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ATTITUDES OF PRINCIPALS TO POLICIES, PROCEDURES, AND GUIDELINES FOR THE FORMAL EVALUATION OF TEACHERS

by

LEOLA B. HILDEBRANDT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

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EDMONTON, ALBERTA

FALL, 1986

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled ATTITUDES OF PRINCIPALS TO POLICIES, PROCEDURES AND GUIDELINES FOR THE FORMAL EVALUATION OF TEACHERS submitted by LEOLA B. HILDEBRANDT in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION.

E A Holdaway
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(Supervisor)

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Date: July 14, 1986

ABSTRACT

Considerable research has been conducted both in the area of educational reform and in the change process. Only recently, however, has it become clear that in order to increase the chances of successfully implementing educational changes the change process itself must be understood and managed. Research has shown that change, whether mandated or voluntary, may not be implemented in the way that the policy makers intend. One factor to critically influence the impact of a change is that of the individual who must implement a new policy. Further, the importance of the role of the principal in the implementation of educational change efforts has been emphasized in the literature.

The Alberta Department of Education mandated that all school jurisdictions have a teacher evaluation policy in place by September 1985. The Edmonton Roman Catholic Separate School District designed a policy which established the principal as the primary evaluator of teachers. The primary purpose of this study was to ascertain the attitudes of the principals toward the new policy for the formal evaluation of teachers in this district. A secondary purpose was to study the extent to which their attitudes were related to personal characteristics of the principals and to organizational characteristics of the schools.

This investigation was designed as a non-experimental, descriptive study. The research instruments used to collect the data included a questionnaire and a semi-structured, probing interview. The questionnaire was distributed to all 82 principals of the Edmonton Catholic School System. Ninety-six percent were returned. The scaled item opinion responses in the questionnaires were analysed using descriptive statistics techniques while content analysis was used to analyse the open-ended written responses. To gain a richer understanding of the questionnaire responses, ten randomly selected principals were interviewed. Qualitative techniques were used to interpret the

oral responses.

While the level of agreement for most statements of policy, procedures, and guidelines was high, several statements contained substantially low levels of agreement. These dealt with the involvement of the vice-principal in conducting teacher evaluations; the requrements that teachers be evaluated in their first year in a school and at least once every three years; the performance criteria; the use of an evaluator from outside the school; the writing of the evaluation report; the writing of recommendations for improvement; and the On Review phase. These aspects departed substantially from past requirements, involved risk, or required resources such as time and skill, that principals felt they lacked.

Relationships were identified between the level of agreement and several school and personal characteristics. There was substantially lower agreement by senior high school principals, those with 16 to 20 years experience as a principal, and those with higher levels of graduate courses in Educational Administration.

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CHAPTER 1

Introduction and Statement of the Problem

During the past two decades a number of societal and educational trends have led to school reform efforts with the principal at their center. While many of the educational changes have been initiated locally, others have been legislated at the provincial level. One such mandate is the teacher evaluation policy which all Alberta school jurisdictions were to have in place by September 1985.

The Edmonton Roman Catholic Separate School District, hereinafter referred to as "Edmonton Catholic School District" or "the district", designed, within the provincial guidelines, a policy which established principals as the primary evaluators of teachers. Principals were expected to implement the new policy commencing 30 November 1985.

However, policy analysis has revealed that even mandated changes have not always been implemented in the way that the policy-makers had intended. One of the factors which critically influences the implementation process is the individual who must carry out the policy and required actions. Various theories have been postulated by writers such as Coombs (1980), Fullan (1982), and Sorg (1983) as to the reasons for compliance or noncompliance by the implementer. These theories suggest that mutation of the policy, or the failure of its implementation, results when the individual implementer is unwilling or unable to carry out the policy and/or the prescribed procedures.

The role of the principal, both as an implementer of change and as an evaluator, is important to the outcome and impact of the teacher evaluation policy in any school system. The prescribed procedure in the Edmonton Catholic School System requires that the principal be a skillful evaluator. It stipulates that principals, in consultation with

their staffs, identify the performance criteria, the instrumentation, and the observation procedures to be used in the evaluation process. It specifies that the principal hold a pre and post-observation conference with the teacher being evaluated and it requires that an evaluation report be written by principals. "Obviously, in addition to the writing and observation skills necessary to conduct the evaluation, principals need inter personal communication skills and a sound understanding of the legal rights and responsibilities of both the administration and the teachers.

Therefore, because principals have a large responsibility in implementing the teacher evaluation policy, knowledge of their reactions to the policy and the procedures which they are expected to implement would be practical and helpful.

Purpose of the Study

The objective of this study was to survey the reactions of the principals of the Edmonton Catholic School District to the policy, guidelines and procedures in the formal evaluation of teaching performance. More specifically, the study aimed to achieve these objectives:

1. determine principals' opinions of the policy for the formal evaluation of teachers;

2. determine principals' opinions of each statement in the guidelines for the formal evaluation of teachers;

3. determine principals' opinions of each statement of the procedures required of them in the formal evaluation of teachers;

4. ascertain what changes in the policy, guidelines and procedures principals would propose;

5. ascertain what comments principals have about the policy, guidelines and procedures; and

6. ascertain principals' attitudes and feelings about the policies, guidelines and procedures in the formal evaluation of teaching performance.

Research Design

In order to achieve the specific objectives above, the research design employed the use of a questionnaire followed by an interview schedule which probed for deeper insights into data provided by the questionnaire.

In addition, personal and school characteristics for each principal were used in the analysis to determine if there were differences among groups of principals in their reactions to the new policy.

Assumptions

The following assumptions were made:

1. The principals were familiar with the new teacher evaluation policies, guidelines and procedures; and

2. the information provided by principals in the questionnaire and the interview accurately reflected their opinions, thoughts and feelings about the policy, guidelines and procedures of teacher evaluation.

Justification for the Study

The significance of this study is that it addresses a very serious, sensitive, and timely educational issue. Given the complexity of the implementation process and the importance of the role of the principal both as an implementer of change and as the primary evaluator of teachers, it is important to understand the meaning of the policy from the principal's perspective. By surveying the reactions of the principals of the Edmonton Catholic School System to the policy, guidelines and procedures of the formal evaluation of teachers, this study is expected to make these contributions:

1. permit principals an opportunity to express their opinions, comments and recommendations;

2. provide an analysis of principals' opinions;

3. provide an analysis of principals' comments;

4. provide an analysis of principals' recommendations;

5. provide policy-makers with information and understanding regarding the meaning of the mandated change for principals; and

6. provide policy-makers with principals' recommendations for change.

