enunciation of performance indicators hopefully will lead to jointly recognizable achievement or non-achievement of performance. The previously agreed to objectives, plans of action and assessment procedures serve as the agenda for the conference. Therefore, there should be no surprises. The teacher's self-assessment and the evaluator's assessment are compared and discussed. The evaluatee's performance is analyzed and serves as the basis for initiating the next evaluation cycle as the process repeats itself.

Two additional Virginia Department of Education publications deal with the suggested evaluation procedures. They are the Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74 (September, 1972) and the Evaluation Procedures Handbook (Tentative Model) (January, 1974). The implementation manual "contains suggestions and instructions designed to help local divisions implement the standards and objectives" (p. i). The section on teacher evaluation

contained suggestions for planning and implementing the EBO procedures as well as paraphrasing the Tentative Report's description of the EBO model. The later publication presented a more detailed description of the suggested procedures and established clearer guidelines for implementation. The Evaluation Procedures Handbook also suggested:

> ...that the procedures for the evaluation of other employees (secretaries and lunchroom, maintenance and custodial workers, etc.) be the same as that suggested for teachers, principals, and central office personnel (p. 63).

The suggested EBO model was offered as a guide for school divisions to meet the evaluation requirements of Standards of Quality and Objectives. The impetus for this model and reasons for its inception are best described in the following excerpt from the Tentative Report:

> The watchword today is accountability. To be held accountable is to understand what's expected. It implies having access to ways and means of attaining performance objectives and involves a relevant assessment of results. Thus, evaluation and accountability go hand in hand. Improved performance is the name of the game. Well-formulated objectives, self-effort, sensitive supervision, stimulating working conditions, conditions conducive to growth and development are ingredients for improvement. Evaluation's best contribution is to be a catalytic agent to bring all this about. Therefore, its conception, institution and cultivation are of the highest order of importance in the administrative process (p. 43-44).

The Eddings Study

Eddings (1976) assessed Virginia teachers' perceptions of the effectiveness and perceived use of the suggested EBO procedures by surveying teachers to determine their "perceived effectiveness of the procedures and the extent to which the spirit of the mandate was carried out" (p. 8).

The results of the Eddings study (1976) indicated:

> ...that a majority (51% or over) of the teachers who used the procedures perceived them to effective while a majority (51% or over) of the teachers who did not use the procedures perceived them not to be effective (p. 130).

Eddings' (1976) findings were organized within the framework of the five-step EBO model. His conclusions are paraphrased and presented within that format:

I. Diagnose Current Performance
   A. The following were perceived by most teachers as being helpful in improving their classroom performance:
      1. Duties and responsibilities were explained to the teacher.
      2. Checklist of expected performance was given to the teacher.
      3. Teacher diagnosed their own performance.
      4. Teacher's performance was diagnosed by an evaluator.
      5. A copy of their self-diagnosis was submitted to their evaluator.
      6. A consensus of items to focus upon was reached.
      7. A copy of an evaluator's diagnosis was received.

B. The following categories of teachers perceived the preceding as not being helpful in improving their classroom performance:
   1. Half of the teachers who taught more than one specific subject.
   2. Half of the teachers who had collegiate certificates.

II. Set Performance Objectives
   A. The following were used as a performance objective for most teachers and were perceived to have helped improve classroom performance:
      1. Humanizing instruction
      2. Using appropriate instructional materials and other resources
      3. Organizing learning activities to achieve specific objectives
      4. Evaluating the progress of students
      5. Providing a favorable psychological environment for learning
   B. Criteria other than teaching were used in the evaluation of most teachers and were perceived to be necessary and important.
   C. Six or less target objectives were chosen for the teaching improvement and evaluation of most teachers and were perceived to be sufficient for focusing upon classroom improvement.
   D. Most teachers' target objectives were stated in teacher behavioral terms and this was perceived to have helped improve their teaching.

III. Carry Out Plan of Action
   A. A plan of action was implemented by most teachers and was perceived as helpful in improving classroom performance.
   B. The following procedures were not accomplished but were perceived by most teachers as procedures which would have been helpful in improving their classroom performance:
      1. Evaluator and teacher agree on "ground rules," time-tables and recordkeeping procedures
      2. Interim conferences, relating to target objectives, held between teachers and evaluators
      3. Plans of action cooperatively altered as needed
      4. Provisions made for an appeal of the evaluator's assessment.

IV. Assess Results

Student, parent and peer ratings were not used as contributors to teacher assessment teams.

V. Hold Conference and Plan for the Future
   A. Most teachers indicated that the following were accomplished and were perceived by most teachers as helpful:
      1. Terminal conferences
      2. Comparison of evaluator-evaluatee assessment
      3. Discussion of the causes of or lack of teacher performance
   B. Implications of the Assessment were discussed in half of the teachers' evaluations.
      1. Teachers on probationary contracts wanted to discuss assessment implications
      2. Teachers on continuing contract seemed to be indifferent about discussing assessment implications
   C. Follow-up action was not discussed in most of the teachers' evaluations.
   D. Clarification of the use of the final written evaluation was not made to most teachers.
   E. Plans were not made for the next evaluation cycle.
   F. Most teachers were evaluated and had a feeling of accomplishment after the final evaluation conference.
   G. An evaluation process was used in most schools and most teachers perceived it to be a success in their school.

It was evident that teachers had overall positive feelings about EBO. Generally, they perceived it to be effective. This was an important indicator of its possible potential. However, administrative failures (as perceived by teachers) to hold interim conferences, agree to "ground rules" time-tables and recordkeeping procedures indicated serious concerns about the process as it was implemented throughout the State. These particular concepts were important to teachers. Outright failure to implement this portion of the model negatively affected teacher perceptions and attitudes about the viability of this model.

Support for the preceding contention was found in an earlier study by Smith (1974) that dealt with Virginia teachers' perceptions of the effectiveness of their supervisors' performance in selected activities. Teachers perceived their supervisors to be most concerned with their administrative and coordinating functions. Supervisors were least perceived in a helping function. Certain omissions noted in the Eddings study (III B, page 25) were basically helping functions. The studies of Smith and Eddings corroborate on this one vital point. Teachers desired to have their administrators (evaluators in Eddings) work with and help them meet expected and personal goals. Supervision and evaluation is a give and take process that calls for cooperation from all the parties concerned. This interpretation is supported by the fact that Smith and Eddings dealt with the same population--Virginia teachers.

The Statement of the Problem

The Standards of Quality and Objectives for Public Schools were first enacted in 1972 by the Virginia General Assembly. One of its provisions mandated that Virginia's school divisions establish a more comprehensive appraisal program for evaluating teacher performance. Responding to a General Assembly directive, the Virginia Department of

Education suggested that Virginia's school divisions adopt an Evaluation by Objectives (EBO) system as a means to satisfy the legislative mandate (Figure 2, page 21).

The Eddings study (1976) assessed teachers' perceptions of the effectiveness and perceived use of the Virginia Department of Education's suggested EBO model. The study brought out some revealing and important findings. Though important, the information was incomplete. Evaluation is a two participant process that involves an evaluator and an evaluatee. The school's principal or his/her designee is the evaluator of a teacher. It was, therefore, important to know the perceptions of Virginia's school principals concerning the effectiveness and perceived use of the EBO model. A meaningful and complete analysis of participant perceptions was not possible until the other half of this information was available. More specifically, it is the responsibility of the evaluators of these instructional personnel, i.e., classroom teachers, to implement the model presented in Figure 2. In an effort to provide further information on the efficacy of the performance-based model, the researcher attempted to answer the following questions:

1. Are the evaluators of classroom instruction in the Virginia school divisions currently utilizing the procedures suggested by the Virginia Department of Education?

2. If any or all the procedures are being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?
3. If the procedures are not being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?
4. How do certain institutional variables and identified personal variables of the evaluator affect perceptions of the effectiveness of the model?

The following hypothesis is derived from a study of the literature concerning role theory; collective bargaining and conflict in education; organizational size and supervisory span of control; and the personal variables of age and experience as they relate to principal's perceptions of the suggested EBO procedures:

> H_0 - A principal's perceptions of the effectiveness of the suggested EBO procedures is not related to age, administrative experience, hours of EBO training, membership in a teacher organization, number of teachers in the school and number of teachers to be evaluated.

Definition of Terms

In order to provide a clarification of some of the terms used in this study, the following definitions are included:

Accountability: The expectations that individuals and/or organizations are to meet pre-defined objectives.

Elementary Schools in Virginia: Schools in Virginia containing pre-kindergarten through grade seven

inclusive, in any combination were designated elementary schools.

Number of Teachers Evaluated: This referred to the number of teachers actually evaluated by the school principal.

Perception: Public school principals' opinions concerning the effectiveness of the suggested EBO procedures.

Public Schools in Virginia: Only regular State supported elementary and secondary schools were included in the population for this study.

Regional Study Group: School divisions within the State have been classified into seven Regional Study Groups (RSG).

Size of School Division: The size of the school division referred to the number of students enrolled for the school year 1976-77.

Summary

This chapter has reviewed and presented the rationale and events that led to the popularization of Management by Objectives as a performance-based teacher evaluation system. The first section discussed the growth and influence of the accountability movement in the business sector and in non-profit organizations. MBO has emerged

as a management tool to aid organizations in identifying and then stating objectives in measurable terms. Evaluation of achieved results as compared to expected results satisfies the accountability demand.

Teacher evaluation in the past has largely been ritualistic. Many studies attempted to define the effective teacher. The process approach of measuring teacher competency met with little success. Its lack of objectivity and its necessity for subjective judgment in deciding what constitutes effective teaching behavior, has led many educators and state officials to look to industry for more effective evaluation methods.

The success of MBO in industry has resulted in many state legislatures adopting or suggesting performance-based teacher evaluation models. The Virginia legislature, through its Standards of Quality and Objectives, has mandated that its school divisions revise their teacher evaluation procedures. The Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74 (1972) specifically states:

> Quality teaching does not occur automatically.... Competence can be stimulated and enhanced through an effective program of evaluation. Involved in this process is a clearer definition of teaching responsibilities; identification of performance expectations and areas where improvement may be needed, performance objectives or work targets, a plan of action to achieve the performance objectives in which supervision and evaluation are intertwined, self-assessment by the teacher, assessment by the

> evaluator, and an evaluation conference with appropriate follow-up action (p. 112).

The Virginia Department of Education suggested an Evaluation by Objectives model as a means for Virginia's school divisions to satisfy the legislative mandate.

II

REVIEW OF RELATED LITERATURE

Introduction

The literature review presented in this study relates specifically to the questions and hypothesis presented. The following categories were selected as being pertinent to this study:

1. The Getzels-Guba model and its description of the school as a social system.
2. A literature review describing the nature of role theory, collective bargaining and conflict as they relate to principal-teacher relationships.
3. A review of the literature that deals with the personal variables of age and years of experience as they relate to principals' perception and performance.
4. A review of the literature that deals with the organizational variables of size and span of control as they relate to individuals and their interactions.

The sources reviewed included books, periodicals, professional organization and government publications, manuscripts, and unpublished dissertations. Although an extensive review was conducted, the following represents only that which was pertinent to the categories described above.

The Getzels-Guba Model--The School as a Social System

The social-system concept considers the activities and interactions among the actors within a group. The interaction of administrators, teachers, parents and students primarily comprises the social structure that defines the school as a social system (Havighurst and Neugarten, 1967). Homans, as reported by Getzels and associates (1968) has demonstrated that the size of an interaction does not determine the usefulness of the social-system concept. Citing Homans, the authors elaborated on this point:

> The activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another during the time the group is active, constitute what we shall call the social system....Everything that is not part of the social system is part of the environment in which the system exists. Note, that, as the definition of the group is relative, so must be that of the group's environment (p. 55).

A social system, therefore, can be defined within the specific interactions studied by the researcher. This study was concerned with principals' perceptions of their interactions with teachers in a particular role relationship. More specifically, it was concerned with the principals' perceptions of the effectiveness of the suggested EBO evaluative procedures as a tool to improve teacher performance.

Getzels and Guba (1957) developed a model (Figure 3) for explaining social behavior which begins with the assumption that the process of administration deals with interactions that are taking place within a hierarchial setting.

Getzels and Guba (1957) defined the social system "as involving two major classes of phenomena, which are at once conceptually independent and phenomenally interactive" (p. 424). These phenomena consist of two dimensions. The first is the nomothetic dimension in which the organization defines certain roles and expectations for individual role incumbents. The second is the personal dimension (ideographic) in which the individual adapts the position to his/her own unique personality and needs disposition (Getzels and Guba, 1957).

The determination of a behavioral act is the result of the interaction of role and personality factors which differ for each act, role or actor. The graphic representation shown in Figure 4, page 37 provides a means for explaining the nature of the interaction. At point A, the role factors are more dominant in influencing the behavioral act. Point B depicts the opposite, the dominance of personality factors as the determining influence in the behavioral act. The actor's behavior in playing out his role is a result of both factors. The

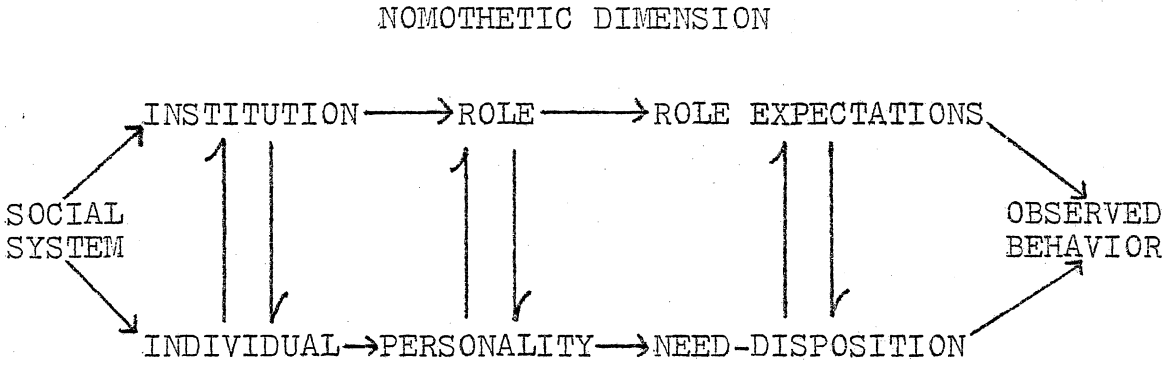

Figure 3

The Normative and Personal Dimensions of Social Behavior

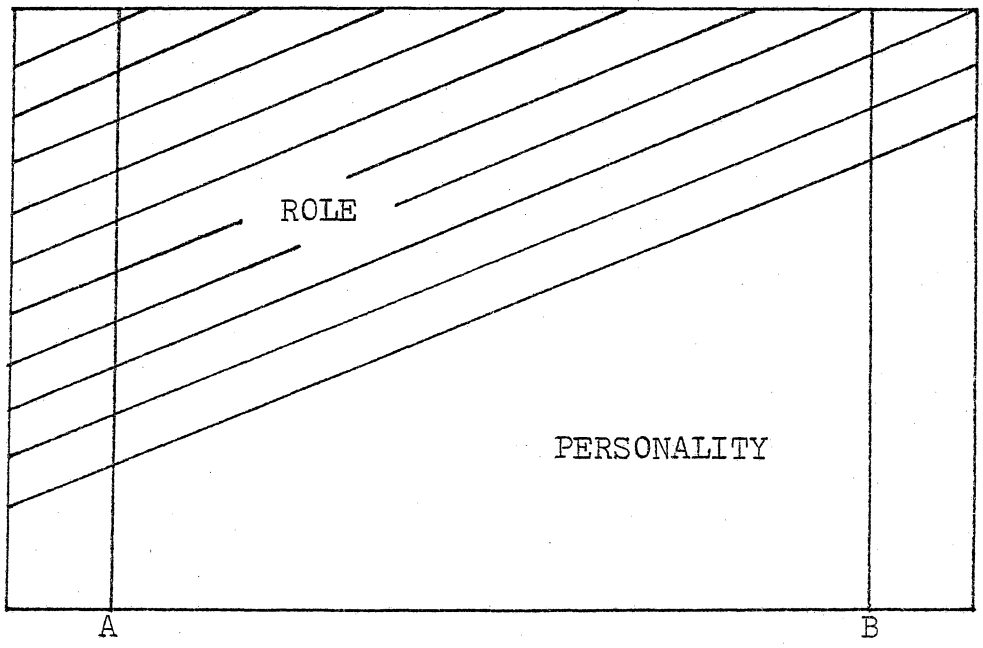

Figure 4

The Interaction of Role and Personality
in a Behavioral Act

model demonstrates that the influence of role and personality factors do vary with each individual within the same and in different settings (Getzels and Guba, 1957).

The school system has defined the superior-subordinate roles and expectations of principals and teachers. The suggested EBO procedures delineate and define the roles of participants and their relationships within a performance evaluation framework (nomothetic). The individual role-incumbents adapt to the suggested procedures in terms of their own background and experience (ideographic) as defined by their personality and need-disposition (Getzels, 1958).

Role Theory

Sarbin and Allen (1968) have defined role as an "...organized set of behaviors that belongs to an identifiable position, and these behaviors are activated when the position is occupied" (p. 545). The role represents the position or status no matter who may be in that position. Getzels and his associates (1968) quote Linton in describing their concept of role and status:

> A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties.
> A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role (p. 61).

A role has certain functions or duties within the formal organization. These duties are called role expectations which are comprised of the occupants rights, privileges and obligations in his interaction with other members of the social system (Sarbin and Allen, 1968). In making this point Getzels and associates (1968) note that the expectations define for the individual what he or she "...should or should not do under various circumstances while occupying the particular role in the social system" (p. 61). Role expectations are institutionally determined. Katz and Kahn (1966) have clearly made this point when they state that "...the role in a social organization represents prescribed or standardized forms of activity. The network of standardized role behaviors constitutes the formal structure of the organization" (p. 49).

Getzels and Guba (1957) have pointed out that roles are complementary. Roles are defined in terms of their relationship to each other. Roles are interdependent. They derive their function as a result of role incumbents' interactions with other members of the social structure. Therefore, a role is defined not only for the individual actor but also for other members within his role set. The role expectations of one role, in an hierarchial setting, can form the sanctions for a second interlocking role (Getzels, 1958). Sarbin and Allen (1968)

have said that,

> ...we hold that the occupant of one social position interbehaves with the occupant of complementary social positions. Thus a person's conduct takes into account the role behavior of occupants of other positions, the specific nature of the conduct varying with the position held by the other interactant (p. 498).

Role behavior is therefore dependent upon a number of factors. The nature of the position, the interactions of the role incumbent to other members of his role set and the personalities of the role incumbent and other members of the role set are but few of the factors that determine or influence role behavior (Getzels and Guba, 1957; Katz and Kahn, 1966; Sarbin and Allen, 1968; Swenson, 1973). Merton (1969) has used the terminology "role set" and he has defined it as "...that complement of role-relationships in which persons are involved by virtue to occupying a particular social status" (p. 365). Swenson's (1973) statement on the utility of a role in discussing social interaction is germane to this discussion:

> Although a role is a part played, it also serves the function of placing a person in the social order, and thus prescribes to a certain extent how a given person will interact with another person occupying a different place in the social order (p. 375).

The more formally structured the organization the greater its influence on role definition. Formalization, or standardization, clearly enunciates and codifies expectations for the role incumbent. Deviation is tolerated only within the rules which define the job (Hall, 1972).

School systems are formalized organizations and as such possess those characteristics common to formal organizations. Bidwell (1965), in his study, has elaborated on those characteristics:

> 1. a functional division of labor (e.g., allocation of instructional and coordinative tasks to the roles of teachers and administrators);
> 2. definition of staff roles as offices, in terms of recruitment according to merit, legally based tenure, functional specificity of performance, and universalistic, affectively neutral interaction with clients;
> 3. a hierarchic ordering of offices, providing an authority structure based on the legally defined power of officers, a system of adjudication of staff disputes by reference to superiors, and regularized lines of communication;
> 4. operation according to rules of procedure, which set limits to the discretionary performance of officers, specifying both the aims and modes of official action (p. 974).

The role relationships between the position of principal and the position of teacher is structurally defined in terms of superior-subordinate relationships (Bidwell, 1965). This study deals specifically with this relationship, within the social system concept, as a part of the role set that defines the various inter-personal relationships in a school. Swenson (1973) discussed the viability of role theory within a role set framework:

> ...role theory is structured on the observable fact that there are certain kinds of transactions that are prescribed for certain kinds of relationships....The secretary in the secretary-boss relationship is expected to type the boss' letters. It is this regularity--more or less prescribed by any social system and observable in relationships between people--that provides the rationale for the application of the concept of role to

the study of interaction between people (p. 374-75).

Role Expectation and Conflict

The focal person (teacher) and another member of his role set, particularly if it is the superior (principal), define the focal person's role in terms of their expectations for that role. If their expectations are not the same, conflict then tends to be the result. Savage (1968) has reported the above in terms of role congruence. To him congruence exists when a person in a role behaves according to the way others expect him to act. A lack of congruence occurs when a person does not behave according to the way others expect.