This study served to highlight the strengths of the teacher evaluation policy and/or point out some weaknesses as principals perceive them. The knowledge supplied by this research may influence future decision-making in the Edmonton Catholic School District with regard to the support and/or resources which will be provided for the evaluation of instruction.

Finally, the results of this analysis may be of interest to other Alberta school jurisdictions, as they too implement teacher evaluation policies within the provincial policy framework.

Delimitations

While all Alberta school jurisdictions were mandated to implement teacher evaluation policies within provincial guidelines, these policies were unique to each jurisdiction. Therefore, to make the study manageable, it was delimited to a single school jurisdiction, the Edmonton Catholic School District.

Because the Edmonton Catholic School District policy makes a distinction between formal and informal evaluation, this study was delimited to the reactions of principals to only the formal aspects of teacher evaluation.

Limitations

The ability to generalize to other school districts on the basis of the findings of this study was limited in that the study reflected only the initial reactions of principals of the Edmonton Catholic School District to the new policy, guidelines and procedures. Principals received the evaluation handbook at the end of November 1985. They attended an information workshop early in December 1985 at which the policy was

clarified. When the principals received the questionnaire in January 1986 they had not had any actual experience with most aspects of the policy.

Definition of Terms

To avoid misinterpretation of the meaning of certain terms used in this document, the following definitions are provided.

Policy. "Policy" in this study refers to the principles or platform adopted by the policy-makers to describe the general objectives and overall course of action to be used by the organization.

Guidelines. "Guidelines" refers to the limits placed on the overall course of action of a policy and which guide the application of the policy in practise.

Procedures. "Procedures" describes the actions which are required to carry out a policy and which operate within the specified set of guidelines.

Formal evaluation. "Formal Evaluation" refers to the procedures when the statements describing a teacher's performance are written and kept as a permanent record in the Personnel file.

Mandated. "Mandated" is a term to describe a policy or change which has been either legislated or ordered by an official of an organization.

Organization of the Thesis

This first chapter has introduced the focus and objectives of the study. In a review of the literature, Chapter 2 provides an account of the trends which have led to the current status of teacher evaluation and it reviews the subjects of teacher evaluation, policy implementation and the principal's role in each of these. A discussion of the research methodology is presented in Chapter 3 in which the design of the research

instruments, the methods of sampling and data collection, and the treatment of the data are described. Chapter 4 describes the profiles of the principals who responded to the questionnaire and the 10 principals who took part in the interview. The analyses of the questionnaire data are reported in Chapter 5. Chapter 6 reports the analysis of the interview data. Chapter 7 is a presentation of the findings from the analyses of the questionnaire and interview data and a discussion of the conclusions which were drawn from the interpretation of the data. The study is summarized in Chapter 8 which also discusses the implications for future research as well as recommendations for policy makers.

CHAPTER 2

Literature Review

When implementing a new teacher evaluation policy, principals are faced with two distinct issues. One issue is the new teacher evaluation policy itself (the change), while the other is the process of change (changing).

In the past, studies have addressed these issues as two separate and distinct fields of research. Recently, however, the literature has pointed out the growing realization that the change process needs to be addressed if there is to be an understanding of how educational reform efforts can lead to improvement in schools. It has become clear that there is an interaction between what the educational improvement is and how the change is brought about. In a major attempt to combine these two aspects Fullan (1982:5) stated

> Remarkably, it is only ... (since about 1970) that we have come to understand how educational change works in practice. In the1960s educators were busy developing and introducing reforms. In the 1970s they were busy failing at putting them into practice. Out of this rather costly endeavor (psychologically and financially) has come a strong base of evidence about how and why educational reform fails or succeeds. Much of this evidence is very recent and is dispersed in a variety of published and unpublished sources, not yet comprehensively brought together.

Fullan drew on the latest research to illustrate the need to analyze both the educational aspect and the process of change when planning for educational reform.

The literature written on the subjects of the implementation of change and the evaluation of teaching is extensive. In a comprehensive review, Darling-Hammond et al. (1983) examined research in each of these two areas. They also emphasized the importance of attending to both aspects in the development of teacher evaluation systems. More importantly, the studies cited by Darling-Hammond et al. emphasize the

role of the principal as both an evaluator and as a change agent in the implemention of teacher evaluation policies.

While this study focused on the reactions of principals in the Edmonton Catholic School District to the implementation of a teacher evaluation system, the intention of this chapter is to develop a coherent discussion that embraces both the educational and implementation aspects of the problem. Therefore, the review of the literature covers a broad perspective in order to provide an understanding of the importance of the principal in the implementation of teacher evaluation policies.

Two broad bodies of literature--teacher evaluation and the change process--were reviewed and organized into three subdivisions. The first subdivision puts the study into context by providing a discussion of the trends which have led to the current status of teacher evaluation and the importance of the principal in the process. The second subdivision is a review of research on the principal as an evaluator of teaching and the problems which confound principals in teacher evaluation. The third subdivision is a review of the literature on policy implementation. This section deals with research and theories on policy implementation, the role of the implementer, and the principal as an implementer of change.

In reviewing the literature on teacher evaluation, a deliberate attempt was made to eliminate those studies which described clinical supervision and evaluation of teachers for the sole purpose of instructional improvement. Because this study focused on the formal evaluation of teachers in the Edmonton Catholic School System, a deliberate effort was made to review research on teacher evaluations on which personnel decisions could be based.

Background to Current Trends in Teacher Evaluation

The renewed concern for the evaluation of teachers and the trend toward placing this responsibility with the school principal has evolved as a result of two major, influential

forces. One is the accountability movement and the other is referred to as the effective schools movement. Activity in each of these two domains has placed the principal at the focal point. Educational leadership has gained attention, and evaluation of personnel is viewed as one important responsibility of the school's leader.

Accountability Movement

The current trend for governments to legislate the evaluation of teachers has evolved, over the past 20 years, as a consequence of a public concern which developed into a demand for quality education. This trend has been commonly called the accountability movement. One of the important elements which prompted the beginning of this trend was a very comprehensive analysis of the American public school system known as the Coleman report. In summarizing the impact of the study, Dye (1981:8) stated that

> The results of Coleman's study undermined much of the conventional wisdom about the impact of public educational policies on student learning and achievement. Prior to the study, legislators, teachers, school administrators, school board members, and the general public assumed that factors such as the number of pupils in the classroom, the amount of money spent on each pupil, library and laboratory facilities, teachers' salaries, the quality of the curriculum, and other characteristics of the school affected the quality of education and educational opportunity. But systematic analyses revealed that these factors had *no* significant effect on student learning or achievement.

Though the report made no policy recommendations, inferences were drawn from its conclusions. In response to the Coleman (1966) study, the public demanded that the school be held accountable for the education of its students. What evolved as a result, stated Arminger (1981:294), was that "planning, programming, and budgeting systems --an industrial approach to product cost-effectiveness--were plunged into the human services. Educators began dealing with terms such as 'input variables', 'behavioral objectives', and 'output measures'."

However, the school remained the focal point of public dissatisfaction during the 1970s as society became increasingly aware of declining levels of student achievement and increasingly unhappy with declining social and economic conditions. In May 1979 a

Gallup Poll (1979:36) surveyed the attitudes of Americans toward their public schools. It revealed that the schools could gain public respect by improving the quality of teachers. The accountability movement, as Darling-Hammond et al. (1983:285) summarized, had "shifted from broad issues of finance and program management to specific concerns about the quality of classroom teaching and teachers" and had "led to a resurgence of interest in evaluating teachers."

The public pressure exerted on politicians resulted in legislation for teacher evaluation by school jurisdictions. Duncan (1984:1) has stated that in Alberta, this reaction was intensified by the dismissal of James Keegstra from his teaching position. The media exposure of this very controversial case also generated concern for the evaluation of teachers in the province. Alberta Education mandated that by September 1985 all school jurisdictions were to have in place a policy for teacher evaluation. The responsibility for the evaluation of teachers was placed at the local level. The Edmonton Catholic School District policy established the principal as the primary evaluator.

School Effectiveness Movement

Parallel to the accountability movement ran a most energetic and widespread stream of activity in educational research, much of which refuted the Coleman report. While numerous studies attempted to identify variables which characterize effective schools and effective instruction, another branch of research tried to discover if and how schools could improve their effectiveness. With respect to the role of the principal and in a thorough comparison of these two distinct lines of inquiry, Clark et al. (1984:42) stated

> Concern with leadership, for example, directed the school effectiveness inquirers to the issue of whether the behaviors or expectations of the principal were distinguishable in effective and less effective schools. The school improvement researchers examined the impact of the school leader on the ability of the unit to invent, adopt; or adapt practices that would make the school more responsive to contemporary knowledge in education--including, of course, the recently popularized version of an instructionally effective school.

While there was overlap in the input variables of the two types of research, there

was also consensus on the results. Clark et al. (1984:53-54) concluded that "Congruent with the school effectiveness research, the school improvement literature has emphasized the importance of leadership on the part of the building principal."

Much of the literature also emphasizes the instructional leadership role of the principal and its impact on staff growth and development. In an extensive review of studies of effective principals and effective schools, Bossert et al. (1982:37) summarized that "principals in effective schools ... apparently devote more time to the coordination and control of instruction ... they do more observations of teachers' work ... and are more active in setting up teacher and program evaluation procedures than principals in less effective schools."

Similarly, Leithwood and Montgomery (1982:309) in their assessment of the role of the effective elementary school principal reviewed the literature and found principal involvement to be a "critical determinant in the success of efforts to improve." Where evaluation of teachers is concerned, effective principals were found to view themselves as instructional leaders. They directly and constantly intervened in all aspects of classroom and school that influence student achievement. Effective principals gathered information about teachers and instruction through direct observation of teaching and they worked closely with teachers on issues identified in those observations in an effort to influence instruction by providing knowledge and skill.

A common theme in the school effectiveness literature, then, is the importance of the school principal to the effectiveness of the school. The underlying message is that the evaluation of teachers is a means to improved instruction and consequently improved student achievement. The implication, therefore, is that the principal can increase school effectiveness through teacher evaluation.

The Principal as an Evaluator of Teaching

Clearly, the matter of teacher evaluation is a complex one for the principal. Even

though effective schools research and school improvement studies are attempting to provide information relevant to the problems of the evaluation of teaching, these studies are not without flaws. They have been criticized by Purkey and Smith (1982:64-68) and MacPhail-Wilcox and Guth (1983:3-8) for being too simplistic and too general. They have also denounced these studies for their lack of rigor due to the size or type of sample, the instrument design or the methodology used in the research. Research on the evaluation of teaching has not yet yielded definitive information on teaching deemed to be effective.

While it is assumed that the evaluation of teachers by the principal is a useful way to improve instruction, research on the relationship between evaluation of teachers by their principals and increased effectiveness is sparse and not very encouraging. A study by Barnette and Thompson (1979:77-86), which examined the perceptions of teachers of the effects of evaluations on instructional improvement and the types of evaluation processes that seem to effect change, produced a significant and negative finding. Seventy-two per cent of the 208 randomly selected secondary school teachers from a northeastern American state indicated that teacher evaluation had not resulted in any change in instruction. Barnette and Thompson (1979:81) stated that "As a direct result of teacher performance evaluation, there was no significant perception of instructional improvement." They concluded that student evaluation of teachers had a greater influence on whether or not teachers changed their instructional techniques than did evaluation of teachers by the principal.

Similar results were found in a Canadian study which was cited in Leithwood and Fullan's (1984:11) discussion of long-term growth in school system effectiveness. In a summary of teachers' and principals' responses about the extent to which their last performance appraisal had stimulated improvement 40.5 % and 18.5 %, respectively said "not at all." "In the vast majority of cases, and particularly for teachers, it appears that system maintenance heavily dominated the goals for appraisal. It also appears that

very little happened ... as a result." (Leithwood and Fullan, 1984:11)

Questions about the principal's ability to influence or reform classroom instruction were also raised as a result of the findings of research by Deal and Celotti (1980). One hundred and three randomly selected elementary schools from 34 San Francisco Bay area school districts participated in the three-year study. Teachers' and administrators' perspectives of instructional and organizational patterns were compared to determine how roles, policies, and administrative practices affected classroom organization and instruction. The study focused on individualized instruction and team teaching. Both individualized instruction and team teaching were found to be largely uneffected by evaluation practices. Deal and Celotti (1980:472) concluded that

> These results portray the classroom as a relatively autonomous unit, its instructional or organizational characteristics shielded from formal influence by the community, district office, principal--or even by the teacher next door ... Educational organizations appear to consist (at least around instructional matters) of a loose collection of individuals, units, or levels, each performing activities independently--as segmented units buffered from one another.