Getzels and Guba (1955) in their study looked at role conflicts as experienced by teachers. The conflict problems were found to lie in three areas. They were related to the teachers' socioeconomic role, their citizen role and their role as the expert professional. In each case role conflict was the result of differing expectations (role incongruence). Later Getzels and Guba (1957) pointed out that role conflict can exist in some instances where role expectations do not fulfill an individual need disposition for status. Role personality conflicts can exist when particular role requirements call for certain behaviors that do not coincide with the role

incumbent's personality (Getzels and Guba, 1957).

The rise of teacher militancy and negotiations had radically changed the traditional principal-teacher relationships. "One result of the new militancy of teachers is that it has brought an end to the myth that teachers and principals are united in a common purpose" (Culver and Hoban, 1973 p. 124). Corwin (1969a and 1969b) considered the militancy of teachers as a move toward professionalization; the effort to gain more control and authority over their work.

> The process of professionalizing of publicly-supported vocations, then, is likely to be militant. It represents a challenge to the traditional ideologies of control by laymen and their administrative representatives. The professionalization of any vocation will involve boundary disputes among laymen, the professionals and public administrators (Corwin, 1969b p. 214).

Collective bargaining assumes that the parties involved are in an adversary relationship. Negotiated agreements have defined and formalized many procedures that deal with principal-teacher relationships; the grievance procedure is an example of the formalized procedure that is typical in many a negotiated contract. Principals, therefore, are forced to "carry out" the contract. The majority of grievances filed by teachers are against their principals (Kimbrough, 1976). The resulting aftermath of negotiations and formalized grievance procedures has drastically altered the role of the school principal. The word

of the principal is no longer the law. He has to share decisions and follow-agreed upon procedures that formalize his relationships with his teachers (Carlton, 1969). Negotiations have resulted in a widening of the gap between principals and their teachers. Formalized procedures and the resultant air of impersonal management have led to greater conflict between the principal and his teachers.

> The essential point here is that collective negotiations contribute to an increasing erosion of human judgment that a principal must exercise in the administration of a school....it makes sensitive and more effective administration nearly impossible while it makes bureaucratic administration more comfortable. There are inevitable consequences to the organization climate of the school (Smith, 1974 p. 68).

The impersonalization of the principals' and teachers' roles have led to a redefining of the principal's management role (Michels, 1976). Knezevich (1969) has said, "The principal is an administrator and does not belong with teachers' groups. He is an executive at the building level, and the position is an extension of the superintendency" (p. 376). The principal is considered part of the administrative team whereby he represents the interest of the school board and superintendent. However, this is not considered the typical management-labor relationship. Studies have shown that professionals as employees have demanded some autonomy in their performance. Corwin (1969) has noted that the formally and hierarchally organized school systems have not kept pace with the

changing environment. Today's teachers are better trained and more specialized than their counterparts of a few decades ago. The specialist has demanded more autonomy and less standardization with respect to his profession. This is contrary to the bureaucratic and more formalized demands of school procedures. The principal is the front-line supervisor who enforces school policy (Carlton, 1969). Once again the seeds for conflict are present. Etzioni (1971) stated that "the role of the institutional head in professional organizations constitute a dilemma. It is a typical case of institutionalized role conflict" (p. 480).

The recent rise of teacher militancy has caused a dilemma for many principals. Traditionally, they have enjoyed a paternalistic relationship with their faculties. In Virginia and other states, principals still may hold membership in teacher organizations. Teacher organizations, through their militant actions (collective bargaining and otherwise) have greatly improved the working conditions of teachers. They have gained recognition for and formalized as policy the length of the contract day, class size, curriculum involvement, textbook selection, promotional policies and evaluation procedures. Herein lies the dilemma. These changes conflict with the traditional leadership role of a principal (Randles, 1975).

Principals are, therefore, no longer joining teacher organizations. The Virginia Education Association Research Department stated to this researcher that 31.3 percent of Virginia's principals are currently active members. However, the organization was quick to point out that their records do not necessarily reflect a member's current position in a school system. In many cases, an individual may have retained his/her membership but failed to indicate a change in position. No real attempt is made on the part of the Virginia Education Association to authenticate or up-date their members' current positions. The data collected for this study (a sample of 219 principals) indicate that 56 percent of the State's principals do not belong to the Virginia Education Association. Since Virginia is an unified state, this also reflects local education association membership.

The principal's dilemma, more specifically, deals with the question of loyalty. As members of a teacher organization, principals feel a colleagial relationship with teachers. Principals in some cases are in the leadership positions in these organizations. The ever-widening split between militant teachers and top school management has pulled principals in opposite directions. Superintendents consider them part of the management structure. Principals have to implement and enforce the negotiated

agreements at the local level. The decision to join the management team appears to be inevitable. Lieberman (1973) notes that principals are

> ...more and more...seen as management, not as some third party in the middle between teachers and superintendents....There is a clear cut tendency for principals and supervisors to pull out of teacher organizations at all levels, and to become clearly identified as part of management (p. 16).

The preceding demonstrates that past developments have caused a realignment of the traditional principal-teacher role. Sergiovanni and Carter (1973) have noted that:

> As teachers intensify, formalize and consolidate their interest and authority in matters which relate to the instructional system of the school, they in turn move farther away from the management system of the school (p. 25).

Role Conflict and Teacher Evaluation

Herboldt (1975) and Fazio (1974) did comparative studies on teacher and principal perceptions of performance-based evaluation processes. These studies concluded that principals and teachers agree on the purposes and need for teacher evaluation. However, substantial disagreement was noted in the implementation, interpretation and range of the evaluation process. In the Herboldt study (1975) principals and teachers differed in their perceptions of the degree of effectiveness for the improvement of

instruction in the following areas:

1. Orientation of the teacher to the job
2. Staff development
3. Classroom observation
4. Curriculum development
5. Evaluation of the supervisory program

The principals and teachers, surveyed by Fazio (1974), agreed on those functions of the evaluation process that were more objective and easier to determine and measure. These included such matters as:

1. There were a greater number of formal evaluations
2. Reading and math were the most observed subject areas
3. The average amount of time a principal spent in a formal observation

Substantial disagreement was found in the following areas:

1. Ninety percent of the principals felt that it was important to evaluate the instructional program while 36.5 percent of the teachers disagreed and another 20 percent had no preference.
2. One hundred percent of the principals felt that the number of informal observations should increase, while 40 percent of the teachers disagreed and 34 percent had no preference.
3. Ninety percent of the principals felt that the instrument should be used for the next school year, while 31 percent of the teachers disagreed and 36 percent had no preference.
4. There were large disagreements on terminal and final evaluation dates. Most of the principals wanted late May or early June evaluation termination dates, while 49 percent of the teachers agreed with the current ending date of March 15.
5. Fifty-five percent of the teachers agreed that principal expectations were made clear at the beginning of the year, while 90 percent of the principals agreed that they had made their expectations clear.

Thompson and associates (1975) substantiated the findings of Herboldt and Fazio. A considerable amount of disagreement existed between the teacher's and the principal's perceptions about the teacher's evaluation. The authors concluded:

> We found that evaluation by principals tended to be too infrequent to provide helpful guidance to teachers. About half of the teachers reported that they did not know the criteria they were being evaluated on or the information used to evaluate them. By contrast, nearly all the principals believed that teachers knew more about the criteria used and the information collected than teachers reported knowing.
>
> These differences in perception were again obvious with respect to the communication of evaluations. Principals thought they were communicating more evaluations positive or negative, than teachers reported receiving (p. 20).

Evaluation requirements cause anxiety. Roe and Drake (1974) have noted:

> There are many problems associated with the evaluation of one human being by another human being. Indeed, this may be the crux of the problem, namely, that evaluation is perceived as deciding a person's worth. His relative worthiness becomes a matter of official record (p. 177).

McGrew and Hafeman (1974) added some credibility to the preceding. They summarized administrator responses to an MBO questionnaire concerning their eight assumptions and observations about evaluation. The data were collected from MBO workshops for school administrators. Portions germane to this discussion are summarized:

> Out of 542 respondents 527 agreed that most people did not like to evaluate other people on a one-to-one basis.

> Out of 539 respondents 473 agreed that supervisory practices that are designed to find the "bad apples" in a system were counter-productive.
>
> Out of 540 respondents 404 agreed that unless you work almost daily in direct contact with an individual there was no way you could evaluate all the things that individual does.
>
> Out of 539 respondents 518 felt that peoples' perceptions of their priority responsibilities often differed from the supervisor's or the organization's perceptions.

The preceding seemed to indicate that the overwhelming majority of these particular administrators found evaluation to be a distasteful task that was absolutely necessary. Evaluatees were perceived by these administrators to believe that an evaluation process would not positively change their performance. They felt incongruency in job (role) expectations and indicated that these administrators perceived that conflict was a part of evaluation.

Negotiated agreements concerning evaluation and grievance procedures and the formalization of evaluation procedures have been supported by both principals and teachers. Philosophically, it is agreed that evaluation is necessary and helpful. However, the preceding studies have pointed out that substantial disagreement does exist. This difference was noted in principal and teacher perceptions concerning various supervisory practices. Therefore, once again one can see the possibilities for conflict

within the evaluation framework.

MBO--A Source of Conflict

An accountability model like EBO usually is not well received by teachers. They generally view MBO as a threat to teacher rights and security. The Tentative Report has recognized this and strongly suggested that teachers be included in the planning and implementation process. The National Education Association has warned teachers that the current trend toward the adoption of MBO performance appraisal models could negatively affect a teacher's position. Snider (1976), a NEA staff member, has written:

> Like such other popular nostrums as individualized education and career education, instructional MBO goes beyond any single discipline. It has no strict format, no limits, and certainly no agreed-upon definition or description. A dangerous situation easily develops when MBO becomes whatever a school board or an administrator wants it to be.
>
> In this shifting climate of arbitrary and capricious administrative behavior, MBO often becomes only a concerted effort to make teachers scapegoats for all shortcomings of public schools (p. 46).

Earlier, Brown (1972), in a state education journal, was more direct and stronger about MBO in education. He stated:

> Conceived in deceit and born in arrogance, as it often is, the concept of MBO for administrators will prove to be one of the most counterproductive forces in the field of education today. As a concept lending itself to so-called accountability it serves no master

> other than that individual who envisions it as providing him with those elements which facilitate empire building. As a bludgeon, when fixed to a salary schedule and most certainly it will be, it brings to fruition the axiom that control follows money (p. 12).

The Tentative Report (1972), in recognizing the recent build up of conflict between administrators and teachers, has taken a somewhat different view of EBO:

> The marked changes that have occurred in staff-administrator relationships in recent years have weakened communication links. EBO, if it can be successfully accomplished, is a vehicle for narrowing the communication gap--not widening it, as traditional evaluations tend to do (p. 42).

The preceding highlight the differing points of view as seen by teachers' organizations and the Virginia Department of Education. The possibility for conflict is obvious. The principal is the line administrator who must implement and administer a teacher evaluation system that their teachers may see as a threat to their security and the status quo.

Age, Experience and the Principalship

Gross and Herriott (1965) in their study examined the relationship of age to professional leadership. The authors defined Executive Professional Leadership (EPL) as "the attempts of an executive (the principal) to influence the behavior of subordinates with a claim to professional status (teachers)" (p. 8). Age had an apparent relation-

ship to EPL. Gross and Herriott state:

> There are differences among the principals' EPL scores when they are classified into five age groups. The basic pattern is directional: on the average the older the principal, the lower his EPL score.... Therefore, the assumption of a positive relationship between age and EPL is not supported. The data do lend support to the alternative proposition that older principals provide less leadership than do the younger (p. 76).

Gross and Herriott (1965) found that the more experienced principal did not necessarily have the higher EPL score. They examined this particular variable with respect to both the number of years of teaching experience and previous administrative experience. There was no clear cut relationship between the years of teaching experience and EPL score. "It appears that previous administrative experience in public education has no apparent relationship to professional leadership;..." (p. 69). The authors concluded that the "...weight of evidence appears to favor limited, not extensive experience in the principalship, as a circumstance conducive to higher EPL" (p. 73).

Hemphill (1964) compared and studied the actions of 242 principals in a simulated school where he created like role situations. He was able to make some generalized distinctions according to the age and experience of the individual. More less experienced principals preferred to discuss problems with others before they acted. Hemphill noted that the less experienced principals tended

> ...to be relatively mature, self-confident and relaxed, and to have interests suggesting needs to conform....These principals tended not to be as well regarded by either their superiors or teachers... (p. 195).

The younger individual who had recently become a principal is described by Hemphill as a person who tends to comply with suggestions. Hemphill considered this to be a realistic adjustment for the individual, "...if he is to assume a role of authority and power in a group of teachers who are senior to him both in age and experience" (p. 195). The younger individuals tended to be aloof, practical, independent and skeptical as well as being anxious. However, they seemed to be able to reason and learn quickly. "Such a style of administrative behavior did not earn a high regard from either superiors or teachers... (p. 195).

Hemphill (1964) found the more experienced principals were in the majority of those who had the "...ability to reason and to see relationships...." and whose administrative behavior "...included an emphasis upon analyzing the situation" (p. 195). Principals with more experience also tended to handle their administrative chores "...by giving them to someone else as tasks to be done" (p. 190). This particular category also tended to include those individuals with lower ability and less professional knowledge. The author concluded that these

principals, in emphasizing this style of work (directing others), "...have found, through long experience, assigning tasks to others to be a useful method of getting work done which they themselves are not capable of doing well" (p. 196).

Bridges (1964) found that experience and age were related to teachers' perceptions of principals' attitudes toward teacher participation in decision-making.

> ...the older experienced principals involved teachers to a greater extent than did any other grouping of principals (the modus operandi for the older, experienced principals was characterized by a heavy reliance on soliciting behavior, i.e., seeking suggested courses of action from teachers when faced with problems). Younger principals, regardless of experience, most often resolved problems by choosing a course of action and announcing their decision to the teacher. (p. 3).

Elsewhere Bridges (1965) has noted that his data suggested that the older experienced principal's "...behavior is affected, perhaps molded by his bureaucratic role" (p. 24). He found that the personality diversities among principals new to the position tended to disappear as they acquired more experience in the position. In discussing the Getzels-Guba model Bridges (1965) noted:

> If the bureaucratic role does mold the behavior of individuals as suggested...,it shows a hitherto unelucidated factor in the interaction of role and personality in terms of the Getzels-Guba socio-psychological theory of social behavior (p. 25).

Bridges contended that his study suggests that "the portions of role and personality factors determining

behavior also vary with the amount of experience which the individual has in the bureaucratic role" (p. 26). Bridges adapted the Getzels-Guba role-personality diagram (Figure 4, page 37) in order to graphically picture the nature of these interactions. Figure 5 depicts Bridges' application of this diagram. The model indicates that the less experienced principal's behavior is more influenced by his personality traits than the more experienced principal. Bridges explained it this way:

> Apparently personality and role exert different degrees of pressure on the performance of the principal depending upon the amount of experience which the individual has had in the principal's role. Initially the individual may stamp his particular role with the unique style of his own characteristic pattern of expressive behavior. However, with increased exposure to expectations associated with the bureaucratic role, the personality of the principal becomes submerged. Principals, it seems, tend to become more alike with behavior differences attributable to personality becoming less evident as the principal learns how he is expected to behave in his role (p. 26-27).

In related literature, Slagle (1959), as reported in Getzels and associates (1968), surveyed educators' and non-educators' attitudes toward a variety of educational expectations. The respondents were divided by age into two groups: those over forty-five years of age and those under forty-five years. "Notable differences were found between the groups: (p. 170). Getzels and associates concluded that the important point is not in the topical areas of disagreement, "...but in the fact that there are systematic

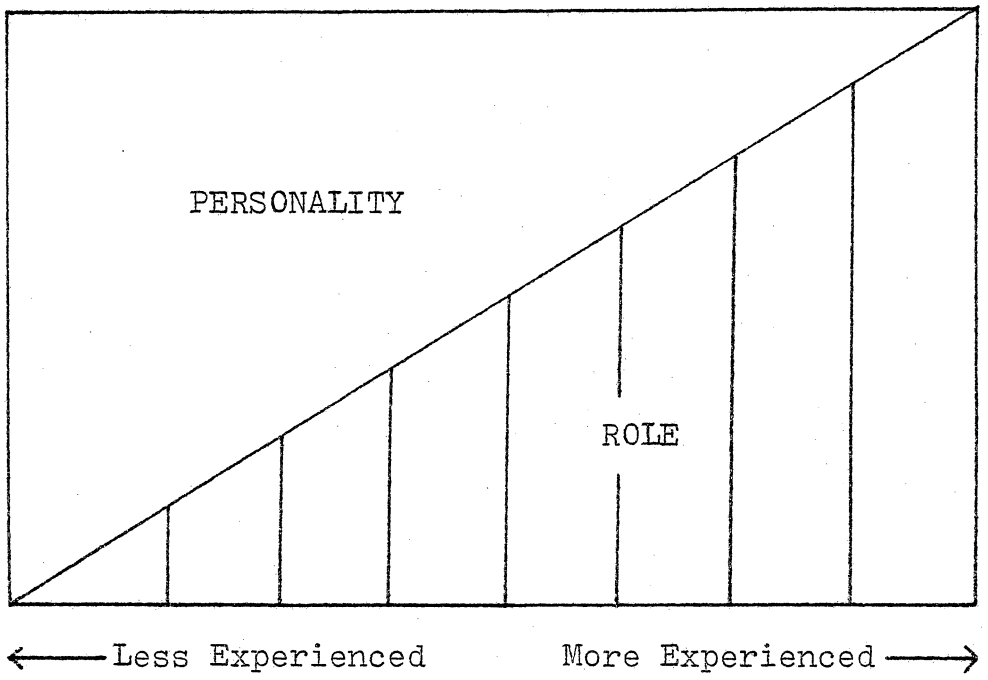

Figure 5

Influence of Role and Personality on the Organizational Behavior of More and Less Experienced Elementary Principals

differences in values by age" (p. 170).

Prince's (1957) earlier study, as reported in Getzels and associates (1968), found a similar relationship between age and values among older and younger teachers and principals. The older principals (age forty-seven and over) and teachers (age fifty and over) tended to be more traditional than their younger colleagues.

Size and Organization

Institutional size has been a confusing issue in organizational analysis. Some investigators believe that size is an important characteristic that helps one understand and explain organizational behavior. Others have taken the opposite position that institutional size is an irrelevant factor (Hall, 1972).

There has been some question as to what the concept of size means in relation to organizations. Does it include members, resources or number of employees? Referring to a study by Anderson and Wackov (1961), Hall reported that they, "...in an examination of general and tuberculosis hospitals, found correlations of .966 and .977 between average daily patient load and the total hospital labor force" (p. 111). In a study of colleges and universities, Hawley and associates (1965), as reported in Hall, "...found a correlation coefficient of .943 between student

enrollment and the number of full- and part-time faculty" (p. 111). Pugh and associates (1964) "...found a correlation of .78 between number of employees and net assets" (Hall, p. 111-12). Hall, based on the preceding data, concluded "...that an organization's membership size is also closely related to its financial size. Large organizations are large in terms of both their membership and their resources" (p. 112).

Talacchi (1960) found that "the larger the organization, the lower the employee level of satisfaction" (p. 419). Talacchi associated the lower level of employee satisfaction "...with dysfunctional behavior on the part of employees, such as absenteeism and interpersonal conflict" (p. 419). This study revealed that dissatisfaction was greatest in the non-material rewards connected with the job. This was particularly true of non-manufacturing firms. Thomas (1959), in his study of different sized welfare assistance bureaus throughout the State of Michigan, found that

> Workers' conceptions of their roles differed according to the size of the welfare office. In the smaller bureaus there was found to be greater role consensus between the worker and his supervisor about the importance of functions that workers perform...and higher ethical commitment (p. 34).

Indik's (1973) investigation supported the hypothesis that "...as the size of the organization unit increases, the ratio of supervision will decrease" (p. 508).

He further speculated that

> ...the relationship of size to supervision ratio will be curvilinear (logarithmic), since less interpersonal supervision per member is necessary as members are added, and since alternative forms of control (bureaucratic control and role prescriptions) may tend to appear as organization size increases (p. 508).

Indik suggested that increased size will lead to increased formalization. Role expectations and prescriptions will be more tightly controled and fitted into a formal organizational network. Hall (1972) has noted evidence to the contrary. He and his associates (1967), as stated in Hall (1972), found that the size of the organization "...may be rather irrelevant as a factor in determining organizational structure" (p. 119).

Evans (1971) studied the relationship of conflict to performance in Research and Development organization. The employees in this case were highly skilled professionals. As Evans noted:

> Group size appears to effect the relationship between conflict and performance in the industrial laboratory. In smaller project groups, technical conflict is more likely to arise and have a positive effect on performance than in larger project groups where interpersonal conflict is more apt to have a negative effect of performance (p. 447).