A more recent review of research (Huddle, 1985:60-1) on the effects of teacher evaluation and its relationship to school effectiveness also suggested that "most teachers operate with virtual autonomy in their classrooms over what they teach and how the teach" and "for the majority of teachers that curricular requirements and supervisory interventions exert relatively little control over daily classroom teaching decisions." These studies indicate that it may be misleading to assume that the principal's evaluation of teachers has an influence on instruction.

Other studies, in fact, have suggested that the principal's role is a major hindrance to effective teacher evaluation. Ryan and Hickcox (1980:114) argued that the role of the school administrator is structured in such a way as to support no more than superficial evaluation. It does not afford the principal the time needed to carry out meaningful supervision. This same line of logic is held by Darling-Hammond and Wise (1985:29) who contend that "the time of the evaluator is too short, the span of control too wide,

and the expertise too limited to produce reliable and valid insights that might lead to significant action."

A comprehensive set of barriers to evaluation by the principal for instructional improvement was identified in the research by Stiggins and Bridgeford(1985:93):

> 1. Evaluators often lack important skills ... in evaluating teacher performance, and skills in communication with teachers about the evaluation process and results.
> 2. There is often insufficient time for both evaluation and follow-up ... competing demands of education frequently push evaluation to a low priority status.
> 3. The process(es) for linking staff development and teacher evaluation is (are) not clear ...
> 4. Unclear or unacceptable performance criteria, combined with lack of teacher involvement in developing performance criteria and infrequent and superficial observations, tend to breed skepticism among teachers about the value of results. The adversarial relationship between districts and collective bargaining units also breeds distrust.

This last point serves to illustrate one very important factor in the difficulty and problems of teacher evaluation. That is, even with all the research on effective teaching, there is no one simple teaching style that has been identified as being better than another and no conclusive evidence has been found to indicate which teacher characteristics result in student learning. This is an area of concern to the principal as are several other issues which compound the problems of teacher evaluation.

Problems in Teacher Evaluation

Technological problems. Much of the anxiety experienced by the principal charged with conducting teacher evaluation has to do with the technological aspects of the process. There is no single set of criteria by which all teachers can be measured in all teaching situations. Stodolsky (1984:11-17) argued that teaching is context-bound and not consistent over time. Ryan and Hickcox (1980:114) contended that the use of classroom observation as a means of collecting data on teaching performance is a "notoriously unreliable" procedure as it is subject to problems of observer bias. Instruments used to measure teaching performance often lack validity and reliability.

Evaluators often lack the interpersonal skill needed to convey the results of the observation and make recommendations for improvement. The technological and methodological difficulties can also lead to legal problems.

Legal difficulties. In addition to performance criteria being defensible, principals must know their legal responsibilities and teachers' rights. Teachers' associations, by emphasizing natural justice and fair treatment in teacher evaluation, have raised teachers' awareness of their legal rights in the process. For example, principals can recommend dismissal of a teacher without well-documented evidence, without having made a reasonable number of classroom visits, or without having provided assistance to the teacher. However, as Judith Anderson (February 19, 1986) stated, "this not a preferable way of doing it as there is no guarantee of success in court" even though the teacher clearly is not adequately practising or performing the expectations of the system. Martin (1983:3) pointed out that where principals do not have the necessary knowledge and skill to meet the legal requirements of teacher evaluation and where they have no clear guarantee of success in the courts, they may compromise the evaluation process by giving satisfactory ratings to teachers whose performance they know is inadequate.

In an intensive study of eight effective principals, Blumberg and Greenfield (1980) identified the termination of a tenured teacher as one of three major problems to have a negative emotional impact on the principals. Blumberg and Greenfield (1980:212, 216) stated that

> the problems associated with the legal procedures involved frequently became overwhelming for the school principal and the superintendent who, of necessity, became central figures. There must be an iron-clad, well-documented case that has been built over a period of time before school administrators will risk the trauma associated with bringing action to terminate a tenured teacher's contract.... It is noxious for school principals both to have to confront the problem and to have to go through the long and arduous task of preparing a case for termination.

Because of the legal aspect of teacher evaluation, then, the process may not be effective in removing incompetent teachers. It may also explain (McLaughlin, 1984:193)

> the preponderance of ... salutory assessments.... Low ratings risk conflict with the teachers' organizations; evaluators do not have the skills to confidently do more; support from "downtown" is often not forthcoming in the event of a negative or controversial appraisal; insufficient time and resources are available to respond to less than satisfactory ratings anyway.

Human aspects. Problems of a human nature also arise in teacher evaluation. Principals experience personal conflict when trying to juggle the demands of the managerial aspects of their role with that of being an instructional leader. Principals also feel role conflict in having to carry out evaluations both for purposes of teacher improvement and personnel decision-making. Having to do both also puts a strain on the administrator-teacher relationship. In addition, principals often lack the confidence, expertise, and time to carry out teacher evaluation. In sum, these factors combine to create a situation where teacher appraisal is basically ritualistic and takes approximately 5 % (McLaughlin, 1984:201) of a principal's time.

Ethical problems. Another personal conflict which principals experience is ethical in nature. While public pressures for the principal to use evaluation as a punitive measure seems to be increasing (Arminger, 1981; Bellon and Bellon, 1982), principals also, as internal evaluators of the school, feel an obligation to emphasize the positive findings, to give the impression that everything is going well. Often the symbolic value of the evaluation is useful in assuring the public that the quality of teaching is being assessed and monitored. The conflict for principals, then, is between their "social reform motivation and an organization's practical survival motivation" (Adams, 1985:53). The result is that the evaluation process often ends up being simply a ritual function.

Policy Implementation

Two issues concern principals when they implement a change in policy on teacher evaluation. One issue is the evaluation of teachers and the other is the process of change. These issues are equally perplexing to principals who are required to implement

a new set of procedures for the evaluation of teachers.

A casual observer of an organization may naively assume that a mandated change in policy will automatically lead to obedient implementation by its members. Research findings cited by Berman and McLaughlin (1976) and Fullan (1982) in policy analysis has shown that mandated policies are not necessarily implemented in the way that the policy-makers had intended. In analyzing the difference between the policy-makers' intended outcomes and the actual outcomes, and in assessing the impact of a policy, a variety of reasons have been postulated by policy analysts for the failure or mutation of policy implementation. Included among them are the motivations for the adoption of the policy (Berman and McLaughlin, 1976), the characteristics of the policy itself (Montjoy and O'Toole, 1979), the role of the implementer (Coombs, 1980; Sorg,1983), political influence (MacLennan,1980), the power and authority of the members within the organization (Hanson, 1975), the goals of the organization (Rawson, 1980), and the meaning of change itself (Fullan, 1982). Clearly the analysis of policy implementation is not a simple task but one that must consider numerous complicated elements.

A number of major efforts (Mazmanian and Sabatier, 1981; Berman and McLaughlin, 1976; Huberman and Miles, 1984) have pointed out the complexity of the implementation of change. Abundant and varied factors lead to success or failure in implementation. The complexity of policy implementation was illustrated by MacLennan (1980:1127), who stated

> Public policy is not formulated, legislated and implemented on the basis of rationality and fact alone but as a result of the interplay of political power, cultural values, competing priorities and the known facts about problems and solutions. At each stage of implementation, in the appropriation of funds, establishment of regulations, adoption of standards, and transformation of policy into operation programs in the community there are continuing battles and shifting coalitions among political, legal, provider, consumer and community groups with a side variety of vested interests and values.

A change in education policy is no simpler to implement than any other public policy. Change in education involves a number of variables which interact to affect the

implementation phase. Accompanied by a caution that these factors should not be thought of in isolation but rather as a system of interacting variables, Fullan (1982:56) listed the following:

A. Characteristics of the Change
   1. Need and relevance of the change
   2. Clarity
   3. Complexity
   4. Quality and practicality of program (materials, etc.)

B. Characteristics at the School District Level
   5. The history of innovative attempts
   6. The adoption process
   7. Central administrative support and involvement
   8. Staff development (in-service) and participation
   9. Time-line and information system (evaluation)
   10. Board and community characteristics

C. Characteristics at the School Level
   11. The principal
   12. Teacher-teacher relations
   13. Teacher characteristics and orientations

D. Characteristics External to the Local System
   14. Role of government
   15. External assistance

In a comprehensive review of the literature on teacher evaluation in the organizational context, Darling-Hammond et al. (1983:371) addressed the complexity of implementing teacher evaluation policies at the school level and argued that

> Implementation of any school policy, including a teacher evaluation policy, represents a continuous interplay among diverse policy goals, established rules and procedures (concerning both the policy in question and other aspects of the school's operations), intergroup bargaining and value choices, and the local institutional context. Teacher evaluation procedures, for example, will be influenced by the political climate that exists within a school system, by the relationship of the teachers' organization to district management, by the nature of other educational policies and operating programs in the district, and by the very size and structure of the system and its bureaucracy.

Policy implementation, then, is a result of a number of interacting forces. These forces operate to positively or negatively influence the degree to which the policy will be implemented as the policy-makers had intended. But while there are many interacting aspects of policy implementation, there is one factor which figures very prominently in

the process. That factor is the individual implementer.

The Implementer of Change

The role of the individual implementer, as research is discovering, is important in understanding the reasons for the success, failure or modification of policy implementation. Smith (1973:204) defined individual implementers as a target group composed of those who are most affected by the policy and who must change to meet the demands of the policy. Policy implementation produces tensions within the target group, and between the target group and the policy, which may create outcomes that are inconsistent with the expectations held by the policy-makers.

Therefore, any study, theory or discussion of policy implementation, if it is to provide understanding of the process, must address the importance of the target group of implementers. To illustrate the degree of influence which the implementer has on the implementation process, consider the policy implementation model designed by Van Horn and Van Meter (1977:106). It includes eight factors or "cluster variables" which are useful as an aid in explaining the degree to which implementation efforts achieve the intended outcomes. They are policy resources, policy standards, communications, enforcement, dispositions of implementors, characteristics of the implementing agencies, the political conditions, and economic and social conditions. One of the most striking features of the model is the key position of the "dispositions of implementers." Seven of the variable clusters filter, either directly or indirectly, through the implementer. Clearly, the human aspect of policy implementation is a critical component in the process.

It is important to understand the inherent nature of change and what it means for the people, both collectively and at the individual level, who are affected by the change. As McLaughlin and Marsh (1978:69) contended in their reflection upon the shortcomings of the "Decade of Reform" (1965-1975), even the best changes will not be successful if those who must implement them are "inadequately trained or unmotivated" because

"change is more a function of the people and organizations than of the technology." Fullan (1982:25-26), in discussing the meaning of change, pointed out that whether change is voluntary or imposed, for the people implicated in the change it poses a threat and involves a struggle which is characterized by uncertainty and ambivalence. To illustrate, a five-year study by Lieberman (1982) of school improvement change efforts, discovered that the implementation of mandated policies was imbued with tension. In addition to the inherent tensions of teaching, Lieberman (1982:266) observed that

> a new set of strains ... appear when a program, an idea, a mandate is put forth to improve practice. The major tension involved in school improvement, of which others are a subset, is the strain between the mandate (the plan or the improvement) and the social reality of the teacher in the classroom.

Among the implications of these tensions, Lieberman suggested that policy makers must recognize that the implementation of school improvement policies involves a human reality. Understanding the participant's perspective is a necessary step toward successful implementation of mandates for change.

The problem of the meaning of change, for those who must implement it, must be addressed by policy-makers. This is crucial to the success of implementation "because it is at the individual level that change does or does not occur" (Fullan, 1982:38). In the case of mandated policy change, the individual implementers will decide the course of the change process. These top-down policies may or may not be carried out. In a discussion of the modern educational bureaucracy, the importance of the implementer was highlighted by Hanson (1975:26) who stated that

> As early as 1938, Chester Barnard began to argue that the real focus of authority in organizations was at the middle and lower levels of the hierarchy and not at the top as most people assume .... Barnard suggests four conditions which must be met if a subordinate is to accept the authority of a directive from above: (1) he must be able to mentally and physically comply with it; (2) he must understand the directive; (3) he must believe the directive is not inconsistent with the purpose of the organization; and (4) he must believe the directive is compatible with his personal interents as a whole.

In a similar vein, Nagel (1977: 96) explained

> The amount of compliance tends to be related to such matters as the clarity of the

> policy, the extent to which it deviates from custom, the prestige of the policymakers and policy-appliers, the positive and negative sanctions available to obtain compliance, the monitoring of noncompliance, and the presence of facilitating and inhibiting environmental conditions. In general, compliance occurs when the would-be noncomplier perceives the expected benefits minus costs of compliance to be greater than the expected benefits minus costs of noncompliance.