Terrien and Mills (1973), in their study of the effects of increased size on public schools, noted a relationship between the size of a school district and the percentage of personnel assigned to its administrative component. Their findings indicate that the larger school

districts tend to assign a higher percentage of their personnel to administrative tasks. Larger school systems tend to support a more complex division of labor by bringing in a greater number of highly trained specialists. Standardization gives way to more variability and thus less formalization. Charters (1964), in discussing this point, noted that "a division of labor, by definition means specialization" (p. 259). Increased numbers of specialists bring to the school different perspectives. As discussed previously, conflicting views can be the result (Carlton, 1969). Coordination becomes a problem and can conflict with autonomy desired by a specialist (Evans, 1971). Burnham (1969) has discussed this problem:

> The resolution of this dilemma is one of the important challenges confronting the educational administrator. Role specialization or the outlining in detail of the rights, privileges and responsibilities of each position, and role-coordination, are major organizational tasks (p. 76).

Gross and Herriott (1965) have noted that the larger schools tend to have a negative relationship with a principal EPL score. "There is a negative relationship between the size of the student body and the EPL score: the larger the student body, the smaller the EPL score of the principal" (p. 85). Bridges (1964) has found that teachers of smaller schools (twelve to nineteen teachers) were involved to a greater extent in the decision-making. The preceding suggests that the larger the size of a school

the less the possibility for effective school management and positive principal-teacher relationships.

Span of Control

The concept, span of control, has caused a great deal of controversy in traditional management theory. Span of control, as defined by Bobbitt and associates (1974) "...states that manager can effectively control only a limited number of subordinates at one time" (p. 36-37). McFarland (1974) has stated that "the concept holds that the larger the number reporting directly to an executive, the more difficult it is for him to supervise and coordinate them effectively" (p. 135). The concept was popularized by Gulick (1937) who said, "...the executive can personally direct only a few persons" (p. 7). The span of control suggested has varied from six to eleven. Simon (1954) has criticized this concept as too limiting. To him, "administrative efficiency is enhanced by keeping at a minimum the number of organizational levels through which a matter must pass before it is acted upon" (p. 26). Limited span of control encourages several management levels. Simon viewed this as a disadvantage in large organizations. He said:

> The dilemma is this: in a large organization with interrelations between members, a restricted span of control inevitably produces excessive red tape, for

> each contact between organization members must be carried upward until a common superior is found. If the organization is at all large, this will involve carrying all such matters upward through several levels of officials for decision, and then downward again in the form of orders and instructions--a cumbersome and time-consuming process (p. 28).

D.McConkey (1974) favored a larger span of control for executives. He felt that a larger span of control usually indicated a responsible manager who was not amiss to delegating authority. On this point he said:

> ...delegation permits a wider span of control. Probably there is little question but that the limited span of control theory has been perverted by those who refuse to delegate and use it to justify why only three or four people report to them. In many instances it is entirely possible and feasible to have eight or ten people report to a single manager (p. 39).

Kimbrough (1976) and Faber and Shearron (1970) discussed the concept "span of control" as it relates to schools. They noted that typically the school superintendent's span of control is limited through the use of assistant superintendents. Decentralization also limits an individual supervisor's span of control. Faber and Shearron noted that school systems typically prefer to exceed "...the recommended span of control in order to minimize the number of levels in the hierarchy" (p. 90). Teachers have a great deal of autonomy and usually are not closely supervised. Close supervision of actual teacher performance by an administrator is seldom carried out.

MBO requires closer supervision than traditional

evaluation procedures. The Tentative Report (1972) recognized this reality and for that reason stated:

> Given all the variables inherent in the evaluation process, it seems reasonable to suggest that an optimal ratio is 1 to 12-15--that is, one evaluator to twelve to fifteen evaluatees. The latter number can, obviously, be increased but as this is done, evaluation becomes more and more superficial (p. 65).

McGrew and Hafeman (1974) in making the same point have said, "Experience indicates that a supervisor can work reasonably well with 10 to 12 subordinates. The ideal number would be 6 to 10, with 15 being an absolute limit" (p. 61).

Training

The literature has little to say concerning a specific training program for MBO. It deals with generalities that are applicable to any type of program implementation. For the most part, an operable MBO evaluation system is assumed. The evaluatee's areas of weakness are identified through the evaluation process. Training programs are thus, planned in and around employee developmental needs (Raia, 1974; Lewis, 1974).

The literature clearly recognizes that successful implementation does require thorough and adequate training programs. Knezevich (1973) briefly alluded to the need and importance of training prior to the adoption of an MBO

system. He stated that the need for training is based on the assumption

> ...that there will be less resistance to MBO/R and greater probability of successful operation if people are provided an opportunity to gain the concepts and skills needed to operate in the new mode. MBO/R is not likely to be successful unless staff members have the entry-level competencies to make it work. What the objectives and substance of a training program should be, when it should be offered, and by whom all require definition (p. 65-66).

Knezevich (1973) and McGrew and Hafeman (1974) favored the training of a small cadre of administrators in MBO procedures to pilot the system prior to its implementation. These individuals, then, serve as the in-house experts and trainers for the entire school district. McGrew and Hafeman (1974) pointed out that:

> To be effective the MBO process must be built step by step and selecting the initial target group is the initial first step. Instant MBO for everyone is more likely to be instant disaster for everyone (p. 22).

Summary

The Getzels-Guba model (Figure 3) examines school organizations within a social system framework. Interactions in a social system are comprised of role relationships that influence individual behavior. More specifically, an individual's behavioral actions are influenced by institutional (nomothetic) and personal (ideographic) variables. Some combination of these two variables

determine the actor's behavior in his/her role (Getzels and Guba, 1957).

Roles are the actions carried out by the individual actor who occupies a particular position (status) in the organization. Roles are interdependent; they are dependent upon the actions of all role incumbents as they relate to each other. Social systems, such as a school, are made up of hierarchial settings which are clearly defined by role, position and status. Each actor, regardless of his/her position in the hierarchy, influences and is influenced by the behavioral acts (role demands) of the other actors in a social system (Sarbin and Allen, 1968; Getzels and Guba, 1957; Katz and Kahn, 1966).

Role conflict occurs when the role demands among the interacting actors are not complementary. Differing role expectations can and often do lead to conflict. Negotiations between teacher organizations and school administrators typify this type of role conflict. Each side has differing expectations as they press for an agreement that is favorable to their respective position. This has caused a substantial change in the traditional principal-teacher role relationship. Principals, more and more, are considered to be part of the management team. There has been a marked decline in the number of principals who belong and actively participate in teacher

organizations (Lieberman, 1973; Carlton, 1969).

Performance-based evaluation systems, like MBO, have not been well received by teacher organizations. The NEA has taken the position that teachers should view MBO with a great deal of skepticism and concern. The literature suggests that principals and teachers agree, generally, on the need for evaluation but disagree on the implementation, interpretation and range of the evaluation process (Herboldt, 1975; Fazio, 1974).

An individual's age or experience can influence his/her perception or job performance. Some studies show that the principal who is younger and the principal with less administrative experience are more successful in influencing a teacher's performance. The older and more experienced the principal, the more he/she seems to capitulate to organizational influences and expectations. That is, the older and more experienced principals have been subjected to more institutional role pressures. Therefore, there generally tends to be some commonality among older and more experienced principals. Personality variables, as a result, play a less dominant role in their behavioral actions (Gross and Herriott, 1965; Bridges, 1964 and 1965).

The institutional variable of size seems to have little influence on individual behavior (Thomas, 1959).

Increased size does seem to lead to increased standardization and formalization. However, the size of an organization does not tend to dictate its organizational structure (Indik, 1973; Hall, 1972). The size of a particular unit, department or school (number of teachers) does have some bearing on performance, attitude and control. The literature, generally, favors a smaller span of control for supervisors. With regard to MBO, specific suggestions were given as to the number of evaluatees that a particular evaluator can be expected to effectively appraise. The suggested numbers ranged from ten to fifteen evaluatees for each evaluator (McGrew and Hafeman, 1974; Tentative Report, 1972).

Teacher negotiations, accountability demands and performance-based evaluation systems have altered the relationships among the principle adult interactants in a school--the principal and teacher. Open conflict, in many cases, has been the result. This study attempted to identify certain personal (age and experience) and institutional (span of control, amount of training in EBO procedures, teacher organization membership) variables that would be valid predictors of principal attitudes toward the Virginia Department of Education's suggested teacher evaluation model.

III

PROCEDURE

Introduction

This chapter describes in detail the methods and procedures employed in analyzing the data generated by the instrument used in this study. The chapter is divided into three sections as follows:

1. Population and Sample
2. Instrument
3. Analysis

Population and Sample

The population addressed in this study consisted of all the public elementary and secondary school principals in Virginia as listed in Virginia Educational Directory: School Year 1976-77. Virginia's school divisions are geographically subdivided into seven regional study groups (Directory, p. 9-10). Table 10, page 171 (Appendix D) illustrates the regional study group organization. School divisions and their respective numbers of elementary and secondary schools were listed according to their membership in one of the seven Regional Study Groups. School divisions are listed alphabetically (counties followed by

cities followed by towns) within the Regional Study Group framework.

In order to ensure proper representation across the State, a stratified random sampling procedure was utilized to select the representative group. The first step was to stratify school divisions by Regional Study Group. Schools were then stratified into elementary and secondary levels.

A sample size of 18 percent of the principals was selected for use in this study. The sample size was determined by referring to Krejcie and Morgan's (1970) "Table for Determining Sample Size from a Given Population" (p. 608). A population of 1700 requires a sample size of 313 (313 ÷ 1700 = 18.4 percent) while a population of 1800 requires a sample size of 317 (317 ÷ 1800 = 17.6 percent). Therefore, 315 was considered to be representative of the opinions of the total population of 1737 principals at the .05 confidence level (Krejcie and Morgan, 1970). Each classification (Regional Study Group) was sampled separately. Separate sampling was also taken for elementary and secondary schools. In other words, each category had 18 percent of its elementary and 18 percent of its secondary schools represented in the total population sample.

The principal of each school was considered to be

a member of the sample group. Separate sampling procedures were followed for each Regional Study Group classification as well as the separate sampling procedures for elementary and secondary schools. Provisions were made for the random selection of alternates to replace one specific category of respondents who did not participate. Alternates were used to replace non-participants due to the fact that the original selectee was not the principal during the evaluation period or a teacher evaluator. One respondent fell into this category and the alternate was a member of the same strata as the principal who was replaced. The Random Selection of one school from a given district in no way reduced the chances of another school from that district being randomly selected.

The total population (number of schools) and the sample by Regional Study Group are indicated in Table 1. Within each category, an 18 percent figure was calculated. Any fractional remainder was rounded off to the next whole number (223 X .18 = 40.14 rounded off to 41). This accounts for the slight excess of 18 percent in the total sample (315 > 18 percent of 1737).

A cover letter and the questionnaire were mailed to those principals selected as members of the sample group. The letter explained the purpose of the study and asked for an immediate response. A self-addressed envelope was

Table 1

Population and Sample (18%) of Schools from Regional Study Groups (RSG)

RSG	POPULATION Schools			SAMPLE Schools		
	Elem.	Sec.	Total	Elem.	Sec.	Total
I	219	85	304	40	14	54
II	247	97	344	45	18	63
III	50	28	78	9	5	14
IV	272	105	377	49	19	68
V	147	59	206	27	11	38
VI	177	56	233	32	10	42
VII	138	57	195	25	11	36
Total	1,250	487	1,737	227	88	315

was enclosed for returning the questionnaire. The initial mailing resulted in 145 (46 percent) responses with 139 (44 percent) of the respondents participating in the study. Follow-up questionnaires with a new cover letter were mailed to the non-respondents. As a result, an additional sixty-one principals (19 percent) responded and decided to participate in the study. The researcher telephoned all non-respondents asking them to participate in the study. Twenty-five principals requested another copy of the questionnaire. This activity resulted in an additional twenty-four participants (8 percent), bringing the total number of participants to 224 or 71 percent of the sample group ($224 \div 315 = 71.1$ percent). The American Statistical Association has noted that the rate of responses obtained by researchers has decreased from an average of 80-85 percent in the early 1960's to the present average of 60-65 percent (Chronicles of Higher Education, 1974).

Two responses were received too late to be included in the study. The initial and follow-up letters to the sample group are contained as a part of Appendix C.

In any questionnaire, there is the problem of dealing with non-respondents to particular items or sections of the instrument. The questionnaire used in this study did have a number of such selective non-responses.

A minority of the respondents (23 or 7 percent) did not answer one or all of the descriptive questions in Part I. Therefore, it was not possible to include these twenty-three participants in the regression analysis that is described in the latter part of this chapter. A substantial number of the participants (201 or 64 percent) were included in the regression analysis.

All participants' (224) responses were considered in the analysis to Questions 1-3. It was possible, on Part II of the questionnaire, to compute the average response score of each participant. That average score became the non-response score for that particular principal. Therefore, a response was computed for every participant in the Part II section of the questionnaire. For example, the individual's "Used" replies (coded "1", "2" or "3") and the non-response replies (coded "9") were separately totaled. The non-response score was subtracted from the response score. The result was then divided by the total number of questionnaire items (twenty-five) less the total number of non-responses. The operation just described can be demonstrated algebraically by the following formula:

$$\frac{\text{Total response sum minus total non-response sum}}{\text{Total questionnaire items minus total number of non-responses}}$$

Figure 6 graphically describes the sequential events from the total population of principals (1737) to the actual

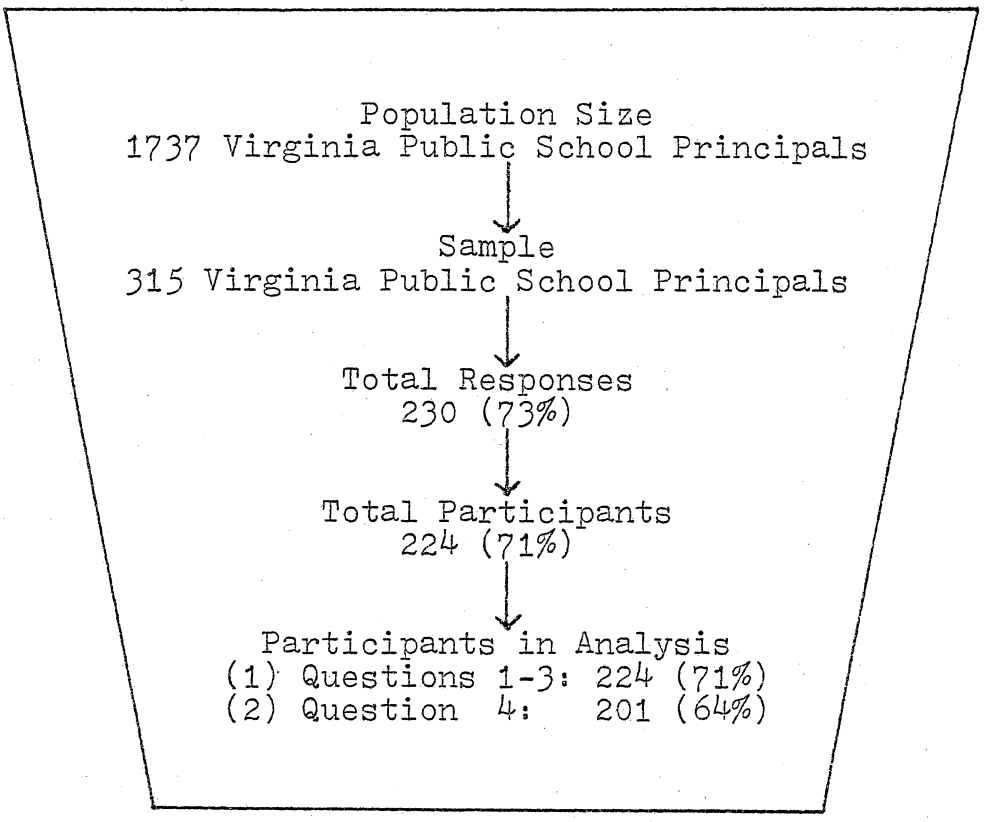

Figure 6

Sequential Events: Population Size to Actual Number of Respondents Who Participated in the Analysis

number and percentages of participants' responses utilized in the analysis of the four research questions.

In any mail survey, there are risks of bias on the part of non-respondents. The assumption is made that the non-respondents represent a different point of view with regard to a given research activity. However, a substantial amount of the research has contradicted this widely held contention. McDonagh and Rosenblum (1965) in their study concluded:

> This study suggests that the mailed questionnaire may reveal representative responses in spite of the partial return from the sample universe selected. There was no significant differences between the responses of the mailed questionnaire and those of the interviewed respondents who had not answered the questionnaire.... The findings of this study imply that researchers should have greater confidence in the questionnaire method as an initial tool of research (p. 132).

The preceding is supported by Bennet and Hill (1964) in their earlier study on respondent and non-respondent characteristics. More recently, Lucco and Meekins (1977) in their study, interviewed fifty of their non-respondents and found that there was no difference in how they responded as compared to those who voluntarily returned the mail survey.

Clauser and Ford (1947) noted that "if returns from successive mailings are tabulated separately, trends in returns will often aid in estimating the characteristics of those still missing" (p. 506). Researchers feel that a

statistical comparison of early and later responses is a valid means of estimating and adjusting for possible non-respondent bias (Kish, 1965). The replies from the initial mailing were compared with the responses received from the second mailing and the telephone follow-up. Responses to both variables ("Used" and "Effective") were compared utilizing a one-way analysis of variance (ANOVA). Table 2 depicts the ANOVA summary for "Used" and Table 3 depicts the ANOVA summary for "Effective". The results showed no significant differences for either variable at the .01 level of significance. Thus the null hypothesis (H_0: $s_1 = s_2 = s_3$) is accepted for both variables and, therefore, the true subpopulation means are equal. Deviations that do occur are the result of sampling error. This researcher is thus confident at the .01 level of significance that there is no appreciable bias among those principals who did not respond and participate in the study.

Instrument

The original instrument was constructed and used by Eddings (1976) in his study. It was a forty-nine item questionnaire with fourteen descriptive items "...that sought general information about the school and personal characteristics of the respondent" (Eddings, 1976 p. 29). The design of these items provided information concerning

Table 2

Summary Table: Analysis of Variance Variable "Used"

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F-Ratio
Between Groups	2	129.212	64.606	0.519
Within Groups	222	27503.368	124.450	
Total	224	27632.578		

Degree of Freedom:	2/200	3.04 at .05 confidence level 4.71 at .01 confidence level
	2/400	3.02 at .05 confidence level 4.66 at .01 confidence level

Table 3

Summary Table: Analysis of Variance Variable "Effective"

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F-Ratio
Between Groups	2	217.338	108.669	0.328
Within Groups	222	73319.563	331.763	
Total	224	73536.875		

Degree of Freedom: 2/200 — 3.04 at .05 confidence level; 4.71 at .01 confidence level

2/400 — 3.02 at .05 confidence level; 4.66 at .01 confidence level

generalized personal and school characteristics that served as a basis for comparison.

> The remaining 35 items solicited responses to procedures suggested in the Tentative Report: Evaluation of Personnel (1972) and the Evaluation Procedures Handbook (Tentative Model) (1974). Two measures of perception were sought.
> (1) Was the procedure used? (Objective; non-judgmental)
> (2) Did the respondent feel the procedure was effective: (Subjective; judgmental) (Eddings, 1976 p. 29).

Appendix B of the Eddings study gives the source for each questionnaire item and was reprinted as Appendix A of this study.

The scoring for the measure of use and effectiveness was divided into four categories (Eddings, 1976):

(1) Use

(a) A procedure definitely used in my evaluation.
(b) A procedure similar to one used in my evaluation.
(c) A procedure not used in my evaluation.
(d) I don't know.

(2) Effectiveness

(a) Definitely helped me improve my teaching.
(b) Helped me improve my teaching.
(c) Did not help me improve my teaching.
(d) I don't understand the procedure. (p. 29-30).

The Eddings questionnaire is reprinted as Appendix B in this study.

Eddings established the questionnaire's content validity and reliability by establishing the instrument's "clarity" and "accuracy" as perceived by a stratified

random sample of Virginia's division superintendents. The superintendents or their designees were considered to be equivalent to a panel of experts since they or their designees had to implement the evaluation requirements mandated by the Standards of Quality. Initial and follow-up responses to Eddings' pilot questionnaire resulted in twenty-five out of twenty-eight returns. This represented an 89.3 percent return. These questionnaire items were basically the same questions Eddings subsequently sent to the teachers.

> The differences were:
> (1) No demographic or personal data were requested;
> (2) Response categories were changed to measure
> (a) Clarity and
> (b) Accuracy (Eddings, 1976 p. 34).

The data indicated that the respondents did not feel that items 23, 24 and 25 were sufficiently clear and accurate. These items were included in Eddings' questionnaire because he felt that:

> (1) many of the division administrators who responded to the questionnaire items answered in terms of procedures in use by their divisions, (2) the three items in dispute could not be stated more clearly, and (3) accuracy of the items was sufficiently documented in Appendix B (p. 37).

Eddings considered content validity to be established since the data indicated the the items were clear enough to minimize multiple interpretations and the procedures identified were perceived as correctly depicting

suggested Virginia Department of Education procedures. Reliability was considered established if the internal consistency of the questionnaire items approached a correlation of .70 as measured by Hoyt's approximation of the Kuder-Richardson Formula 20. Data were extracted to test the internal consistency of both categories ("clear" and "accurate"). Eddings found that "the reliability coefficient for both categories was .94" (p. 37).