Compliance is necessary if a policy is to be carried out as the policy makers intend and if it is to have the intended impact. Coombs (1980:885-892) hypothesized that better implementation of policy and a greater likelihood of its intended impact would result if policy-makers understood the reasons why people fail to carry out the policy. In an attempt to classify these reasons, Coombs postulated five bases for noncompliance by target individuals, that is, those whose actions the policy is intended to modify.

1. Communication-based noncompliance results when the policy is not clearly communicated to the target individual. A breakdown in the communication process may be due to problems in dissemination of the information or to the ambiguity in the policy which policy-makers often intend in order to permit some discretion by implementers at the local setting.

2. Resource-based noncompliance may occur even when the target individual clearly understands the policy demands but lacks the resources (skills, abilities, funds, time, energy) to carry them out.

3. Policy-based noncompliance is the refusal to carry out a policy either because the target individual disapproves of the goals of the policy or disapproves of the assumptions or probable effects of the policy.

4. Action-based noncompliance occurs because of the nature of the prescribed action required of the target individual. The risks or costs of changing one's behavior may be too high for the target individual. Often target individuals are impatient with the prescribed change and often there is simply an inherent resistance to the change.

5. Authority-based noncompliance may occur when the target individual feels that the policy-maker is "acting illegitimately or will reap undue benefits from the policy"

(Coombs 1980:891).

A similar hypothesis has been formed in an attempt to clarify the impact of the role and behaviors of the individual implementer upon the implementation process. Sorg (1983:391) offered a simple classification of three roles played by those who must implement a policy. It includes (1) a decision maker, who chooses the policy, (2) an implementing manager, who might issue and enforce directives, disseminate information, or assign personnel, and (3) the front line implementer who must actually implement the policy. Sorg has developed a typology of behaviors of these front line implementers that appears to be a promising and relevant model which addresses key questions about why policies are not implemented as planned and how they are altered during the implementation process.

The typology describes the general kinds of behaviors that implementers might display when they are required to carry out a new policy and which reflect their intentions. The first type is intentional compliance in which the implementers can be observed carrying out the goals and procedures of the policy statement. A second type is unintentional noncompliance in which the implementers intend to conform to a policy but do not achieve the goals or procedures of the policy. They either add or subtract elements from the policy because they do not understand the policy and/or required behaviors and/or lack the ability to carry out the prescribed behavior. The third type of implementer behavior is intentional noncompliance. A number of overt behaviors reflect the implementers' intention not to implement and not to conform to the policy. They may engage in replacement behavior which is the intentional alteration of the policy goals and/or procedures and a variation of the policy is consequently implemented. They may engage in ritualistic behavior which is simply that of carrying out an old standard operating procedure with no attempt to give the appearance of implementing the new policy. Bluffing, on the other hand, is an observed attempt by implementers to give the appearance of carrying out the policy while actually performing according to an old

standard operation procedure.

Delay refers to a behavior in which implementers postpone compliance because of inability or use of a tactic to influence actors in the implementation process. Voice is a label for a set of behaviors used by the implementer to influence those in authority to change the policy. It is an attempt to confront policy makers while not carrying out the policy or procedures. Exit describes the type of behaviors which reflect the implementer's desire to avoid implementing the policy. It includes such actions as resigning from the organization, transferring from the position, or trying to shift the implementation responsibility to another individual.

The complete typology contains another set of behaviors which reflect the implementer's intention to implement but not conform with the policy statement. The implementer carries out the general intent of the policy while adapting it to suit the situation. These behaviors, derived from Hall and Louck's (1977) model of the Levels of Use of an innovation, include amelioration, routine use, refinement, and integration. What ensues and is observed is a mutation of the policy.

Both Coombs and Sorg pointed out the complexity of the implementer's attitudes, intentions, beliefs, and behaviors, and illustrated their relationship to implementation. Their treatment of the importance of the implementer serves to alert policy makers to the need to consider the power of the implementer to shape the implementation process as well as the outcome and impact of the policy itself. Teacher evaluation policies are not immune to modification or mutation by the implementers.

In linking change theory to the implementation of teacher evaluation policies, Darling-Hammond et al. (1983:313) illustrated the "importance of recognizing local participants in change efforts as purposive agents and ... the need for adaptations of change strategies by those who actually implement them." Their review of research on the implementation of teacher evaluation policy includes an example of a top-down implementation process which did not result in the intended outcome because it did not

recognize the importance of the individual implementer.

The Principal as Implementer

The Edmonton Catholic School District states in its teacher evaluation policy that "the primary purpose of cooperative evaluation will focus on professional growth and development of all certificated teachers" (1985:i). It is assumed that the judgement on teaching performance is an antecedent to the recommendations that would be followed as to how the teaching could be improved. Studies of school improvement efforts allow insights into the importance of the role of the principal in implementing change.

In a comprehensive review of the literature on principal effectiveness and the implications for policy development, Manasse (1985:453) stated that

> the findings are quite conclusive regarding the key role of principals in effective implementation of any school change ... based on research, principals should be a factor in any new program legislation, and their importance in the process of setting overall priorities and goals should be recognized.

Berman and McLaughlin (1976:360) contended that while the involvement of the principal an important consideration in policy development, the number of principals involved must also be appropriate to the size of the target group. But though the principal's involvement in the plan for change is important, the principal's role is critical during the implementation process.

To illustrate, Leithwood and Montgomery (1982:309-339), in an extensive review of the school improvement research, performed a secondary analysis of the role of the principal in implementing change. They found that the principal's behaviors were crucial to the outcome of change efforts. In their discussion of the obstacles which confront principals in their attempts to implement change, Leithwood and Montgomery (1982:332-333) stated that principals "themselves present problems to program improvement stemming from their own ... lack of specific knowledge about the change process." As well, the study by Leithwood and Montgomery (1982:333) cited, as further obstacles for principals, the lack of principal involvement in central

administration decisions to change, the lack of visible administrative support for imposed change, and insufficient communication between central administration and principals about the change.

Nevertheless, while it has been acknowledged that principals are key participants in the change process, it has also been shown by Fullan (1982) that not all principals are effective change agents. Hall (1984:1-12), in research on the role of the principal in implementing change, identified and described three change facilitator styles- initiator, manager, and responder. Hall (1984:10) found that "the principal is important, and ... the day-to-day behaviors of principals can be sorted in terms of those that appear to be more useful and helpful in implementation." The implication for policy-makers, then, said Manasse (1984:453) is to include in the mandate both incentives and training designed to develop the principal's skill in implementation. Manasse further suggested (1984:460) that "district policies should reflect an understanding of the change process and allow adequate time for change."

In a very large study of the implementation of change in education, Berman and McLaughlin (1976) also found that the role of the principal was critical to the implementation and continuation of U.S. federal change agent projects. The study also suggests that staff development for principals is critical and necessary to strengthen the principal's ability to implement change.

To do so, however, there must be an understanding of the current status of the principalship. In a description of the principal's reality, Fullan (1982:130-142) painted a distressing picture. Principals are bombarded with mandated change policies which they may not want and which they may not fully understand but which they are expected to carry out. At the same time, they experience pressure to maintain stability. As well, the implementation of change may not be a priority as other more immediate problems demand principals' attention, time and energy. Their work load has become heavier and their role more complex and ambiguous. The role of the principal as an implementer of

mandated change is one that must be considered by policy makers if there is to be any hope of achieving the intended outcomes.

Summary

Public dissatisfaction with education has led to demands that something be done to increase the effectiveness of schools. While research has endeavored to identify characteristics of the effective school and how schools can change to increase their effectiveness, governments have responded to the accountability movement by legislating school reform. In particular, the evaluation of teachers has become a popular attempt by politicians to assure the public that students are receiving quality instruction.

However, both the effectiveness movement and the accountability movement have focused on the importance of the school's leadership to the quality of education. The principal has, therefore, come to be the primary evaluator of instruction as continued research and political pressure focus on the instructional leadership role of the school administrator.

Evaluation practises, though, have not been viewed very favorably either by the principal or by the teacher. The record of teacher evaluation as a useful means of improving instruction is not good. The increasingly litigious nature of society make teacher evaluation an even more tension-producing process than it has been in the past.

Even though research is attempting to identify the problems associated with teacher evaluation and seeking solutions for them, the findings are still only early attempts to deal with a very difficult, serious and sensitive issue. While effective schools research and school improvement studies have some useful messages for principals, these studies are not without flaws. They have been criticized for being too simplistic and too general (e.g., Purkey and Smith, 1982: 64-68; MacPhail-Wilcox and Guth,1983:3-8). They have been denounced for having a lack of rigor due to the size or type of sample, the instrument design, or the methodology used in the research.

The implementation process is complex. Implementers play an important role in shaping both the outcomes and impact of a policy. The implementer may or may not comply with the policy, and may adapt, modify or mutate the policy during the implementation phase. The ways in which implementers carry out the policy reflect their willingness and/or their ability as implementers of change. Research in policy analysis and the implementation of change, together with studies on the influence of the principal in educational change, indicate that the principal is a crucial factor to the implementation of teacher evaluation policy. Not only must principals possess credibility and expertise as evaluators, they must be able to manage the change process if teacher evaluation policies are to achieve their intended outcomes.

CHAPTER 3

Methodology

The research methodology used in this study was designed to acquire the reactions of principals to the policy, procedures, and guidelines for the formal evaluation of teachers in the Edmonton Catholic School District. Because the Handbook for the Cooperative Evaluation of Teacher Performance in Edmonton Catholic Schools (1985:3) states that principals are the "primary evaluators" of teachers, it was felt that their reactions would provide valuable information about the implementation of the new teacher evaluation policy.

This chapter provides an account of the methodology used to conduct the study. The material in this chapter is subdivided into four sections. The first section is a discussion of the research design. The second section describes the research instruments which were employed in the data collection. The design and pilot-testing of the questionnnaire and the development of the interview schedule are presented. The third section describes the procedures used in the data collection and the timeframe within which the data were gathered. The fourth section explains how the data were analyzed.

Research Design

The design of this study employed a combination of methods in order to enhance its accuracy and provide a rich and comprehensive picture of the reactions of the principals to the new teacher evaluation policy. Quantitative data were collected in the scaled opinion responses of a questionnaire which was distributed to all eighty-two principals of the Edmonton Catholic School District. To complement these data and examine the research problem from a deeper perspective, a subsample of ten principals was randomly

selected to participate in a semistructured, probing interview. This research strategy is known as triangulation and, as Jick (1979:603-04) stated, it

> can capture a more complete, holistic, and contextual portrayal of the unit(s) under study....the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods. It is here that qualitative methods, in particular, can play an especially prominent role by eliciting data and suggesting conclusions to which other methods would be blind. Elements of the context are illuminated. In this sense, triangulation may be used not only to examine the same phenomenon from multiple perspectives but also to enrich our understanding by allowing for new or deeper dimensions to emerge.

Research Instruments

Two research instruments were employed in order to ascertain the reactions of the principals to the Edmonton Catholic School District policy, guidelines and procedures for the formal evaluation of teachers. A questionnaire was distributed to all the eighty-two principals to determine the following matters: their level of agreement with the policy; guidelines and procedures; what changes they would propose for statements with which they disagreed; and what comments they had about any aspects of the policy which were contained in the questionnaire items. (See Appendix B).

In order to obtain a richer, deeper understanding of their reactions an interview schedule was used with ten principals. (See Appendix B). The interview questions were derived from the issues which were raised in the questionnaire responses.

The Questionnaire

The research instrument was a 16-page questionnaire which was designed in consultation with central office personnel in the Edmonton Catholic School District who also assisted in the final revisions of the instrument. The first section contained a number of multiple-choice type questions which sought demographic data about the principal and the school. This section was designed to determine if there were differences among groups of principals in their opinions about the new policy. The school data questions required information about the instructional level taught in the

school and the number of teaching and administrative personnel working in the school. The personal data questions required information about the principal's age, sex, educational background, work experience, and professional development in the areas of teacher evaluation and teaching effectiveness.

The School and Personal Data sections of the instrument were pilot-tested with school administrators who were on leave to study at the University of Alberta and employed by different school jurisdictions in British Columbia and Alberta.

The second part of the questionnaire consisted of scaled opinion responses and open-ended responses to paraphrased statements of the policy, guidelines and procedures of the district's new teacher evaluation policy. The statements of the policy, guidelines and procedures of teacher evaluation in the Edmonton Catholic School District were taken from an original document, Handbook For The Evaluation Of Teacher Performance In Edmonton Catholic Schools (1985). The statements were phrased in such a way that principals could respond to each part of the policy statement about which they might have an opinion. It asked principals to express their level of agreement with the statements of the policy, guidelines and procedures of the formal evaluation of teachers. It also asked the respondents to write the changes they would propose for the statements with which they disagreed or strongly disagreed. Further to this, an open-ended question asked if the principals had any comments about the statements of the policy, guidelines, and procedures.