This researcher modified the Eddings instrument for use in this study. The revised questionnaire contained six descriptive items and twenty-five procedural items. The revised questionnaire is attached as Appendix C to this study. Ten of the procedural items were deleted from the original questionnaire. The events that led to this decision are detailed in the information which follows.

This researcher, following Eddings' procedures, verified the instrument's content validity by establishing the instrument's "clarity" and "accuracy" as perceived by a stratified random sample of Fairfax County, Virginia school principals. Thirty-eight principals were selected to participate in the validation study. The principals were stratified into elementary and secondary levels (ten secondary and twenty-eight elementary). Responses were received from thirty principals. Two of the respondents declined to participate in the survey. The

validation study and raw data summarization is attached as Appendix D to this study.

The data indicated that it was necessary to omit ten items from the revised questionnaire. This decision was based on the individual item's failure to meet a 65 percent criterion level which indicated that the item was "clear" and "accurate" to the respondents. The 65 percent criterion was arrived at statistically by computing the standard error of percentage, utilizing the following formula:

$$p - z\sqrt{\frac{pq}{n}} \geq .50 \times 100$$

where p = proportion (65)

$q = 1 - p$ (35)

z = Standard Score--95% confidence level (1.6449)

n = Number of Respondents (30)

The computed percentage was slightly in excess of 64.39 percent. The 65 percent criterion was thus selected for use in this study. Every item selected for inclusion in the revised questionnaire exceeded the 65 percent criterion. Therefore, the researcher was confident (at the 95 percent confidence level) that the respondents' favorable responses were not likely to be a function of chance. Rather, there was a 95 percent probability that the responses truly indicated that over 50 percent of Fairfax County principals felt that the instrument was "clear" and "accurate".

Again, following Eddings' procedures, the researcher utilized Hoyt's approximation of Kuder-Richardson Formula 20 which measures the internal consistency of dichotomous responses. The validation questionnaire sent to the Fairfax County principals elicited dichotomous responses. The reliability coefficients obtained were .95 for "clarity" and .85 for "accuracy". Therefore, the coefficients established the fact that Fairfax County principals did consistently interpret the "clarity" and "accuracy" of the questionnaire items. However, the questionnaire used in the statewide sample solicited multiple and different responses than that used in the validation instrument. This, in the researcher's opinion, was not sufficient evidence for establishing the instrument's reliability.

The responses to the questionnaire used in the statewide survey of Virginia's principals generated the necessary data for calculating the instrument's reliability. Reliability was established by utilizing Cronbach's "Coefficient Alpha" (1951), a derivation of the Kuder-Richardson formula. This procedure was selected because of its capability to consider the multiple response (three for "Used"; four for "Effective") categories elicited by the revised questionnaire. It was necessary to consider both categories of responses in establishing the instrument's reliability. The reliability coefficients obtained were .89 for "Used" and .89 for "Effective".

"Most test makers and researchers are satisfied if they obtain reliability coefficients of .90 and above but dissatisfied if they get coefficients below .70" (Ary and associates, 1972 p. 209). Reliability for the instrument was, therefore, established.

As mentioned previously, the questionnaire used in this study solicited different responses. The response categories for "Use" were: "As Stated", "Modified" and "Not At All". The response categories for "Effective" were: "Very", "Some", "Little" and "Not At All". The categories for "Effective" were revised for two reasons: (1) to make it more feasible to scale the responses so as to evoke interval data rather than nominal data and (2) to clarify the response categories.

The revised questionnaire contained seven descriptive items (age, size of teaching staff, years of administrative experience, number of teachers evaluated, membership in teacher organization, EBO training, and hours of training in the use of EBO procedures). These items provided the data necessary to test the hypothesis. One procedural item was added to the validation survey but omitted in the survey mailed to the population sample. The item is as follows: The concept of partial evaluation (teacher self-evaluation with the evaluator acting as an advisor) was utilized to evaluate some teachers. The

source for this particular procedure was found in both the Tentative Report: Evaluation of Personnel (1972), page 67 and the Evaluation Procedures Handbook (Tentative Model) (1974), page 13. The latter defined "partial evaluation" as:

> ...an abbreviated process which, while involving all of the components of full evaluation, is essentially self-evaluation. The principal or other evaluator functions primarily in an advisory capacity.

This category was deleted from the revised questionnaire because it failed to meet the necessary 65 percent criterion level. The numbers of and the percentage of Fairfax County principals' responses to the "clarity" and "accuracy" of each procedural item is depicted in Tables 11, 12, 13 on pages 173, 174, 175 respectively of Appendix D.

Analysis

Research Questions 1, 2 and 3 were information questions. Analysis of Question 1 determined to what extent principals were using the EBO procedures. Analysis of Question 2 specified the effectiveness of the EBO procedures as perceived by those principals who used the procedures. Analysis of Question 3 specified the effectiveness of the EBO procedures as perceived by those principals who did not use the procedures.

It was necessary to reorganize the "Effective" responses into dichotomous categories. This provided for a more meaningful interpretation of the data in analyzing the first three questions. The "How Effective in Improving Teacher Performance" responses were collapsed into "Effective" ("Very" and "Some") and "Not Effective" ("Some" and "Little") categories.

The preceding allowed for the presentation of the data in a 3 X 2 table format. The data was recorded numerically and as a percentage of the total responses. The columns were labeled "Effective" and "Not Effective". The rows were labeled "Used", "Modified" and "Not Used". The proper numbers and percentages were placed in the appropriate cells. The 3 X 2 table is presented as Table 5 on page 97.

Research Question 4 necessitated the statement of a formal hypothesis (page 29). The question was answered by using multiple regression analysis (MRA).

The multiple regression model used in answering Question 4 is in the following form:

$$y = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + B_7X_7$$

where

y = dependent variable

$X_1, X_2, \ldots X_7$ = independent variables

a = constant

$B_1, B_2, \ldots B_7$ = partial regression coefficients

where

y = principals' perceptions of the effectiveness of the suggested EBO procedures

and

X_1 = age

X_2 = number of teachers evaluated

X_3 = years of administrative experience

X_4 = membership in teacher organizations

X_5 = number of teachers in the school

X_6 = EBO training

X_7 = hours of EBO training

In discussing the meaning of regression coefficients, Nie and associates (1975) state:

> A partial regression coefficient, say B,...stands for the expected change in y with a change of one unit in X_1 when X_2 and X_3, X_4, X_5 is held constant or otherwise controlled for (p. 330).

It is, therefore, possible to partial out the effects of the other independent variables. This results in the isolation of the effects of one independent variable on the dependent variable. Using the preceding stated formula and variables as an example, age can be isolated in order to determine its unique contribution to the dependent variable, while the effects of the remaining independent variables (number of teachers evaluated, etc.) are held constant. It must be noted that the preceding characteristic of a partial regression coefficient holds

true only for the exact set of variables listed in the equation. The addition or elimination of a variable would result in a redistribution of the variance among the new set of independent variables.

The significance tests for multiple regression analysis are based on the following assumptions (Nie and associates, 1975):

> 1. The sample is drawn at random.
> 2. Each array of y for a given combination of X's follows the normal distribution.
> 3. The regression of y and X's is linear.
> 4. All the y arrays have the same variance (p. 341).

The significance of the multiple R was tested using the F distribution with K (the number of independent variables) and N - K - 1 degrees of freedom. The overall F test "uses statistical inference procedures to test the null hypothesis that the multiple correlation is zero in the population from which the same was drawn" (Nie and associates, p. 336).

The computer program selected for this analysis was written by Nie and associates (1975) and is available under the title SPSS at the Virginia Polytechnic Institute and State University's computer center. This program provides for a test of the statistical significance of each partial regression coefficients as well as the overall F test. The program also provides the overall standard error for the regression equation.

Summary

This chapter has presented and detailed the procedures followed in answering the questions raised in Chapter I.

This study's population consisted of Virginia's public school principals. A stratified random sample of 315 principals were selected to participate in the study. The strata were subdivided by Regional Study Groups and by elementary and secondary principals.

The original instrument was developed by Eddings (1976) and revised for use in this study. It contains seven descriptive items and twenty-five procedural statements. Response categories were organized so as to elicit interval data. Content validity was established by surveying a sample of Fairfax County Public School principals' opinions as to how "clear" and "accurate" the items represented the procedures suggested by the Virginia Department of Education. Reliability was established by calculating Cronbach's "Coefficient Alpha" (1951) from the data generated by the study questionnaire.

Analysis of Questions 1, 2 and 3 necessitated the collapsing of the "Effective" responses into a dichotomous category. The categories were "Effective" and "Not Effective". The "Used" responses remained as listed in the questionnaire. This made it possible to more easily

organize and interpret the data and provided appropriate numbers and percentages needed to answer the first three questions.

Question 4 necessitated the stating of a formal hypothesis. The question was answered by using multiple regression analysis.

IV

FINDINGS

Introduction

The findings of this study are reported as they pertain to the four questions stated in Chapter I. The statistical data are presented in table format and inferences are discussed only to the extent necessary to answer the questions raised in this study. Summary, conclusions, implications and recommendations are presented in Chapter V.

The questions asked in this study were:

1. Are the evaluators of classroom instruction in the Virginia school divisions currently utilizing the procedures suggested by the Virginia Department of Education?
2. If any or all the procedures are being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?
3. If the procedures are not being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?
4. How do certain institutional variables and

identified personal variables of the evaluator affect perceptions of the effectiveness of the model?

The data presented in Table 4 provide background information relevant to the questions asked in this study. Table 4 illustrates principals' perceptions of each EBO procedure. It is obvious that the majority of principals used or modified each one of the procedures. Furthermore, a majority of the principals considered each EBO procedure or some modification of a procedure to be effective. The combined Used/Effective and Modified/Effective columns for Item 7 represent the lowest "Effective" percentage (72.5 percent). Three other procedures (Items 13, 23 and 24) received similar percentages. The remaining procedures received higher Used/Effective and Modified/Effective percentages which ranged from 81.3 percent for Item 12 to 95.5 percent for Item 18. The preceding demonstrates the wide usage and perceived effectiveness of each of the procedures surveyed in the questionnaire.

It is interesting to note that five of the procedures (Items 7, 12, 13, 16 and 24) fell below the fifty percent level in the Used/Effective column. Stated in another way, these five items were not used as suggested by a majority of Virginia's principals. However, the combined totals of the Used/Effective and Modified/

Table 4

Summary by Item: Principals' Perceptions of Use and Effectiveness of Each EBO Procedure (Recorded in Percentages)

Questionnaire Item/EBO Procedure	Used/ Effective	Modified/ Effective	Not Used/ Effective	Used/Not Effective	Modified/ Not Effective	Not Used/ Not Effective
1	75.3	19.7	.4	1.8	2.2	.4
2	70.0	20.6	.4	4.5	4.0	.4
3	72.6	21.1	.4	4.0	1.8	.0
4	65.9	23.8	.9	5.4	2.7	1.3
5	65.9	26.8	.5	2.3	1.8	2.7
6	58.1	24.3	1.4	7.2	5.4	3.6
7	40.8	31.7	.9	6.9	9.6	10.1
8	56.2	36.9	.9	1.4	3.2	1.4
9	85.5	5.5	.9	5.5	1.4	1.4
10	68.9	26.1	.9	2.3	1.8	.0
11	63.9	21.8	1.9	5.1	4.6	2.8
12	49.5	31.8	.5	3.2	9.1	5.9

Table 4 (continued)

Questionnaire Item/EBO Procedure	Used/ Effective	Modified/ Effective	Not Used/ Effective	Used/Not Effective	Modified/ Not Effective	Not Used/ Not Effective
13	42.3	30.9	4.5	5.5	5.0	11.8
14	61.7	24.8	1.8	5.4	4.1	2.3
15	58.6	29.7	1.4	3.6	5.0	1.8
16	48.2	40.9	2.3	2.3	3.6	2.7
17	57.8	32.1	.9	2.8	5.0	1.4
18	81.1	14.4	.5	2.7	.0	1.4
19	72.3	21.8	1.4	1.8	1.8	.9
20	56.7	34.6	.9	2.3	3.2	2.3
21	61.0	31.2	.9	3.2	3.7	.0
22	66.1	23.1	.9	5.0	3.2	1.8
23	58.3	14.4	1.4	16.2	4.6	5.1
24	46.7	26.2	1.4	6.2	7.1	12.4
25*	58.2	31.0	.9	4.7	3.3	1.9

*Not an EBO procedure: represents principals' feelings of accomplishment as a result of their use of the EBO procedures.

Effective columns indicate that a majority of the principals did feel that these procedures or some modification of the procedures were effective. The percentages of effectiveness for the two columns ranged from 72.5 percent for Item 7 to 95.5 percent for Item 18.

Item 25 is not an EBO procedural item. Rather, it represents the principals' general feelings about their accomplishment at the conclusion of the EBO cycle. The item read, "I had a feeling of accomplishment after the final conference." It is interesting to note that the combined percentage of principals in the Used/Effective and Modified/Effective cells of Table 5 is 87 percent and the percentage of principals in the Used/Effective and Modified/Effective columns of Table 4 pages 94-95 for Item 25 is 89.2 percent.

Questions 1 and 2

The findings for Questions 1 and 2 are presented together in this section, because the questions are related. The questions are as follows:

1. Are the evaluators of classroom instruction in the Virginia school divisions currently utilizing the procedures suggested by the Virginia Department of Education?

Table 5

Summary: Principals' Perceptions of Use and Effectiveness of the EBO Procedures

N = 224	Effective		Not Effective		Total	
	% of Total	Actual Number	% of Total	Actual Number	% of Total	Actual Number
Used	61.6	138	4.5	10	66.1	148
Modified	25.4	57	4.0	9	29.4	66
Not Used	1.4	3	3.1	7	4.5	10
Total	88.4	198	11.6	26	100.0	224

2. If any or all the procedures are being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?

The findings that related to the first two questions are presented in the information summarized in Table 5, page 97. There were 224 principals who participated in the study. A substantial majority of the respondents who participated indicated that they used the procedures as suggested by the Virginia Department of Education. This represented 148 or 66.1 percent of the total number of principals who participated in the study. A majority of these principals (138 or 61.6 percent of the total sample) felt that the procedures were effective in improving teacher performance. This represented 93.2 percent of the principals who indicated that they used the EBO procedures. A minority of these principals (10 or 4.5 percent of the total sample) indicated that the procedures were not effective. This represented 6 percent of those principals who used the EBO procedures. A substantial percentage of the principals indicated that they utilized an EBO process to evaluate their teachers. However, these principals indicated that they modified the procedures and, therefore, deviated somewhat from the suggested guidelines. Those principals who fell into this

grouping (Modified/Effective and Modified/Not Effective) accounted for 66 or 29.4 percent of the total sample. A majority of these principals (57 or 25.4 percent of the total sample) felt that the procedures (modified) were effective in their evaluation of teachers. This represented 86.4 percent of the principals who indicated that they modified the procedures. A minority of these principals (9 or 4 percent of the total sample) indicated that the procedures (modified) were not effective. This represented 13.6 percent of those principals who modified the procedures. By combining the "Used" and "Modified" columns, it is clear that a large majority of Virginia's public school principals (214 or 95.5 percent of the total sample) are using or are modifying the EBO procedures in their evaluation of teachers. A majority of those principals who used or modified the EBO procedures (195 or 87 percent of the total sample) indicated that they felt that procedures (as suggested or modified) were effective in improving teacher performance. This represented 91.1 percent of those principals who used or modified the EBO procedures.

Question 3

Question 3 was stated as follows:

If the procedures are not being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?

Table 5, page 97 summarizes the information relevant to the findings that relate to this question. A few of the principals (10 or 4.5 percent) indicated that they did not use the EBO procedures. A minority of these principals (3 or 1.4 percent of the total sample) felt that the EBO procedures would be effective in improving teacher performance. This represented 30 percent of the principals who indicated that they did not use the EBO procedures. The majority of these principals (7 or 3.1 percent of the total sample) felt that these procedures were not an effective process for evaluating teachers. This represented 70 percent of those principals who did not use the EBO procedures.

Question 4

The analysis of Question 4 centered around the effort to determine if certain institutional (number of teachers in the school, number of teachers and hours of EBO training) and personal (age, teacher organization

membership and years of administrative experience) variables could serve as valid predictors of Virginia principals' perceptions of the effectiveness of the suggested EBO teacher evaluation procedures. The question was stated as follows:

> How do certain institutional variables and identified personal variables of the evaluator affect perceptions of the effectiveness of the model?

This question necessitated the stating of a formal hypothesis:

H_0 - A principal's perceptions of the effectiveness of the suggested EBO procedures is not related to age, administrative experience, hours of EBO training, membership in a teacher organization, number of teachers in the school and number of teachers to be evaluated.

Multiple regression analysis (MRA) was the statistical tool used to analyze the data. MRA was selected because it tests the significance of all the independent variables in a regression model. It is also possible to determine the unique contribution of each independent variable to the total variance of the dependent variable. MRA makes it possible to select the best possible combination of the independent variables which

predict the largest variance in the criterion variable.

The independent variables must be considered in terms of their correlation with one another. As the correlation between two variables increases, the unique contribution possible from either variable decreases.

Table 6 illustrates the correlation matrix among the independent variables as calculated by the regression sub-program of the Statistical Package for the Social Sciences (Nie and Associates, 1975). The intercorrelations among the independent variables ranged from .666 (number of teachers evaluated and number of teachers in the school) to a -.136 (teacher organization membership and number of teachers in the school). The five correlational pairs significant at the .01 level were as follows: number of teachers evaluated and number of teachers in the school (.666); age and years of administrative experience (.625); EBO training and hours of EBO training (.468); years of administrative experience and number of teachers in the school (.236); and the number of teachers evaluated and years of administrative experience (.182). One pair of independent variables (EBO training and teacher organization membership) was significantly correlated at .05 level (.149). The correlations among the statistically significant pairs indicated shared variances that ranged from 44.4 percent to 2.2 percent.

Table 6

Intercorrelations Among the Independent Variables

	Age	Number of Teachers Evaluated	EBO Training	Member of Teacher Organization	Years of Administrative Experience	Number of Teachers in School	Hours of EBO Training
Age		.075	.098	.132	.625[b]	.103	.026
Number of Teachers Evaluated			.015	.091	.182[b]	.666[b]	.078
EBO Training				.149[a]	.046	.048	.468[b]
Member of Teacher Organization					.058	-.136	.051
Years of Administrative Experience						.236[b]	-.058
Number of Teachers in School							.020
Hours of EBO Training							1.000

a - significant at .05 level
b - significant at .01 level

Table 7 illustrates the full regression model. Prior to an examination of the data presented in the table, it is important and useful to point out the unique contribution of each independent variable to the dependent variable. The standard partial regression coefficients (Beta coefficients) listed for each independent variable provide this data. Guilford and Fruchter (1973) discussed the usefulness of the Beta coefficients:

> Beta coefficients are called standard partial regression coefficients--"standard" because they would apply if standard measures were used in all variables and "partial" because, as in the case of the coefficient of partial correlation, the effects of other variables are held constant (p. 362).

The independent variable "Age" made an unique contribution that is significant at the .01 level. Two other independent variables (number of teachers in the school and number of teachers evaluated) uniquely contributed (at the .05 level of significance) to the total variance of the criterion variable.

Given the data presented in Tables 6 and 7, an MRA was initiated in order to determine the independent variables' validity as predictors of the dependent variable "Effectiveness". MRA was utilized to select the most appropriate combination of these independent variables which resulted in the highest R square (R^2) with the lowest standard error estimate.

As previously mentioned, Table 7 represents the

Table 7

Regression Analysis between the Independent Variables in the Full Model and the Dependent Variable Effective

Independent Variables	Partial Regression Coefficients	Standard Partial Regression Coefficients	Standard Error	F-Ratio	Student "t"
Hours of EBO Training	.0100545	.00884	.08990	.013	.114
Age	- .2174282	-.22354[b]	.08672	6.287[b]	2.510[a]
Number of Teachers in School	- .0734923	-.14452[a]	.04812	2.333[a]	1.530
Number of Teachers Evaluated	.0983976	.16075[a]	.05710	2.970[b]	1.720
Years of Administrative Experience	.1085670	.08092	.12198	.792	.890
Member of Teacher Organization	-2.2143020	-.10973	1.43227	2.390[a]	1.550
EBO Training	2.2112350	-.10933	1.61081	1.886	1.370

a - significant at .05 level
b - significant at .01 level

Constant	53.13273	Adjusted R Square	.05410
Multiple R	.29531		
R Square	.08721	Standard Error	9.76141
Overall F-Ratio	2.63421		

full regression model. The total multiple correlation (multiple R) was .295. The unadjusted coefficient of determination (R^2) was equal to .087. The coefficient of determination adjusted for degrees of freedom (adjusted R^2) was equal to .054. The overall F-Ratio for this equation was 2.63421 and was significant at the .05 level.

The partial regression coefficient represented the amount of each independent variable's unique association with the criterion with the effects of the other independent variables partialed out. The standard error of the partial regression coefficient was divided into the partial regression coefficient to obtain a student "t" value. The square root of each independent variable will calculate the same results (Williams, 1974). The student "t" tests the partial regression coefficient for its probable departure from a zero relationship with the dependent variable. The student "t" value was compared to a tabled value of "t" with 2/200 degrees of freedom. The calculated value of the student "t" must equal or exceed 2.601 for a .01 significance and a 1.972 for a .05 significance (Guilford and Fruchter, 1973).

Following this procedure only the independent variable "Age" (student "t" value of 2.51) was significant at the .05 level. The remaining variables in themselves did not possess enough of a unique contribution to be

statistically significant. This was not surprising since the adjusted R^2 accounts for only 5.4 percent of the variance in the dependent variable.

In order to determine which of the independent variables possessed the best combination for prediction, the forward (stepwise) inclusion of the SPSS program was utilized. The computer entered the variables one at a time into the equation. Nie and associates (1975), in explaining this procedure stated:

> The variable that explains the greatest amount of variance in the dependent variable will enter first; the variable that explains the greatest amount of variance in conjunction with the first will enter second, and so on (p. 345).

Table 8 represents the completed stepwise model. The variables are listed in the order they were entered into the equation. The variables "Years of Administrative Experience" and "Hours of EBO Training" were entered last and not included in Table 8. An analysis of these two variables' contribution as predictors showed that they did not significantly contribute to the adjusted R^2 coefficient of determination. In fact, the adjusted R^2 coefficient was somewhat reduced when these variables were entered into the equation. Similarly, the standard error of estimate increased somewhat as these variables were entered into the equation. The variables, as listed in Table 8, represent the best possible combination of the

Table 8

Regression Analysis between the Five Independent Variables in the Stepwise Model and the Dependent Variable Effective

Independent Variables	Partial Regression Coefficients	Standard Partial Regression Coefficients	Standard Error	F-Ratio	Student "t"
Age	- .1697662	-.17457	.06796	6.241[b]	2.50[a]
EBO Training	-2.1609700	-.10679	1.41305	2.339[a]	1.53
Member of Teacher Organization	-2.208834	-.10946	1.42750	2.394[a]	1.55
Number of Teachers Evaluated	.1010191	.16504	.05634	3.214[b]	1.79
Number of Teachers in School	- .06775195	-.13323	.04732	2.050[a]	1.43

a-- significant at .05 level
b - significant at .01 level

Constant	52.04810
Multiple R	.28890
R Square	.08346
Adjusted R Square	.05996
Standard Error	9.73114
Overall F-Ratio	3.55137[b]

independent variables which produced the largest adjusted R^2 coefficient of determination as well as the lowest standard error of estimate. Therefore, of the independent variables presented in this study, the variables of "Age", "EBO Training", "Teacher Organization Membership", "Number of Teachers Evaluated" and "Number of Teachers in the School" represented the best possible set of predictors of the independent variable "Effectiveness". These variables accounted for nearly 6 percent of the variance in the criterion variable "Effectiveness".

It is important to note that as in Table 7 (page 105), only the calculated student "t" of the independent variable "Age" was significant at the .05 level. Again, this was not unexpected. The adjusted R^2 is in itself not that far numerically from zero. The F-Ratio of 3.55137 was significant beyond the .01 level. Therefore, the null hypothesis stated in Chapter I is rejected. A statistically significant relationship does exist between the independent variables and the criterion variable.

Summary

This chapter presents the findings to the questions stated in Chapter I. Questions 1, 2 and 3 were answered utilizing a 3 X 2 tabular format. Principals overwhelmingly used and perceived the EBO procedures to be effective.

Multiple regression analysis (MRA) was utilized in order to test and reject the null hypothesis stated in Chapter I (page 29). The independent variables of "Age", "EBO Training", "Teacher Organization Membership", "Number of Teachers Evaluated", and "Number of Teachers in the School" were selected, using the SPSS stepwise procedure, as the best combination of independent variables that yielded the highest adjusted R^2 coefficient of determination as well as the lowest standard error of estimation.

V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter provides a summary of this study, conclusions based on the findings, implications for teacher evaluation and recommendations for further study.

Summary

Introduction

The Virginia revised constitution, as adopted by the General Assembly, became effective on July 1, 1971. Article VIII, Section 2 of that constitution directed the Virginia Department of Education to establish standards of quality for its school divisions subject to revision only by the General Assembly. Per that directive, the Virginia Department of Education suggested an Evaluation by Objectives (EBO) teacher evaluation system as a means for its school divisions to satisfy the personnel evaluation portion of the legislative mandate.

This study surveyed Virginia's principals as to their use of and perceptions of the efficacy of the suggested EBO procedures. More specifically, the researcher conducted the study in order to determine if certain personal and certain institutional variables could serve as accurate predictors of Virginia public school principals'

perceptions of the suggested EBO procedures.

Statement of the Problem

Eddings (1976) assessed teachers' perceptions of the effectiveness and perceived use of the Virginia Department of Education's suggested EBO model. The study's findings are revealing and important. However, personal evaluation necessitates a particular type of interaction. Evaluation is a two participant process that involves an evaluator and an evaluatee. The school principal or his/her designee is the evaluator of a teacher. It was, therefore, important to know the perceptions of Virginia's principals, since they were responsible for implementing the model as suggested by the Virginia Department of Education. In order to obtain this information, the researcher attempted to answer the following questions:

1. Are the evaluators of classroom instruction in the Virginia school divisions currently utilizing the procedures suggested by the Virginia Department of Education?
2. If any or all the procedures are being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?
3. If the procedures are not being utilized, do the evaluators perceive them to be an effective method of evaluating teacher performance?
4. How do certain institutional variables and identified personal variables of the evaluator affect perceptions of the effectiveness of the model?

The following hypothesis was derived as a result of a study of the literature:

H_0 - A principal's perceptions of the effectiveness of the suggested EBO procedures is not related to age, administrative experience, hours of EBO training, membership in a teacher organization, number of teachers in the school and number of teachers to be evaluated.

Procedures

This study's population consisted of Virginia's public school principals. A stratified random sample of 315 principals was selected to participate in the study. The strata were subdivided by Regional Study Groups and by elementary and secondary principals.

The original instrument was developed by Eddings (1976) and revised for use in this study. Content validity was established by surveying a sample of Fairfax County Public School principals' opinions as to how "clear" and "accurate" the items represented the procedures suggested by the Virginia Department of Education. Reliability was established by calculating Cronback's "Coefficient Alpha" (1951) from the data generated by the study questionnaire.

An initial mailing and appropriate follow-up procedures resulted in a total response of 230 participants or 73 percent of the principals. Seven or 2 percent declined to participate in the study. Figure 6, page 75 outlines the sequence of events that led to the total number of respondents who participated in the study. A total of 224 or 71.1 percent were able to participate in

the analysis of Questions 1, 2 and 3. A lesser number (201 or 64 percent) participated in the analysis of Question 4. Some of the participants did not answer one or more sections of Part I and, therefore, could not be included in the analysis.

An analysis of Question 1, 2 and 3 necessitated the collapsing of the "Effective" responses into a dichotomous category. The "Used" responses remained in the three category selections listed on the questionnaire. The responses were tabulated and organized in a 3 X 2 table format. The columns were labeled "Effective" and "Not Effective". The rows were labeled "Used", "Modified" and "Not Used".

Question 4 necessitated the stating of a formal hypothesis. The question was answered by using multiple regression analysis (MRA).

Findings

An analysis of Questions 1, 2 and 3 was tabulated and presented in a 3 X 2 table (Table 5, page 97). A substantial majority of the respondents who participated in the study (148 or 66.1 percent) indicated that they used the procedures as suggested by the Virginia Department of Education. A majority of these principals (138 or 61.6 percent of the total sample) felt that the procedures were effective. The remaining 10 or 4.5 percent of the total

sample indicated that the procedures were not perceived to be effective. A substantial number (66 or 29.4 percent) of the total sample) indicated that they modified the EBO procedures and, thus, deviated from the suggested guidelines. A majority of the principals (57 or 25.4 percent of the total sample) felt the procedures (modified) were effective in improving a teacher's performance. The remaining principals (9 or 4 percent of the total sample) indicated that the procedures (modified) were not effective. It is obvious that EBO was widely used and/or modified by Virginia's public school principals in their evaluation of teachers. The combined total of the "Used" and "Modified" columns indicates that a total of 214 or 95.5 percent of the total sample used or modified the EBO procedures. It is equally important to note that 86.8 percent of the sample felt that the procedures were effective in improving a teacher's performance. A small percentage of the State's principals (10 or 4.5 percent of the total sample) did not use the procedures. The majority of non-users felt that the procedures would not be an effective process for evaluating teachers.

Multiple regression analysis (MRA) was the statistic used to analyze Question 4. First, the independent variables were considered in terms of their intercorrelations. Five correlated pairs were statistically

significant at the .01 level and one at the .05 level. Two of the independent variables' Beta coefficients were statistically significant at the .05 level and one at the .01 level.

Using MRA, the independent variables in the full model yielded a multiple R of nearly .30. The adjusted R^2 coefficient of determination was equal to .05 and the overall F-Ratio was significant at the .05 level. Further MRA analysis was conducted utilizing the SPSS stepwise procedures. Each independent variable was entered into the equation one at a time. The first to be entered was "Age", since it had the largest unique contribution to the dependent variable's variance. The second variable to be entered was "EBO Training", since it, in conjunction with "Age", had the next greatest contribution. The remaining variables were entered one at a time based on their unique contributions in conjunction with those variables that were first entered. Five variables were selected as the best possible combination of predictors of those variables considered in this study. They were (in addition to those just mentioned) "Teacher Organization Membership", "Number of Teachers Evaluated" and "Number of Teachers in the School". This equation resulted in a slightly lower multiple R of nearly .29 and an adjusted R^2 of nearly .06. The F-Ratio for the stepwise model was significant beyond

the .01 level. These variables yielded the highest adjusted R^2 and the lowest standard error of estimate. Therefore, the null hypothesis was rejected, since there was a statistically significant relationship between the independent variables and the dependent variable.

Conclusions

Questions 1, 2 and 3

These questions were concerned with (1) to what extent did the principals use the EBO procedures, (2) to what extent did these principals perceive the EBO procedures to be effective and (3) to what extent did those principals who did not use EBO perceive that it would be effective in improving teacher performance.

In examining the responses to the study questionnaire, it became apparent that the suggested EBO procedures were widely used by Virginia's public school principals in their evaluation of teachers. Effectiveness was defined as whether or not the principals felt that the EBO process did in fact improve teacher performance.

A few of the principals did not use the procedures. Most of these principals felt that the procedures would not be effective as a teacher evaluation process. It was, therefore, quite evident that a principal's positive perceptions concerning the

effectiveness of EBO was closely related to whether or not the procedures were used by the principal.

The principals' responses to Item 25 are pertinent to this discussion. Of the 224 responses, 199 or 89 percent of the principals felt that the procedures gave them a feeling of accomplishment as a result of their use of the EBO procedures. Therefore, an overwhelming majority of the State's principals felt that the procedures were effective (86.8 percent) and provided them with a sense of satisfaction as a result of using the procedures (89.2 percent).

Conclusions concerning Virginia principals' use and perceived effectiveness of the suggested EBO procedures are as follows:

1. A substantial majority of Virginia's principals (66.1 percent) used the procedures as suggested by the Virginia Department of Education.
2. The suggested EBO procedures were used in a modified form by a sizeable minority (29.4 percent) of Virginia's public school principals.
3. EBO was used as suggested or modified by 95.5 percent of the principals in the State of Virginia.
4. An overwhelming percentage of Virginia's

principals who used or modified the EBO process perceived the procedures to be effective. Of those principals who used EBO as suggested, 93.2 percent perceived the procedures to be effective; and of those principals who used EBO in a modified form, 86.4 percent perceived the procedures to be effective. Therefore, 91.1 percent of the principals who used or modified the EBO process stated that the procedures were effective in improving teacher performance.

5. A majority of those principals who did not use the procedures (7 of 10 or 70 percent) perceived that the EBO procedures would not be effective in improving teacher performance.
6. A large majority of Virginia's principals felt that the procedures were effective and felt that their use of the EBO process provided them with a sense of satisfaction and accomplishment.

Question 4

In Question 4 the relationships between the independent variables and the dependent variables were examined by using multiple regression analysis (MRA). When MRA was undertaken, with all of the seven independent

variables, the multiple correlation obtained was .295. The adjusted R^2 coefficient of determination was .054. In order to determine the best possible combination of predictors, each variable was entered into the equation one at a time. The stepwise model did improve the adjusted R^2 by .005 to .059. The variables identified as uniquely contributing 5.9 percent of the dependent variables' variance were "Age", "EBO Training", "Teacher Organization Membership", "Number of Teachers Evaluated" and "Number of Teachers in the School".

It is apparent and not surprising to see that the independent variables in the stepwise model, while significant at the .01 level, do not serve as useful predictors of a principal's perceptions as to the effectiveness of EBO as a teacher evaluation process. The fact is, as seen in the analysis and conclusions to Questions 1, 2 and 3, there was little variance among the population. The great majority of Virginia's principals did use and did feel that EBO was effective as a teacher evaluation process. Therefore, it is extremely difficult to identify a useful set of variables as predictors of a dependent variable that has little variance. The results of an investigation can be statistically significant and at the same time not be meaningful or important (Ary and associates, 1972). This appears to

be the case with the independent variables tested in this study.

Conclusions concerning the relationships between the seven personal and institutional variables identified in this study are as follows:

1. All of the variables taken together accounted for only 5.4 percent of the variance associated with a principal's perceived effectiveness of the EBO procedures.
2. The stepwise procedures of the SPSS computer program improved the adjusted R^2 score to 5.99 or nearly 6 percent of the variance associated with a principal's perceived effectiveness of the EBO procedures.
3. A principal's perceptions of EBO's effectiveness is not easily predicted based on the variables identified and tested in this study.
4. The independent variable "Number of Teachers Evaluated" was not useful as a meaningful predictor, even though it was uniquely and positively related to a principal's perceived effectiveness of EBO as a teacher evaluation process.
5. The independent variables of "Age", "EBO

Training", "Teacher Organization Membership" and "Number of Teachers in the School" were not useful as meaningful predictors, even though they were uniquely and negatively related to a principal's perceived effectiveness of EBO as a teacher evaluation process.

Implications

Getzels-Guba Model

The Getzels-Guba model (Figures 3 and 4, pages 36 and 37) and their description of the school as a social system was the theoretical framework under which this study was undertaken. The models demonstrate that the influence of role and personality factors vary with each individual within the same and in different settings. The school system has defined the superior-subordinate roles and expectations of principals and teachers. The suggested EBO procedures delineate and define the roles of participants and their relationships within a performance evaluation framework (nomothetic). The individual role-incumbents adapt to the suggested procedures in terms of their own background and experience (ideographic) as defined by their personality and need-disposition (Getzels, 1958).

Specific institutional (nomothetic) independent

variables (number of teachers to be evaluated, number of teachers in the school, EBO training and hours of EBO training) and personal (ideographic) independent variables (age, teacher organization membership and years of administrative experience) were tested utilizing multiple regression analysis. MRA afforded the opportunity to determine the variables' use as predictors of principals' perceptions concerning the suggested EBO teacher evaluation process. Utilizing the MRA stepwise sub-program, five of the seven variables identified in this study were selected as the best combination for prediction. The variables' predictive power (adjusted R^2 of .059), although statistically significant beyond the .01 level, was not adequate enough to serve as a reliable predictor of principals' perceptions about EBO's effectiveness.

The analysis and conclusions have shown that there was little variance among the population concerning the dependent variable. Most principals used EBO and most felt it to be effective. Therefore, it would be extremely difficult to identify a group of specific variables (personal or institutional) that could serve as meaningful predictors of this particular dependent variable. The results of this study, therefore, neither affirm nor deny the validity of the Getzels-Guba model as a valid predictor of principals' perceptions concerning

EBO's effectiveness as a teacher evaluation process. Gibbs (1968), in his study, examined the validity of the Getzels-Guba model in terms of its ability to predict administrative behavior. The findings of this study support his conclusion that:

> Even though both of the reported probabilities were statistically significant, it was concluded that the findings were not strong enough to permit any conclusions about the validity of the Getzels' and Guba model (Dissertation Abstracts, Vol. 29:9 p. 2923).

The Eddings Study

The Eddings study (1976) assessed teachers' perceptions of the effectiveness and perceived use of the Virginia Department of Education's suggested EBO model. The study's findings provided needed and relevant information. Though important, the information was incomplete. Teacher evaluation is a two-participant interaction that involves an evaluator as well as an evaluatee. The principal or his/her designee is the evaluator of the teacher. This study provided the necessary information needed to compare principals' and teachers' assessments concerning the effectiveness of EBO in improving teacher performance.

Prior to beginning the discussion, a few words about the mechanics of the Eddings study are in order. Eddings organized his conclusions around each EBO

procedure. He indicated whether or not a majority of the teachers perceived the procedure as being used in their evaluation; and whether or not they perceived it to be effective. It is important to point out that Eddings defined majority as 51 percent or more of the participants in his study. It was not possible, from the data presented in his study, to determine the size of the majority.

The information presented in Table 9 provides the data necessary for comparisons, conclusions and implications regarding principals' and teachers' perceptions about the suggested EBO procedures. A comparison of this study's findings with the Eddings study's findings provides information that generally supports the conclusion reached in other studies that principals and teachers agree on the purpose and need for teacher evaluation. There is, however, substantial disagreement on the implementation, interpretation and scope of the evaluation process (Fazio, 1974; Herboldt, 1975; Smith, 1974; Thompson and associates, 1975).

A procedural item by procedural item analysis points out the areas of disagreement. More specifically, Table 9 lists the procedures that the majority of teachers perceived to have not been implemented. The last column indicates the percentage of those principals

Table 9

Areas of Principal and Teacher Disagreement on Perceived Use of EBO Procedures

Procedures a Majority (51% or more) of Teachers in Eddings Study Perceived Were Not Used in Evaluation	% Principals in Renzi Study who Perceived Procedures Were Used/Modified
"Ground Rules" regarding classroom visitation were cooperatively determined.	83.7
A time-table for the accomplishment of objectives was established.	96.0
My teacher evaluation conferences during the year were related to target objectives	95.0
The teacher and I cooperatively altered plans of action as needed.	97.7
Assessment implications were discussed during the final evaluation.	96.7
Follow-up actions were discussed by the teacher and me.	99.1
Clarification of the use of the teacher's final written evaluation was made clear to the teacher by me.	97.4
Provisions were made for teachers to appeal my assessments.	93.5
Plans were made for the next evaluation cycle.	86.2

who perceived that they used or modified each of the procedures. The percentages ranged from 83.7 percent for Item 13 to 99.1 percent for Item 21. It is very obvious that there is a wide range of disagreement between teachers and principals concerning these particular EBO procedures. These procedures are similar to those identified by Herboldt (1975), Fazio (1974) and Thompson and associates (1975). It has already been pointed out in Chapter II that role incongruence can and often does lead to conflict (Getzels and associates, 1968); Savage, 1968). The preceding could well represent differences in the perceptions of a principal's role as a teacher evaluator. The National Education Association (NEA) views MBO with a great deal of mistrust and performance-based evaluation models, such as EBO, are themselves a source of conflict (Brown, 1972; Snider, 1976). It is, therefore, important to point out that disagreements over the use of the procedures listed in Table 9 can be a source of continued conflict between the State's principals and teachers.

A majority of the principals and teachers indicated that they had a feeling of accomplishment after their final evaluation conference. Most of the teachers in the Eddings study "perceived the evaluation process to be a success in their school" (p. 137). It is also

appropriate to note that most of the teachers felt that the procedures listed in Table 9 could be of help in improving their classroom performance. Principals perceived the procedures to be effective in improving teacher performance. Herein, lies the potential for the Virginia Department of Education to promote and widen the areas of agreement between the State's principals and teachers.

The Four Research Questions

The analysis and conclusions to Questions 1, 2 and 3 clearly indicate that the suggested EBO procedures were used or modified by the large majority (95.5 percent) of Virginia's public school principals. The majority of these principals (87 percent) felt that the procedures were effective in improving teacher performance. Therefore, it is evident that the Standards of Quality mandate concerning teacher evaluation was not only satisfied but was perceived by principals and teachers (Eddings, 1976) to have improved teaching performance.

The analysis to Question 4 was conducted using multiple regression analysis. The computed overall F-Ratio was large enough to reject the null hypothesis on page 29. Although significant beyond the .01 level, the independent variables were not considered to be meaningful predictors of the dependent variable. The

preceding was in part due to the fact that the population (Virginia's principals) varied little in terms of their perceived effectiveness of the EBO procedures. Therefore, it does imply that it is not feasible to draw any valid assumptions, based on the independent variables tested in this study, concerning a principal's perceptions of the effectiveness of the suggested EBO procedures.

The Beta coefficient for each independent variable is contained in Table 7, page 105. As mentioned previously in Chapter IV, these coefficients represent a particular independent variable's unique contribution to the variance of the dependent variable. The size of the coefficients ranged from -.22 for "Age" to .008 for "Hours of EBO Training". These coefficients are too small to suggest any meaningful relationships or further implications. Kerlinger (1973) has made the following point concerning the size of a correlation coefficient:

> ...a case of a type that occurs frequently in the literature where r's are low and borderline. It has been said that it is inappropriate to bother with r's of .10, .20, and .30. With r's of .10 or less this point is well taken, but with r's of about .30, it is not (p. 201).

Ary and associates (1972) have pointed out that larger size samples may produce a number of correlation coefficients that "...may be low in value and yet be statistically significant" (p. 301). However, as these authors pointed out, a low correlation coefficient

indicates a weak relationship even though it may be statistically significant.

Procedures 7, 12, 13, 16 and 24

Five of the procedures listed in Table 4, pages 94-95 did fall below the fifty percent level in the Used/Effective column. These particular procedures were modified by a sizeable minority of the State's principals. The procedures and the percentages of principals who modified them were Item 7: use of performance criteria other than teaching duties (41.3 percent), Item 12: objectives stated in behavioral terms (40.9 percent), Item 13: establishing ground rules regarding classroom visitations (35.9 percent), Item 16: relating teacher evaluation conferences to target objectives (44.5 percent) and Item 24: making plans for the next evaluation cycle (33.3 percent).

These items were not used as suggested by a sizeable minority of Virginia's principals. These principals indicated that they did modify the suggested EBO procedure. However, it is important to note that an overwhelming majority of the principals who modified the procedures (Item 7: 76 percent; Item 12: 77 percent; Item 13: 86 percent; Item 16: 92 percent; Item 24: 79 percent) indicated that the procedures (modified) were effective in improving teacher performance.

The data generated by the instrument used in this study does not provide the information that pertains to the degree or type of modification implemented by these principals. It is clear that there is a need to analyze the nature of the modifications. It will, then, be possible to make a determination by procedural item of the impact of the modification as it relates to EBO, participant perception and Standards of Quality.

Recommendations

This study has provided some specific answers to questions concerning Virginia principals' perceived use and effectiveness of EBO, in addition to suggesting possible implications of EBO, in general, as an evaluation model. The findings of this research suggest topics for further study. Specific recommendations follow:

1. Evaluation is a continuous process. EBO's viability and effectiveness should be periodically assessed by the Virginia Department of Education.
2. Principals should first evaluate teachers by utilizing the EBO procedures prior to making judgments as to its worth or effectiveness as a teacher evaluation process.

3. The differences in principal and teacher perceptions concerning the perceived use of certain EBO procedures is a cause for concern. The Virginia Department of Education should assume the leadership role in narrowing the differences in perception by involving principal and teacher representatives in the clarification process.
4. An extension of this study should be conducted in order to determine (a) the degree that principals modified or deviated from the suggested procedures, (b) the effects of the modifications on the job performance and relationships between principals and teachers, and (c) if the modifications violate the Standards of Quality mandate concerning teacher evaluation.
5. The Virginia Legislature has recently revised its Standards of Quality (HB 256, 1976). New provisions in that bill have instructed the State Board of Education to develop by September, 1978, in cooperation with local districts, specific statewide minimum educational objectives. A uniform statewide test in reading, communication and mathematics

will measure annual student growth. This mandate will certainly affect the school and the supervisory relationships between the principal and teacher. It is, therefore, suggested that a detailed research project be undertaken to determine the effects of the new mandate as it relates to the EBO participants.

REFERENCES

Ary, Donald, Lucy Cheser Jacobs and Asghar Razovich, Introduction to Research in Education. New York: Holt, Rinehart and Winston, Inc., 1972.

Bell, Terrel H. A Performance Accountability System for School Administrators. West Nyack, N.Y.: Parker Publishing Co., Inc., 1974.

Bennett, Carson M. and Robert E. Hill Jr. "A Comparison of Selected Personality Characteristics of Responders and Nonresponders to a Mailed Questionnaire Study." The Journal of Educational Research, 58:178-180, December, 1964.

Biddle, Bruce J. "The Integration of Teacher Effectiveness Research," Contemporary Research on Teacher Effectiveness, eds. Bruce J. Biddle and William J. Ellena. New York: Holt, Rinehart and Winston, Inc., 1964.

_____ and William J. Ellena, eds. Contemporary Research on Teacher Effectiveness. New York: Holt, Rinehart and Winston, Inc., 1964.

Bidwell, Charles E. "The School as a Formal Organization," Handbook of Organizations, ed. James G. March. Chicago: Rand McNally and Co., 1965.

Bobbitt, H. Randolph and others. Organizational Behavior: Understanding and Prediction. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Bridges, E.M. "Bureaucratic Socialization: The Influence of Experience on the Elementary Principal." Educational Administration Quarterly, 12:19-28, Spring, 1965.

_____. "Teacher Participation in Decision Making: Interaction of Personal and Situational Variables." Administrator's Notebook, 12:1-4, May, 1964.

Brown, Richard. "The Truth about M.B.O. (Management by Objectives)." Wisconsin Journal of Education. 105:12, September, 1972.

Burnham, Peter S. "Role Theory and Educational Administration," Educational Administration and the Social Sciences, ed. George Baron and William Taylor. New York: Oxford University Press, 1969.

Carlton, Patrick W. "Educator Attitudes and Value Differences in Collective Negotiations," The Collective Dilemma: Negotiations in Education, eds. Patrick W. Carlton and Harold I. Goodwin. Worthington, Ohio: Charles A. Jones Publishing Co., 1969.

Castetter, William B. The Personnel Function in Educational Administration. 2nd ed. New York: Macmillan Publishing Co., Inc., 1976.

Charters, W.W., Jr. "An Approach to the Formal Organization of the School," Behavioral Science and Educational Administration: The Sixty-Third Yearbook of the National Society for the Study of Education, Part II, ed. Daniel E. Griffiths. Chicago: The University of Chicago Press, 1964.

Chronicle of Higher Education, "Surveying Found More Difficult and Costly," 8:22, March 4, 1974.

Clauser, John A. and Robert N. Ford. "Controlling Bias in Mail Questionnaires." Journal of the American Statistical Association, 42:497-511, December, 1947.

Corwin, Ronald G. "The Anatomy of Militant Professionalism," The Collective Dilemma: Negotiations in Education, eds. Patrick W. Carlton and Harold I. Goodwin. Worthington, Ohio: Charles A. Jones Publishing Co., 1969a.

_____. "Professional Persons in Public Organizations," Organization and Human Behavior: Focus on Schools, eds. Fred D. Carver and Thomas J. Sergiovanni. New York: McGraw-Hill Book Co., 1969b.

Cronback, Lee J. "Coefficient Alpha and the Internal Structure of Tests." Psychometrika, 16:297-334, 1951.

Culver, Carmen M. and Gary I. Hoban. The Power to Change: Issues for the Innovative Educator. New York: McGraw-Hill Book Co., 1973.

Cummings, L.L. and Donald P. Schwab. Performance in Organizations: Determinants and Appraisal. Glenview, Illinois: Scott Foresman and Co., 1973.

Drucker, Peter F.. Management Tasks Responsibilities Practices. New York: Harper and Row, Publishers, 1974.

_____. The Practice of Management. New York: Harper and Row, Publishers, 1954.

Eddings, Richard Lester. "An Assessment by Teachers of the Perceived Use and Effectiveness of the State of Virginia's Suggested Teacher Evaluation Procedures." Unpublished Ed.D dissertation, Virginia Polytechnic Institute and State University, 1976.

Etzioni, Amitai. "Authority Structure and Organizational Effectiveness," Groups and Organizations: Integrated Readings in the Analysis of Social Behavior, eds. Bernard L. Hinton and H. Joseph Reitz. Belmont, California: Wadsworth Publishing Co., Inc., 1971.

Evans, William M. "Conflict and Performance in R & D Organizations," Groups and Organizations: Integrated Readings in the Analysis of Social Behavior, eds. by Bernard L. Hinton and H. Joseph Reitz. Belmont, California: Wadsworth Publishing Co., Inc., 1971.

Faber, Charles F. and Gilbert F. Shearron. Elementary School Administration: Theory and Practice. New York: Holt, Rinehart and Winston, Inc., 1970.

Fazio, Joseph Phillip. "A Comparative Analysis of the Perception of Teachers and Principals Relative to Formal Observation--Evaluation in the Saugus Union School District." Unpublished Ed.D. dissertation, Brigham Young University, 1974.

Flanders, N.A. and Anita Simon. "Teacher Effectiveness," Encyclopedia of Educational Research, 4th ed., ed. Robert L. Ebel. New York: The Macmillan Co., 1969.

Getzels, Jacob W. "Administration As a Social Process," Administrative Theory in Education, ed. Andrew W. Halpin. Toronto, Ontario: The Macmillan Co., 1958.

_____. "A Psycho-Sociological Framework for the Study of Educational Administration." Harvard Educational Review, 22:235-246, Fall, 1952.

_____ and E.G. Guba. "Social Behavior and the Administrative Process." School Review, 65:423-411, 1957.

_____. "The Structure of Roles and Role Conflict in the Teaching Situation." Journal of Educational Sociology, 29:30-40, September, 1955.

_____, James M. Lipham and Roald F. Campbell. Educational Administration As a Social Process: Theory, Research, Practice. New York: Harper and Row, Publishers, 1968.

Gibbs, Gordon Lynn. "Use of Computer Simulation to Examine the Validity of Getzels' and Guba's Model in Terms of Its Ability to Predict Administrative Behavior." Unpublished Ph.D. dissertation, Iowa State University, 1968.

Gross, Neal and Robert E. Herriott. Staff Leadership in Public Schools: A Sociological Inquiry. New York: John Wiley and Sons, Inc., 1965.

Guilford, J.P. and Benjamin Fruchter. Fundamental Statistics in Psychology and Education, 5th ed. New York: McGraw-Hill Book Co., 1973.

Gulick, Luther. "Notes on the Theory of Organization," Papers on the Science of Administration, eds. Luther Gulick and L. Urwick. New York: Institute of Public Administration, 1937.

Grusky, Oscar and George A. Miller, eds., Sociology of Organizations. New York: Free Press, 1970.

Hall, Richard. Organizations: Structure and Process. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Havighurst, Robert J. and Bernice L. Neugarten. Society and Education, 3rd ed. Boston: Allyn and Bacon, Inc., 1967.

Hemphill, John K. "Personal Variables and Administrative Styles," Behavioral Science and Educational Administration: The Sixty-Third Yearbook of the National Society for the Study of Education, Part II, ed. Daniel E. Griffiths. Chicago: The University of Chicago Press, 1964.

Herboldt, Allen Albert. "The Relationship between the Perceptions of Principals and Teachers Concerning Supervisory Practices in Selected High Schools of Montana." Unpublished Ed.D. dissertation, Montana State University, 1975.

Hostrop, Richard W. Managing Education for Results. Homewood, Illinois: ETC Publication, 1973.

Indik, Bernard P. "The Relationship between Organization Size and Supervision Ratio," Comparative Organizations, ed. Wolf V. Heydebrand. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Katz, Daniel and Robert L. Kahn. The Social Psychology of Organizations. New York: John Wiley & Sons, Inc., 1966.

Kelly, Joe. Organizational Behavior. Homewood Illinois: Richard D. Irwin, Inc., 1974.

Kerlinger, Fred N. Foundations of Behavioral Research, 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1973.

Kibler, Robert J. and others. Objectives for Instruction and Evaluation. Boston: Allyn and Bacon, Inc., 1974.

Kimbrough, Ralph B. and Michael Y. Nunnery. Educational Administration: An Introduction. New York: Macmillan Publishing Co., Inc., 1976.

Kish, Leslie. Survey Sampling. New York: John Wiley & Sons, Inc., 1965.

Knezevich, S.J. Administration of Public Education, 2nd ed. New York: Harper and Row, Publishers, 1969.

_____. "MBO: Its Meaning and Application to Educational Administration." Education, 93:12-21, September/October, 1972.

_____. Management By Objectives and Results. Arlington, Virginia: American Association of School Administrators, 1973.

Krejcie, Robert V. and Daryle W. Morgan. "Determining Sample Size for Research Activities." Educational and Psychological Measurement, 30:607-610, 1970.

Lewis, James Jr. School Management by Objectives. West Nyack, New York: Parker Publishing Co., Inc., 1974.

Lieberman, Myron. "Negotiations: Past, Present and Future." School Management, 17:14-19, May, 1973.

Lucco, Robert J. and Philip E. Meekins. "Community Involvement in Instructional Programming: Fact or Fiction." Paper presented at annual meeting of American Education Research Association, April, 1977. Huc

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Mattaliano, Anthony P. "Management By Objectives: Techniques for the Principal." NASSP Bulletin, October, 1972, pp. 66-75.

McDonagh, Edward and Leon A. Rosenblum. "Comparison of Mailed Questionnaires and Subsequent Structured Interviews." Public Opinion Quarterly, 29:131-136, 1965.

McConkey, Dale D. "Applying Management By Objectives to Non-Profit Organizations." S.A.M. Advanced Management Journal, January, 1973, 10-20.

_____. MBO for Nonprofit Organizations. New York: AMACOM, A Division of American Management Association, 1975.

_____. "Management By Objectives: How to Measure Results," Emerging Concepts in Management, eds. Max S. Wortman Jr. and Fred Luthans. New York: The Macmillan Co., 1969.

_____. No-Nonsense Delegation. New York: AMACOM: A Division of American Management Associations, 1974.

McConkie, Mark L. Management By Objectives: A Corrections Perspective. Washington, D.C.: United States Department of Justice Law Enforcement Assistance Administration, Government Printing Office, 1975.

McFarland, Dalton E. Management: Principles and Practices, 4th ed. New York: The Macmillan Publishing Co., Inc., 1974.

McGrew, Jean B. and Donald A. Hafeman. Applying MBO to School Systems: A Case Study. Washington, D.C.: Educational Service Bureau, 1974.

McNeil, John D. and James Popham. "The Assessment of Teacher Competence," Second Handbook of Research on Teaching, ed. Robert M.W. Travers. Chicago: Rand McNally College Publishing Co., 1973.

Merton, Robert. "The Role-Set: Problems in Sociological Theory," Sociological Theory: A Book of Readings, 3rd ed., eds. Lewis A. Coser and Bernard Rosenberg. New York: The Macmillan Co., 1969.

Michels, Marianne. "The Changing Role of the Principal As a Response to Teacher Unionism in Educational Organization." Thrust for Educational Leadership, 5:23-25, May, 1976.

Morrisey, George L. "Making MBO Work--The Missing Link." Training and Development Journal, 30:3-11, February, 1976.

Nie, Norman H. and others. SPSS: Statistical Package for the Social Sciences. New York: McGraw-Hill Book Co., 1975.

Ordiorne, George S. Management By Objectives: A System of Managerial Leadership. New York: Pitman Publishing Corp., 1965.

Ornstein, Allen C. and Harriet Talmage. "The Promise and Politics of Accountability." NASSP Bulletin, March, 1974, pp. 11-19.

Ovard, Glen F. "Teacher Effectiveness and Accountability." NASSP Bulletin, January, 1975, pp. 87-94.

Popham, W. James. Educational Evaluation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

_____. "Practical Ways of Improving Curriculum Via Measurable Objectives." NASSP Bulletin, May, 1971, pp. 76-90.

Raia, Anthony P. Managing by Objectives. Glenview, Illinois: Scott, Foresman and Co., 1974.

Randles, Harry E. "The Principal and Negotiated Contracts." The National Elementary Principal, 55:57-61, November/December, 1975.

Redfern, George B. "Legally Mandated Evaluation." The National Elementary Principal, 52:45-50, February, 1973.

Roe, William H. and Thelbert L. Drake. The Principalship. New York: The Macmillan Co., 1974.

Rosenshine, Barak and Norma Frust. "Research on Teacher Performance Criteria," Research in Teacher Education: A Symposium, ed. Othanel Smith. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Ryans, David G. Characteristics of Teachers. Washington, D.C.: American Council on Education, 1960.

Sarbin, Theodore R. and Vernon L. Allen. "Role Theory," The Handbook of Social Psychology, 2nd ed., Vol. I, eds. Gardner Lindzey and Elliot Aronson. Reading, Massachusetts: Addison-Wesley Publishing Co., 1968.

Savage, William W. Interpersonal and Group Relations in Educational Administration. Glenview, Illinois: Scott, Foresman and Co., 1968.

Sergiovanni, Thomas J. and Fred D. Carver. The New School Executive: A Theory of Administration. New York: Dodd, Mead and Co., 1973.

Simon, Herbert A. Administrative Behavior, 2nd ed. New York: The Macmillan Co., 1954.

Smith, David C. "The Impact of Negotiation on Instruction." The National Elementary Principal, 53:67-68, May/June, 1974.

Smith, Gary Edward. "Teachers' Perceptions of Supervision in Virginia." Unpublished Ed.D. dissertation, University of Virginia, December, 1974.

Snider, Robert C. "Should Teachers Say No to MBO?" Today's Education, March/April, 1976, pp. 44-45, 102.

State of Virginia. Virginia School Laws 1975. Charlottesville, Virginia: The Mitchie Co., 1975.

Swenson, Clifford H. Jr. Introduction to Interpersonal Relations. Glenview, Illinois: Scott, Foresman and Co., 1973.

Talacchi, S. "Organization Size, Individual Attitudes and Behavior: An Empirical Study." Administrative Science Quarterly, 5:398-420, 1960.

Terrien, Frederic W. and Donald L. Mills. "The Effect of Changing Size upon the Internal Structure of Organizations," Comparative Organizations, ed. Wolf V. Heydebrand. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Thomas, E.J. "Role Conception and Organizational Size." American Sociological Review, 24:30-37, 1959.

Thompson, June E., Sanford M. Dornbusch and W. Richard Scott. Failures of Communication in the Evaluation of Teachers by Principals. Stanford, California: Stanford Center for Research and Development in Teaching, April, 1975.

Virginia State Department of Education. Evaluation Procedures Handbook (Tentative Model). Richmond: SDOE, January, 1974.

_____. Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74. Richmond: SDOE, September, 1972.

_____. Standards of Quality and Objectives for Public Schools in Virginia, 1976-78. Richmond: SDOE, 1976.

_____. Tentative Report: Evaluation of Personnel. Richmond: SDOE, August, 1972.

_____. Virginia Educational Directory: School Year 1976-77. Richmond: SDOE, January, 1977.

Williams, John D. Regression Analysis in Educational Research. New York: MSS Information Corp., 1974.

APPENDIX A

Source of Questionnaire Items

Sources of Questionnaire Items 1 - 35

QUESTIONNAIRE ITEM	SOURCE
DIAGNOSE CURRENT PERFORMANCE	
1. The duties and responsibilities required by my teaching assignment were explained to me.	"...the dimensions of job expectancy must be clear. This means defining the duties and responsibilities required in the performance of the assignment." Tentative Report (page 49).
2. A checklist of expected performance was given to me.	"Each school system usually has a list of performance criteria which it expects the individual to fulfill. Often these are the items found on check lists which are used to rate performance. Sometimes, performance criteria are stated in handbooks or other publications of the school system....It is imperative to have these benchmarks of desirable performance." Tentative Report (page 49)
10. I evaluated my own teaching on the performance criteria.	"Given a list of criteria, the evaluatee makes a diagnosis of current performance." Tentative Report (page 49)

QUESTIONNAIRE ITEM	SOURCE
SET PERFORMANCE OBJECTIVES	
	"Classroom Planning and Management (Teacher). In accordance with local policies and regulations, the teacher shall be responsible for discharging the following duties:
3. Humanizing of Instruction was one of the performance criteria used in my evaluation.	a. The teacher shall provide for the humanizing of instruction in the classroom....
4. Providing for Individual Differences was one of the performance criteria used in my evaluation.	b. The teacher shall provide for individual differences in the classroom....
5. Use of Appropriate Instructional Materials and Other Resources was one of the performance criteria used in my evaluation.	c. The teacher shall make use of available materials and other resources that are appropriate to the needs of pupils....
6. Organizing Learning Activities to Achieve Specific Purposes was one of the performance criteria used in my evaluation.	d. The teacher shall organize learning activities to achieve specific objectives....

QUESTIONNAIRE ITEM	SOURCE
7. Evaluating the Progress of Students was one of the performance criteria used in my evaluation.	f. The teacher shall evaluate the progress of students....
8. Providing a Favorable Psychological Environment was one of the performance criteria used in my evaluation.	e. The teachers shall provide a favorable psychological environment for learning...." (Standards of Quality and Objectives for Public Schools in Virginia, 1972-74; Virginia School Laws (1972) (pages 8-9) Tentative Report (pages 51-56)
9. Performance criteria used in my evaluation included criteria other than teaching duties (ex. cooperation with administration, peer relations, etc.)	"Any school system has given local conditions which dictate differing needs as to the design and use of evaluation programs." Tentative Report (page 110) "Some school divisions may wish to develop additional criteria to supplement the six provided...." Evaluation Procedures Handbook (page 5)

QUESTIONNAIRE ITEM	SOURCE
11. My evaluator evaluated my teaching on the performance criteria.	"The evaluator likewise makes a diagnosis of the status of the evaluatee's current performance." Tentative Report (page 49)
12. I submitted my self-evaluation to my evaluator.	"Provide for multiple copies so that all those involved may have a copy." Tentative Report (page 103) "Evaluatee completes self-assessment and sends copy of completed form to evaluator." Evaluation Procedures Handbook (page 14)
13. My evaluator gave me a copy of his evaluation.	"Provide for multiple copies so that all those involved may have a copy." Tentative Report (page 103) "Evaluator completes assessment for evaluatee." Evaluation Procedures Handbook (page 14)
14. My evaluator and I reached consensus on items to focus upon for an in-depth effort of my teaching improvement and subsequent evaluation.	"They hopefully reach consensus as to items which may be the focus of in-depth effort to (sic) improvement and subsequent evaluation." Tentative Report (page 49)

QUESTIONNAIRE ITEM		SOURCE
15.	The number of targets chosen for my improvement was six or less.	"The number of targets agreed to will depend on a given situation. There is no magic number. Six or eight well-chosen, relevant targets are preferable to fifteen or twenty." Tentative Report (page 50)
16.	I stated my performance objectives in behavioral terms.	"The performance objectives model set forth requires that objectives be stated in behavioral terms." Tentative Report (page 47)
	CARRY-OUT PLAN OF ACTION	
		"Among the components of the plan of action are these determinations: .....
17.	"Ground rules" regarding classroom visitations by my evaluator were cooperatively determined.	2. "Ground rules" regarding classroom visitations by evaluator(s)." .....
18.	A time-table for the accomplishment of my targets was established.	6. Timetables of accomplishment of the targets. .....

QUESTIONNAIRE ITEM	SOURCE
19. Agreement was reached between my evaluator and me regarding record-keeping procedures.	9. Agreement on recordkeeping procedures <u>Tentative Report</u> (page 50)
20. I implemented a plan of action for achieving my target objectives.	Step three in Performance Objectives Model (Figure 1, page 4) <u>Tentative Report</u> (page 46)
21. Conference with my evaluator during the year were related to my target objectives.	"The plan of action should be closely related to the program of supervision especially if the performance targets are closely related to classroom instruction. In fact, supervision and evaluation should be closely coordinated." <u>Tentative Report</u> (page 55)
22. My evaluator and I cooperatively altered my plan of action as needed.	"Among the components of the plan of action are these determinations: ..... 6. Understandings regarding periodic assessments and subsequent target modification. .....
32. Provision was made for an appeal of my evaluator's assessment.	12. Provision for appeal of evaluator assessments." <u>Tentative Report</u> (page 56)

QUESTIONNAIRE ITEM	SOURCE
ASSESS RESULTS	
23. Student ratings were used in my evaluation.	"Among the components of the plan of action are these determinations: ..... 8. Understandings regarding the use of student evaluations." Tentative Report (page 56) "Evaluation by 'clients' - Those who are recipients of service provided by the evaluatee...can contribute valuable evaluation input. Not to use it is to overlook a useful source of information and performance data." Tentative Report (pages 82-83)
24. Parent ratings were used in my evaluation.	"...it (s.v., consumer evaluation) makes assessment by...parents a contributing input." Tentative Report (page 59)

QUESTIONNAIRE ITEM	SOURCE
25. Ratings by fellow teachers were used in my evaluation.	"Collegial Approach - The performance objectives approach in evaluation makes assessments possible and feasible.... This enables the principal to delegate much of the evaluative responsibility to those who are engaged in cooperative activities." Tentative Report (page 63)
HOLD CONFERENCE AND PLAN FOR FUTURE	
26. A terminal conference between my evaluator and me was held.	Step five in Performance Objectives Model (Figure 1, page 4) Tentative Report (page 46) "Among the components of the plan of action are these determinations: ..... 11. Nature of the terminal conference and follow-up." Tentative Report (page 56) "The conference, terminating the evaluation sequence, generally is a two-way conversation between the evaluatee and evaluator." Tentative Report (page 60)

QUESTIONNAIRE ITEM	SOURCE
	"The purpose of the conference is to:
27. My self-assessment was compared with my evaluator's assessment.	a. Compare self-assessment of the evaluatee with that of the evaluator.
29. Implications of the assessment were discussed during my final evaluation.	b. Discuss the implications of the assessment.
28. The causes of my performance accomplishment or lack of it were discussed.	c. Analyze the causes of performance and (sic) lack of it.
33. Plans were made for the next evaluation cycle.	d. Make plans for the next evaluation cycle." Tentative Report (page 60)
	"Among the components of the plan of action are these determinations: .....
30. Follow-up action was discussed by my evaluator and me.	11. Nature of the terminal conference and follow-up actions." Tentative Report (page 56)

QUESTIONNAIRE ITEM	SOURCE
31. Clarification of the use of my final written evaluation was made to me by evaluator.	"All evaluations are completed; forms are sent proper central office department or division with copies retained by evaluatee and evaluator." Evaluation Procedures Handbook (page 14)
34. I had a feeling for accomplishment after the final conference.	"Assuming that the overwhelming percentage of all evaluatees will have had successful performance, the evaluatee and evaluator can anticipate a pleasant, productive interchange." Tentative Report (page 60)
35. I feel the evaluation process was a success in my school.	"The most that the organization (school system) asks is that evaluation take place in relation to cooperatively developed, predetermined performance objectives that are designed to achieve the overall goals of the school system. Principals and teachers have the freedom to construct the objectives, to implement actions for their attainment, and to report the extent of accomplishment." Tentative Report (page 42)

Source:

Richard L. Eddings. "An Assessment by Teachers of the Perceived Use and Effectiveness of the State of Virginia's Suggested Teacher Evaluation Procedures (unpublished Doctoral dissertation, Virginia Polytechnic Institute and State University, 1976).

APPENDIX B

The Eddings' Questionnaire

INSTRUCTIONS

SECTION 1

ITEMS "A" through "N" are information items that will help me categorize your responses into groups of teachers with similar characteristics.

SECTION 2

ITEMS 1 through 35 represent statements abstracted from the Tentative Report: Evaluation of Personnel (1972), the Standards of Quality, and the Evaluation Procedures Handbook (Tentative Model) (1974) as suggested evaluation procedures.

You are to mark TWO different responses to each numbered questionnaire item.

Response category one is concerned with USE. On the left hand side of the questionnaire you will find four numbers. Please circle the response you feel was applicable to you at the end of your evaluation last year (1974-75). The categories are:

1. A procedure definitely used in my evaluation
2. A procedure similar to one used in my evaluation
3. A procedure not used in my evaluation
4. I don't know

Response category two is concerned with EFFECTIVENESS. On the right hand side of the questionnaire you will again find four numbers. Please circle the response you feel represents the effectiveness of the procedure at the end of your evaluation last year. If the procedure was not used, circle the statement that best describes how you might have felt had the procedure been used. The categories are:

1. Definitely helped me improve my teaching
2. Helped me improve my teaching
3. Did not help me improve my teaching
4. I don't understand the procedure

You are also asked to make any comments you care to make about the item, your responses, or your evaluation in general. Your input is welcome and will be used. You will not be identified.

PLEASE REMEMBER - YOU SHOULD HAVE ONE RESPONSE FOR USE AND ONE RESPONSE FOR EFFECTIVENESS FOR EVERY NUMBERED QUESTIONNAIRE ITEM

RETURN TO:

Richard L. Eddings
Fairview School
Route 2 Box 129
Galax, Virginia
24133

Control No _____

QUESTIONNAIRE

To Assess the Perceived Use and Effectiveness of the State of Virginia's Teacher Evaluation Procedures

SECTION 1

A. What is your sex?

___ Male

___ Female

B. What was your general teaching area(s) last year?

___ Elementary (all major subjects)

___ Language Arts

___ Social Studies

___ Reading

___ Mathematics

___ Science

___ Physical Education

___ Fine Arts

___ Industrial Arts

___ Vocational/Business

___ Other

C. What grade level(s) did you teach last year?

___ Pre-kindergarten

___ Kindergarten

___ First Grade

___ Second Grade

___ Third Grade

___ Fourth Grade

___ Fifth Grade

___ Sixth Grade

___ Seventh Grade

___ Eighth Grade

___ Ninth Grade

___ Tenth Grade

___ Eleventh Grade

___ Twelfth Grade

D. What is your age?

___ 25 or under

___ 26 - 30

___ 31 - 35

___ 36 - 45

___ 46 - 55

___ 56 or over

E. What was the highest degree you held last year?

___ Bachelor's

___ Master's

___ CAGS or Ed.S.

___ Doctor's

___ Other

F. What level of certification did you hold last year?

___ Collegiate

___ Collegiate Professional

___ Postgraduate Professional

___ Other

G. What was your contract status last year?

___ Probationary

___ Continuing Contract

___ Other

H. *How many years had you taught as of last year?*

___ 3 or under

___ 4 - 5

___ 6 - 10

___ Over 10

I. *Were you a member of the NEA, VEA, and your local association last year?*

___ Yes

___ No

J. *Who was designated your main evaluator(s) (check more than one where applicable)*

___ Self

___ Principal

___ Supervisor

___ Ass't. Principal

___ Superintendent

___ Department head

___ Team leader

___ Other

K. *Did your school division have a formal evaluation appeal process last year?*

___ Yes

___ No

L. *Which of the following best describes the organizational pattern(s) in your school last year?*

___ Self-contained

___ Departmentalized

___ Non-graded

___ Team teaching

___ Other

M. *How many full-time teachers were there in your school last year?*

___ 10 or under

___ 11 - 15

___ 16 - 25

___ 26 - 50

___ 51 or over

N. *What was the approximate pupil enrollment of your school last year?*

___ 250 or under

___ 251 - 500

___ 501 - 750

___ 751 - 1,000

___ 1,001 - 1,500

___ 1,501 or over

Control No _____

SECTION 2

1 A procedure definitely used in my evaluation
2 A procedure similar to one in my evaluation
3 A procedure not used in my evaluation
4 I don't know

1 Definitely helped improve my teaching
2 Helped me improve my teaching
3 Did not help me improve my teaching
4 I don't understand the procedure

USE		EFFECTIVENESS
1 2 3 4	1. The duties and responsibilities required by my teaching assignment were explained to me.	1 2 3 4
1 2 3 4	2. A Checklist of expected performance was given to me.	1 2 3 4
1 2 3 4	3. Humanizing of Instruction was one of the performance criteria used in my evaluation.	1 2 3 4
1 2 3 4	4. Providing for Individual Differences was one of the performance criteria used in my evaluation.	1 2 3 4
1 2 3 4	5. Use of Appropriate Instructional Materials and Other Resources was one of the performance Criteria used in my evaluation.	1 2 3 4
1 2 3 4	6. Organizing Learning Activities to Achieve Specific Purposes was one of the performance criteria used in my evaluation.	1 2 3 4
1 2 3 4	7. Evaluating the Progress of Students was one of the performance criteria used in my evaluation.	1 2 3 4
1 2 3 4	8. Providing a Favorable Psychological Environment was one of the performance criteria used in my evaluation.	1 2 3 4
1 2 3 4	9. Performance criteria used in my evaluation included criteria other than teaching duties (ex. cooperation with administrators, peer relations, etc.)	1 2 3 4
1 2 3 4	10. I evaluated my own teaching on the performance criteria.	1 2 3 4
1 2 3 4	11. My evaluator evaluated my teaching on the performance criteria.	1 2 3 4
1 2 3 4	12. I submitter my self-evaluation to my evaluator.	1 2 3 4
1 2 3 4	13. My evaluator gave me a copy of his evaluation.	1 2 3 4
1 2 3 4	14. My evaluator and I reached consensus on items to focus upon for an in-depth effort for my teaching improvement and subsequent evaluation.	1 2 3 4

USE					EFFECTIVENESS			
1	2	3	4	15. The number of targets chosen for my improvement was six or less.	1	2	3	4
1	2	3	4	16. I stated my performance objectives in behavioral terms.	1	2	3	4
1	2	3	4	17. "Ground rules" regarding classroom visitations by my evaluator were cooperatively determined.	1	2	3	4
1	2	3	4	18. A time-table for the accomplishment of my targets was established.	1	2	3	4
1	2	3	4	19. Agreement was reached between my evaluator and me regarding recordkeeping procedures.	1	2	3	4
1	2	3	4	20. I implemented a plan of action for achieving my target objectives.	1	2	3	4
1	2	3	4	21. Conferences with my evaluator during the year were related to my target objectives.	1	2	3	4
1	2	3	4	22. My evaluator and I cooperatively altered my plan of action as needed.	1	2	3	4
1	2	3	4	23. Student ratings were used in my evaluation.	1	2	3	4
1	2	3	4	24. Parent ratings were used in my evaluation.	1	2	3	4
1	2	3	4	25. Ratings by fellow teachers were used in my evaluation.	1	2	3	4
1	2	3	4	26. A terminal conference between my evaluator and me was held.	1	2	3	4
1	2	3	4	27. My self-assessment was compared with my evaluator's assessment.	1	2	3	4
1	2	3	4	28. The causes of my performance accomplishment or lack of it were discussed.	1	2	3	4
1	2	3	4	29. Implications of the assessment were discussed during my final evaluation.	1	2	3	4
1	2	3	4	30. Follow-up action was discussed by my evaluator and me.	1	2	3	4
1	2	3	4	31. Clarification of the use of my final written evaluation was made to me by my evaluator.	1	2	3	4
1	2	3	4	32. Provision was made for an appeal of my evaluator's assessment.	1	2	3	4
1	2	3	4	33. Plans were made for the next evaluation cycle.	1	2	3	4
1	2	3	4	34. I had a feeling of accomplishment after the final conference.	1	2	3	4
1	2	3	4	35. I feel the evaluation process was a success in my school.	1	2	3	4

APPENDIX C

Initial and Follow-up Letters to Principals and Study Questionnaire

EXTENSION DIVISION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Reston, Virginia 22090

GRADUATE PROGRAM — EDUCATION TELEPHONE:

April 19, 1977

Dear Fellow Administrator,

I am writing a dissertation that should be of interest to you and to principals throughout the State of Virginia. The lengthy title is An Assessment of the Principals' Perceived Use and Effectiveness of the State of Virginia's Suggested Teacher Evaluation Procedures.

The purpose of the study is to determine whether or not the procedures suggested by the State Department of Education are being used and whether or not principals feel they are effective. Effectiveness in this case refers to whether or not you feel the procedures have improved teacher performance or if the procedures were not used, whether or not you feel the procedures might improve teacher performance.

You are among the 315 randomly selected principals asked to participate in this study. Your participation involves taking a few moments of your time to complete and return the enclosed questionnaire. No attempt will be made to identify a respondent by name or school division and data will be reported in aggregated form.

A stamped, self-addressed envelope is enclosed for your convenience, and a return date of April 26, 1977 is requested.

Should you have any questions relating to either the intent of the study or the manner in which the findings will be utilized, please do not hesitate to contact me at the address given above or at . I invite and solicit any comments you feel may be pertinent to this study.

I deeply appreciate your help with this study.

Yours truly,

Cosimo M. Renzi

EXTENSION DIVISION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Reston, Virginia 22090

GRADUATE PROGRAM — EDUCATION TELEPHONE:

Dear Fellow Administrator:

On April 19, 1977 I sent you a letter and questionnaire requesting your help with a dissertation that I am writing. The title of the dissertation is An Assessment of the Principals' Perceived Use and Effectiveness of the State of Virginia's Suggested Teacher Evaluation Procedures.

I believe that the State's lawmakers and education department officials do need input from Virginia's principals concerning the EBO evaluation model. A recent study has provided them with Virginia teachers' opinions concerning the effectiveness of the evaluation model. If any revisions are being considered, it is imperative that we administrators provide input on our feelings about the effectiveness of this model.

Therefore, I solicit your help and ask that you complete the questionnaire and return it to me as soon as possible. For your convenience, the questionnaire and self-addressed, stamped envelop are enclosed.

Should you have any questions relating to either the intent of the study or the manner in which the findings will be utilized, please do not hesitate to contact me at the address given above or at . I invite and solicit any comments you feel may be pertinent to this study.

Your cooperation and help is deeply appreciated.

Yours truly,

Cosimo M. Renzi

INSTRUCTIONS

Section I

Items "A" through "F" are information items that will help me categorize your responses into groups of principals with similar characteristics.

Section II

Items 1 through 25 represent statements abstracted from the Tentative Report: Evaluation of Personnel (1972), the Standards of Quality, and the Evaluation Procedures Handbook (Tentative Model) (1974) as suggested evaluation procedures.

You are to mark TWO different responses to each numbered questionnaire item.

Response category one is concerned with USE. On the left hand side of the questionnaire, you will respond by circling one of the three possible responses. The response categories are: AS STATED, MODIFIED, NOT AT ALL.

Response category two is concerned with EFFECTIVENESS. On the right hand side of the questionnaire, you will again respond by circling one of four possible responses. If the procedure was not used, circle the statement that best described how you feel if the procedure had been used. The response categories are: VERY, SOME, LITTLE, NOT AT ALL.

You are also asked to make any comments you care to make about the item, your responses, or your evaluation in general. Your input is welcome and will be used. You will not be identified.

PLEASE REMEMBER - YOU SHOULD HAVE ONE RESPONSE FOR "USE" AND ONE RESPONSE FOR "EFFECTIVENESS" FOR EVERY QUESTIONNAIRE ITEM.

Return to: _____

Cosimo M. Renzi
c/o V.P.I. & S.U.
Reston, Virginia 22090
Phone:

SECTION I

A. What is your age:

_____

B. How many full-time teachers are there in your school?

_____

C. How many teachers did you evaluate this year?

_____

D. How many years of administrative experience do you have?

_____

E. Are you a member of the NEA, VEA and your local education association?

_____

F. Did you receive any EBO training prior to your implementation of the procedures?

Yes _____

No _____

If yes, how many hours?

_____

SECTION II

How Procedures Were Used	How Effective in Improving Teacher Performance
1. As Stated	1. Very Effective
2. Modified	2. Some
3. Not At All	3. Little
	4. Not At All

AS STATED	MODIFIED	NOT AT ALL	1.	The duties and responsibilities required of teachers were explained to them.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	2.	Humanizing of instruction was one of the performance criteria used in teacher evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	3.	Providing for individual differences was one of the performance criteria used in teacher evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	4.	Use of appropriate instructional materials and other resources was one of the performance criteria used in teacher evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	5.	Organizing learning activities to achieve specific purposes was one of the performance criteria used in teacher evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	6.	Evaluating the progress of students was one of the performance criteria used in teacher evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	7.	Performance criteria used in teacher evaluation included criteria other than teaching duties (i.e., cooperation with administrators, peer relations, etc.)	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	8.	I evaluated teachers on their performance criteria.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	9.	The teacher received a copy of his/her evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	10.	The teacher and I reached consensus of items to focus upon for an in-depth effort to improve teaching and subsequent evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	11.	The number of targets chosen for teacher improvement was six or less.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	12.	Teachers stated their performance objectives in behavioral terms.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	13.	"Ground Rules" regarding classroom visitations were cooperatively determined.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	14.	A time-table for the accomplishment of objectives was established.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	15.	Teachers implemented plans of action for achieving target objectives.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	16.	My teacher evaluation conferences during the year were related to target objectives.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	17.	The teacher and I cooperatively altered plans of action as needed.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	18.	I held final conferences with teachers.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	19.	I discussed causes of or lack of performance accomplishment with the teachers.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	20.	Assessment implications were discussed during the final evaluation.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	21.	Follow-up actions were discussed by the teachers and me.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	22.	Clarification of the use of the teachers' final written evaluation was made clear to the teacher by me.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	23.	Provisions were made for teachers to appeal my assessments.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	24.	Plans were made for the next evaluation cycle.	VERY	SOME	LITTLE	NOT AT ALL
AS STATED	MODIFIED	NOT AT ALL	25.	I had a feeling of accomplishment after the final conference.	VERY	SOME	LITTLE	NOT AT ALL

APPENDIX D

The Validation Study Questionnaire and Raw Data Summarization

EXTENSION DIVISION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Reston, Virginia 22090

GRADUATE PROGRAM — EDUCATION TELEPHONE:

February 28, 1977

Dear Colleague:

I am enrolled in the doctoral program at Virginia Polytechnic Institute and State University. For my dissertation, I plan to survey the perceptions of Virginia's principals regarding the use and effectiveness of the evaluation procedures for teachers contained in the Standards of Quality. These procedures are utilized in many school systems in Virginia, including Fairfax County.

School administrators have long recognized the need to examine teacher effectiveness as it relates to improved performance. The Evaluation by Objectives (EBO) model developed by the Virginia Department of Education has, as its primary goal, the improvement of teacher performance. School principals are responsible for implementing and following through on the EBO procedures. Their perceptions as to its effectiveness is, therefore, important.

It is necessary for me to establish the validity of the questionnaire I will be using in the larger state-wide survey. I am asking the principals of Fairfax County Public Schools to complete the enclosed validation instrument by reviewing each item on the basis of its clarity (1, 2) and its accuracy (A, B). A stamped, self-addressed envelope is enclosed for your convenience, and a return date of March 9, 1977 is requested.

, Division Superintendent, has given me permission to request your support in this endeavor. Your response will be known only to me, and no means of identification will be made to link you or your school with your response. A control number, designed to facilitate the follow-up of non-respondents, has been assigned to each questionnaire.

Should you have any questions relating to either the intent of the study or the manner in which the findings will be utilized, please do not hesitate to contact me. I am available at

Yours truly,

Cosimo M. Renzi

Enc.: 1) Validation Questionnaire
2) Return Envelop

Control No. _____

Validation Study

Below are listed the thirty-five questions which will be used to survey the perceptions of Virginia's school principals. The purpose of the survey is to establish the principals' use and perceived effectiveness of the Evaluation by Objectives (EBO) model.

Directions: Please respond to the following items. In the left hand column, circle whether or not (in your opinion) the item represents a concise, clear thought that can be accurately perceived by a principal in Fairfax County. In the right hand column, circle whether or not you feel the item accurately depicts a procedure contained in the EBO procedures used in Fairfax County or in the procedures suggested by the Virginia Department of Education (Tentative Report: Evaluation of Personnel, 1972; Evaluative Procedures Handbook (Tentative Model), 1974; Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74, 1972.)

Two responses are required for each item listed, one for clarity, the second for accuracy. Please write any comments or suggestions or constructive hints on the reverse of this sheet. Identify the items by number.

CIRCLE ONE NUMBER AND ONE LETTER FOR EACH ITEM

1 Clear	2 Not Clear			A Accurate	B Not Accurate
1	2	1.	The duties and responsibilities required of teachers were explained to them.	A	B
1	2	2.	Teachers were given a check list of expected performance.	A	B
1	2	3.	Humanizing of Instruction was one of the performance criteria used in teacher evaluation.	A	B
1	2	4.	Providing for Individual Differences was one of the performance criteria used in teacher evaluation.	A	B
1	2	5.	Use of appropriate Instructional Materials and Other Resources was one of the performance criteria used in teacher evaluation.	A	B
1	2	6.	Organizing Learning Activities to Achieve Specific Purposes was one of the performance criteria used in teacher evaluation.	A	B
1	2	7.	Evaluating the Progress of Students was one of the performance criteria used in teacher evaluation.	A	B
1	2	8.	Providing a Favorable Psychological Environment was one of the performance criteria used in teacher evaluation.	A	B
1	2	9.	Performance criteria used in teacher evaluation included criteria other than teaching duties (i.e., cooperation with administrators, peer relations, etc.)	A	B
1	2	10.	Teachers evaluated their own teaching on the performance criteria.	A	B
1	2	11.	I evaluated teachers on the performance criteria.	A	B
1	2	12.	Teachers submitted self-evaluations to me.	A	B
1	2	13.	The teacher received a copy of his/her evaluation.	A	B
1	2	14.	The teacher and I reached consensus on items to focus upon for an in-depth effort to improve teaching and subsequent evaluation.	A	B
1	2	15.	The number of targets chosen for teacher improvement was six or less.	A	B

1	2	16.	Teachers stated their performance objectives in behavioral terms.	A	B
1	2	17.	"Ground Rules" regarding classroom visitations were cooperatively determined.	A	B
1	2	18.	A time-table for the accomplishment of targets were established.	A	B
1	2	19.	Agreement was reached between the teacher and me regarding recordkeeping procedures.	A	B
1	2	20.	Teachers implemented plans of action for achieving target objectives.	A	B
1	2	21.	My teacher evaluation conferences during the year were related to target objectives.	A	B
1	2	22.	The teacher and I cooperatively altered plans of action as needed.	A	B
1	2	23.	Student ratings were used in teacher evaluation.	A	B
1	2	24.	Parent ratings were used in teacher evaluation.	A	B
1	2	25.	Ratings by fellow teachers were used in teacher evaluation.	A	B
1	2	26.	I held final conferences with teachers.	A	B
1	2	27.	My assessment and teachers' self-assessments were compared.	A	B
1	2	28.	I discussed causes of or lack of performance accomplishment with the teachers.	A	B
1	2	29.	Assessment implications were discussed during the final evaluation.	A	B
1	2	30.	Follow-up actions were discussed by the teachers and me.	A	B
1	2	31.	Clarification of the use of the teachers' final written evaluation was made clear to the teachers by me.	A	B
1	2	32.	Provisions were made for teachers to appeal my assessment.	A	B
1	2	33.	Plans were made for the next evaluation cycle.	A	B
1	2	34.	I had a feeling of accomplishment after the final conference.	A	B
1	2	35.	The concept of partial evaluation (teacher self-evaluation with the evaluator acting as an advisor) was utilized to evaluate some teachers.	A	B

Table 10

Number of Elementary (E) and Secondary (S) Schools in Virginia
Classified by Regional Study Group (RSG)

RSG I	E	S	RSG II	E	S	RSG III	E	S	RSG IV	E	S
Amelia	1	1	Accomack	7	7	Caroline	4	3	Arlington	25	10
Brunswick	5	2	Isle of Wight	4	2	Essex	2	1	Clarke	3	2
Buckingham	5	2	c James City	0	0	Gloucester	4	2	Culpeper	5	2
Charles City	3	1	d Northampton	6	2	King and Queen	2	1	f Fairfax County	123	41
Charlotte	7	2	Southampton	11	2	King George	2	1	Fauquier	8	5
Chesterfield	22	13	York	9	6	e King William	1	1	Frederick	9	3
Cumberland	1	1	Chesapeake	21	11	Lancaster	2	1	Loudoun	21	6
Dinwiddie	8	2	Franklin City	2	2	Mathews	3	1	Madison	3	1
Goochland	5	2	Hampton	26	11	Middlesex	3	1	Orange	4	2
a Greensville	4	2	Newport News	29	8	Northumberland	5	2	Page	5	2
b Halifax	13	2	Norfolk	48	15	Richmond	2	2	Prince William	30	14
Hanover	14	4	Portsmouth	22	8	Spotsylvania	7	2	g Rappahannock	9	3
Henrico	32	11	Suffolk	16	5	Stafford	6	4	Shenandoah	9	3
Lunenburg	5	2	Virginia Beach	40	13	Westmoreland	4	2	g Warren	3	2
Mecklenburg	13	4	c Williamsburg	5	2	Fredericksburg	2	2	Alexandria	13	6
New Kent	2	1	d Cape Charles	0	1	e West Point	1	1	f Fairfax City	0	0
Nottoway	4	3	Poquoson	1	2	Colonial Beach	0	1	Falls Church	3	1
Powhatan	2	1							Manassas Park	3	1
Prince Edward	1	1							Winchester	4	1
Prince George	7	2									
Surry	3	1									
Sussex	7	3									
Colonial Heights	4	2									
a Emporia	0	0									
Hopewell	5	2									
Petersburg	10	2									
Richmond	34	16									
b South Boston	2	0									
Total	219	85	Total	247	97	Total	50	28	Total	272	105

Table 10 (continued)

RGS V	E	S		RSG VI	E	S		RSG VII	E	S
Albermarle	15	5		Alleghany	5	1		Bland	3	2
Amherst	9	2		Botetourt	6	3		Buchannan	12	6
Appomattox	3	2		Craig	2	1		Carroll	14	2
Augusta	15	5		Floyd	4	1		Dickenson	5	3
Bath	2	1		Franklin County	12	2	j	Grayson	7	2
Bedford County	13	4		Giles	8	2		Lee	8	6
Campbell	10	6		Henry	19	5		Russell	12	3
Fluvana	5	2		Montgomery	11	6		Scott	11	3
Greene	2	1		Patrick	7	1	k	Smyth	7	5
Highland	2	1		Pittsylvania	20	5		Tazewell	18	7
Louisa	5	2		Pulaski	10	3		Washington	14	4
Nelson	5	2	i	Roanoke County	26	10		Wise	11	6
Rockbridge	8	3		Clifton Forge	2	1		Wythe	8	3
Rockingham	14	7		Covington	3	1		Bristol	6	2
Bedford City	0	0		Danville	13	3		Galax	1	1
Buena Vista	2	2		Martinsville	5	2		Norton	1	1
Charlottesville	6	3		Radford	3	1	k	Saltville	0	0
Harrisonburg	3	2		Roanoke City	21	8	j	Fries	0	1
Lexington	2	1	i	Salem	0	0				
Lynchburg	14	4								
Staunton	5	3								
Waynesboro	7	2								
Total	147	59		Total	177	56		Total	138	57

a,b,c,d,e,f,g,h,i,j and k identify divisions served by the same superintendent.

Source:
Virginia Educational Directory 1976-77.

Table 11

Percentage of Responses to "Clarity" and "Accuracy" by Fairfax County Principals to Questionnaire Items

	CLARITY			ACCURACY		
Item	Score	Total	Percentage	Score	Total	Percentage
1	22	28	79	23	28	82
2	19	28	68	11	28	39
3	20	28	71	21	28	75
4	26	28	93	26	28	93
5	27	28	96	27	28	96
6	23	28	82	23	28	82
7	21	28	75	20	28	71
8	17	28	61	17	28	61
9	24	28	86	21	28	75
10	15	28	54	7	28	25
11	25	28	89	22	28	79
12	18	28	64	8	28	40
13	28	28	100	28	28	100
14	24	28	86	24	28	86
15	27	28	96	24	28	86
16	23	28	82	24	28	86
17	26	28	93	25	28	89
18	25	28	89	24	28	86
19	17	28	61	17	28	61
20	23	28	82	23	28	82
21	24	28	86	24	28	86
22	24	28	86	23	28	82
23	14	28	50	1	28	4
24	14	28	50	0	28	0
25	14	28	50	0	28	0
26	25	28	89	22	28	79
27	18	28	64	14	28	50
28	25	28	89	25	28	89
29	20	28	71	21	28	75
30	25	28	89	25	28	89
31	26	28	93	25	27	96
32	27	28	96	26	28	93
33	22	28	79	20	28	71
34	21	28	75	18	27	70
35	16	28	57	8	27	30

Table 12

Responses by Fairfax County Principals to "Accuracy" of the Procedure Items in the Questionnaire

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	+	Total
1	1	1	0	1	1	1	1	1	1	1	-	1	1	0	1	-	0	1	1	1	1	1	0	1	0	1	1	1	1	1	23	28
2	0	1	0	1	0	1	1	1	0	1	-	0	0	0	1	-	0	0	0	0	1	0	0	0	0	0	1	1	1	0	11	28
3	1	1	0	1	1	1	1	1	1	1	-	1	0	0	1	-	0	1	1	1	1	0	0	1	1	0	1	1	1	1	21	28
4	1	1	1	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	0	1	1	1	0	1	26	28
5	1	1	0	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	28
6	1	1	0	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	0	1	1	1	1	0	1	0	1	1	0	1	23	28
7	0	1	1	1	1	1	1	1	1	1	-	0	1	0	1	-	1	1	0	1	1	1	1	0	0	0	1	1	1	0	20	28
8	1	1	0	0	0	1	1	1	1	0	-	1	0	1	1	-	0	1	1	1	0	0	1	1	0	0	1	1	0	1	17	28
9	0	1	0	1	0	1	1	1	1	1	-	0	1	1	1	-	0	1	1	0	1	1	1	1	1	1	0	1	1	1	21	28
10	0	0	0	1	0	0	1	1	1	0	-	0	0	0	1	-	0	1	0	0	0	0	0	0	0	0	0	0	0	1	7	28
11	1	1	1	1	1	1	1	1	1	0	-	0	1	1	1	-	0	1	1	1	1	0	1	0	0	1	1	1	1	1	22	28
12	0	0	0	0	0	1	1	1	1	0	-	0	0	0	1	-	0	0	0	0	1	0	1	0	0	0	0	0	1	0	8	28
13	1	1	1	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	28
14	1	0	0	1	1	1	1	1	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24	28
15	0	1	0	1	1	1	1	1	1	1	-	1	1	0	1	-	1	0	1	1	1	1	1	1	1	1	1	1	1	1	24	28
16	1	0	1	1	1	1	1	1	1	1	-	1	1	1	1	-	0	0	0	1	1	1	1	1	1	1	1	1	1	1	24	28
17	1	1	1	1	1	1	1	0	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	1	0	1	1	1	1	1	25	28
18	1	0	0	1	1	1	1	1	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24	28
19	1	0	0	1	1	1	1	0	0	1	-	1	1	0	1	-	0	1	1	1	1	1	1	0	0	0	0	1	0	1	17	28
20	1	0	0	1	1	1	1	1	1	1	-	1	1	0	1	-	0	1	1	1	1	1	1	0	1	1	1	1	1	1	23	28
21	1	0	1	1	1	1	1	1	1	1	-	1	1	0	1	-	0	1	1	1	1	1	1	0	1	1	1	1	1	1	24	28
22	1	0	1	1	1	1	1	1	1	1	-	1	1	0	1	-	0	1	1	1	1	1	1	1	0	0	1	1	1	1	23	28
23	0	0	0	0	0	0	0	0	0	0	-	0	0	0	1	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	28
24	0	0	0	0	0	0	0	0	0	0	-	0	0	0	0	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
25	0	0	0	0	0	0	0	0	0	0	-	0	0	0	0	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
26	1	0	1	0	1	1	1	1	1	1	-	1	0	1	1	-	1	1	0	1	1	1	1	1	1	1	0	1	0	1	22	28
27	0	0	0	0	1	1	1	1	1	1	-	1	0	1	1	-	1	1	0	0	1	1	0	0	0	1	0	0	0	0	14	28
28	1	0	1	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	0	1	1	1	1	1	1	1	1	1	1	0	25	28
29	1	0	1	1	1	1	1	1	1	1	-	1	0	1	1	-	0	1	0	1	1	0	0	1	0	1	1	1	1	1	21	28
30	1	0	1	1	1	1	1	1	1	1	-	1	1	0	1	-	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25	28
31	-	0	1	1	0	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	27
32	1	1	1	1	1	1	1	1	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	0	1	1	1	1	1	1	26	28
33	0	1	0	0	1	1	1	1	1	1	-	1	1	0	1	-	0	1	0	1	1	1	1	0	0	1	1	1	1	1	20	28
34	-	1	0	1	0	1	1	0	1	0	-	1	0	1	1	-	0	1	0	1	1	1	1	0	1	0	1	1	1	1	18	27
35	-	1	0	0	0	1	1	1	1	1	-	0	0	0	0	-	0	0	1	0	1	0	0	0	0	0	0	0	0	0	8	27
Total	21	17	14	26	24	31	32	29	30	27	0	25	22	14	32	0	15	27	19	26	30	24	25	16	17	21	25	28	24	26	667	977
	32	35	35	35	35	35	35	35	35	35	0	35	35	35	35	0	35	35	35	35	35	35	35	35	35	35	35	35	35	35		

1 = "accurate" 0 = "not accurate" - = no response

Table 13

Responses by Fairfax County Principals to "Clarity" of the Procedure Items in the Questionnaire

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	+	Total
1	1	1	0	1	1	1	1	1	1	0	-	1	1	0	1	-	0	1	1	1	1	1	0	1	0	1	1	1	1	1	22	28
2	1	1	1	1	0	1	1	1	1	1	-	1	0	0	1	-	0	1	0	1	1	1	1	1	0	0	0	1	1	0	19	28
3	1	1	0	0	0	1	1	1	1	1	-	1	0	1	1	-	0	1	1	1	1	0	0	1	1	0	1	1	1	1	20	28
4	1	1	1	1	1	1	1	1	1	1	-	1	0	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	0	1	26	28
5	1	1	1	1	1	1	0	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	28
6	1	1	0	1	0	1	1	1	1	1	-	1	1	1	1	-	1	1	0	1	1	1	1	1	1	0	1	1	0	1	23	28
7	1	1	1	1	0	1	1	0	1	1	-	1	0	1	1	-	1	1	0	1	1	1	1	0	1	0	1	1	1	0	21	28
8	1	1	0	0	0	1	1	1	1	0	-	1	0	1	1	-	0	1	1	1	0	0	1	1	0	0	1	1	0	1	17	28
9	1	1	1	0	0	1	1	1	1	1	-	1	1	1	1	-	0	1	1	1	1	1	1	1	1	1	0	1	1	1	24	28
10	1	0	0	1	0	0	1	1	1	0	-	0	0	1	1	-	0	1	0	1	1	1	1	0	1	0	0	1	0	1	15	28
11	1	1	1	1	1	1	1	1	1	0	-	1	1	1	1	-	0	1	1	1	1	0	1	1	1	1	1	1	1	1	25	28
12	1	0	0	1	0	1	1	1	1	0	-	1	1	1	1	-	0	1	0	1	1	1	1	0	1	0	0	1	1	0	18	28
13	1	1	1	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	28
14	1	0	1	1	0	1	1	1	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24	28
15	1	1	1	1	1	1	1	1	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	28
16	1	0	1	0	0	1	1	1	1	1	-	1	1	1	0	-	1	0	1	1	1	1	1	1	1	1	1	1	1	1	23	28
17	1	1	1	1	1	1	1	1	1	1	-	1	1	0	1	-	1	1	1	1	1	1	1	1	0	1	1	1	1	1	26	28
18	1	0	0	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	0	1	1	1	1	1	25	28
19	1	0	0	0	0	1	1	1	1	1	-	1	0	0	1	-	0	1	1	1	1	1	1	0	1	0	0	1	0	1	17	28
20	1	0	1	1	0	1	1	1	1	1	-	1	1	1	1	-	0	1	1	1	1	1	1	0	0	1	1	1	1	1	23	28
21	1	0	1	1	0	1	1	1	1	1	-	1	1	1	1	-	0	1	1	1	1	1	1	1	0	1	1	1	1	1	24	28
22	1	0	1	1	0	1	1	1	1	1	-	1	1	1	1	-	0	1	1	1	1	1	1	1	0	1	1	1	1	1	24	28
23	1	0	0	1	0	1	1	0	1	0	-	1	0	1	1	-	0	1	0	1	0	1	1	0	1	0	0	1	0	0	14	28
24	1	0	0	1	0	1	1	0	1	0	-	1	0	1	1	-	0	1	0	1	0	1	1	0	1	0	0	1	0	0	14	28
25	1	0	0	1	0	1	1	0	1	0	-	1	0	1	1	-	0	1	0	1	0	1	1	0	1	0	0	1	0	0	14	28
26	1	1	1	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	0	1	1	1	1	1	1	1	0	1	0	1	25	28
27	1	0	0	1	0	1	1	1	1	1	-	1	0	1	1	-	1	1	0	1	1	1	1	0	1	0	0	1	0	0	18	28
28	1	0	1	1	0	1	1	1	1	1	-	1	1	1	1	-	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25	28
29	1	0	1	1	0	1	1	1	1	1	-	1	0	1	1	-	0	1	0	1	1	0	0	1	0	1	1	1	1	1	20	28
30	1	0	1	1	0	1	1	1	1	1	-	1	1	1	1	-	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25	28
31	1	0	1	1	1	0	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	28
32	1	1	1	1	1	1	1	1	1	1	-	1	1	1	1	-	1	1	1	1	1	1	1	1	0	1	1	1	1	1	27	28
33	1	1	0	1	0	1	1	1	1	1	-	1	1	1	1	-	0	1	0	1	1	1	1	0	0	1	1	1	1	1	22	28
34	1	1	0	1	0	1	1	1	1	0	-	1	0	1	1	-	0	1	0	1	1	1	1	0	1	1	1	1	1	1	21	28
35	0	1	0	1	0	1	1	1	1	1	-	1	0	0	1	-	0	1	1	1	1	1	1	0	0	0	0	1	0	0	16	28
Total	34/35	18/35	20/35	29/35	11/35	33/35	34/35	31/35	35/35	26/35	0/0	34/35	21/35	28/35	35/35	0/0	15/35	35/35	19/35	35/35	31/35	31/35	33/35	22/35	23/35	22/35	24/35	35/35	24/35	27/35	765	980

1 = "clear" 0 = "not clear" - = no response

The two page vita has been removed from the scanned document. Page 1 of 2

The two page vita has been removed from the scanned document. Page 2 of 2

AN ASSESSMENT OF THE PRINCIPALS' PERCEIVED USE AND EFFECTIVENESS OF THE STATE OF VIRGINIA'S SUGGESTED TEACHER EVALUATION PROCEDURES

by

Cosimo Michael Renzi

(ABSTRACT)

The Virginia Department of Education suggested that its school divisions adopt an Evaluation by Objectives (EBO) teacher evaluation system as a means for its school divisions to satisfy the personnel evaluation section of the Standards of Quality mandate.

This study surveyed Virginia's principals as to their use of and perceptions of the efficacy of the suggested EBO model. In addition, the study examined specific personal (age, years of administrative experience, membership in a teacher organization) variables and institutional (number of teachers in the school, number of teachers evaluated, EBO training, hours of EBO training) variables as possible predictors of the dependent variable, principal's perceived effectiveness of the suggested EBO procedures.

The survey results indicated that 95.5 percent of the principals used or modified the procedures. The majority of these principals (86.8 percent) perceived the

procedures to be effective in improving teacher performance.

Multiple regression analysis (MRA) was used to test the predictive strength of the independent variables identified in this study. The variables, although significant at the .01 level, were not meaningful as predictors of principals' perceived effectiveness of EBO. The adjusted R^2 coefficient of determination was only 5.9 percent.