The Interview Schedule

As a follow-up to the collection of questionnaire data, and in order to collect data which would provide deeper insights into the reactions of the school administrators, a semistructured, probing interview was conducted with ten of the principals. The interview questions were formulated from the information which principals provided in their questionnaire responses.

Data Collection and Timeline

Approval to conduct this study was obtained from Dr. John Brosseau, Chief Superintendent of the Edmonton Catholic School District in September 1985.

In January 1986 a covering letter and a copy of the questionnaire were sent to all 82 principals in the Edmonton Catholic School District. (See Appendix A.) The covering letter briefly explained the purpose and value of the study. It explained that the school number which appeared on the questionnaire was necessary for the purpose of contacting principals who would be asked to participate in an interview. The letter also assured principals that the information provided by them in the questionnaire and the interview would be treated with confidentiality. They were asked to return the questionnaire by 3 February 1986 to the Service Building warehouse by way of the school system's courier service. Approval was obtained from Mr. Jim Strand, manager of the warehouse, to use his office as a delivery and collection point. (See Appendix A.) Upon receipt of the questionnaire a letter of appreciation was forwarded to the principal. (See Appendix A.) Principals who were late in returning their responses were telephoned to ascertain whether they were experiencing difficulty in completing the questionnaire. An additional copy was sent to those who required one.

By the end of February 1986, 79 out of a possible 82 questionnaires had been returned. A number of these questionnaires had unanswered questions regarding the personal and school data. In those cases, the principals were telephoned and asked for the correct information which was entered on the questionnaire at the time of the telephone call. When principals could not be reached by telephone, the office of Mr. Bud Arbeau, Superintendent of Program Services, was contacted at the central administration building and in this way missing school data were collected.

During March 1986, the questionnaire data were analyzed and the interview schedule was formulated from the content analysis of the open-ended responses. Letters were

sent to ten randomly selected principals (See Appendix A) explaining the purpose of the interview and ensuring confidentiality. These principals were contacted, in a follow-up telephone call, to arrange appointments for the interview. Because one principal did not wish to participate in the interview, another randomly selected principal was contacted by letter and then by telephone. The interviews were completed during the second and third weeks of April.

Treatment of the Data

Because 96% of the total population of principals responded, the responses were viewed as constituting the opinions of the population. Descriptive statistics were therefore used in the analyses of the data from the scaled opinion responses on the questionnaire. All quantified data were entered and stored in a computer file. The data analysis included the frequency and the percentage frequency distributions of the responses and cross-tabulations using the School and Personal Data.

The "open-ended" information that was obtained, both from the questionnaire and the interviews, was examined using content analysis. Only the more informative responses which contributed significantly were used in the analysis.

Although this research could not establish causal relationships with any degree of certainty, it was useful in exploring a variety of relationships between personal and school variables and principals' opinions about the teacher evaluation policy. In addition, the qualitative data were able to yield a rich description of the meaning of the implementation of the new policy from the principals' perspectives.

Summary

This chapter reviewed the research methodology employed to conduct this study which was designed to determine the reactions of principals of the Edmonton Catholic School District about a new district policy for the formal evaluation of its teachers. Triangulation used in order to gather both quantitative and qualitative data and thus

provide a rich, insightful description of the reactions of principals to the new policy.

Quantitative data were provided by the scaled opinion responses in the questionnaire. These were analyzed using descriptive statistics since 96% of the questionnaires were returned which had been distributed to all eighty-two principals in the district. Personal and School data were analyzed with the opinion responses to ascertain whether any trends had occurred or whether any differences could be found between groups of principals.

An interview schedule was developed from the issues raised in the open-ended responses that principals provided in the questionnaire. These open-ended responses and the responses given by the ten randomly selected principals in the semistructured, probing interview provided the qualitative data. These data were examined using content analysis.

CHAPTER 4

Profile of the Principals

This chapter describes the 79 principals who responded to the questionnaire and the 10 principals who took part in the interview. This description is presented in three sections. The first two sections, in describing the questionnaire respondents, report the characteristics of the school and the personal and professional characteristics of the principals. The third section provides a profile of the principals who were interviewed.

Characteristics of the School

The frequency and percentage frequency distributions of the instructional level taught in the school and the number of professional personnel in the school are reported in Tables 4.1 and 4.2.

Instructional Level Taught in the School

Over half of the 79 schools were elementary schools and almost one third were elementary-junior high schools. Approximately 9% were junior high schools, 7.6% were senior high schools, and one was a junior-senior high school.

Number of Professional Personnel

Number of full-time teachers. Of the 79 schools, 29 had 10 or fewer full-time teachers employed in them. Twenty-one principals reported having 11 to 15 full-time teachers on staff and 29 had staff sizes of 16 or more. Therefore, almost two-thirds of the principals worked with a staff of 15 or fewer full-time teachers.

Table 4.1

Frequency and Percentage Frequency Distributions of the Instructional Level in the School (N = 79)

Instructional Level	f	%
Elementary	41	51.9
Elementary-Junior High	24	30.4
Junior High	7	8.9
Junior-Senior High	1	1.3
Senior High	6	7.6

Number of part-time teachers. Of the 79 schools, 43 had two or fewer part-time teachers and 36 had three or more.

Number of assistant-principals. Six of the 79 principals who responded reported having no assistant-principal. Fifty-seven reported having one assistant-principal, 12 had two assistant-principals, three had three assistant-principals and one had four assistant-principals. Thus, over 90% of the principals had at least one assistant-principal on staff.

Number of department heads. Of the 79 principals who responded, 67 had no department head on staff. Twelve principals reported having between one and 11 department heads.

Table 4.2

Frequency and Percentage Frequency Distribution of Number of Professional Personnel (N = 79)

Professional Personnel	f	%
Number of Full-time Teachers		
10 or less	29	36.7
11 - 15	21	26.6
16 or more	29	36.7
Number of Part-time Teachers		
2 or less	43	54.4
3 or more	36	45.6
Number of Assistant Principals		
Zero	6	7.6
1	57	72.2
2	12	15.2
3	3	3.8
4	1	1.3
Number of Department Heads		
Zero	67	88.1
1 - 11	12	15.2

Personal and Professional Characteristics of the Principals

In this section, the frequencies and percentage frequencies of the personal and professional characteristics of the principals are reported, including sex and age. The professional characteristics report the position prior to becoming a principal, years of experience as a principal, post-secondary education, teaching experience, and professional development activity.

Personal Characteristics

Sex of the Principals. Six (7.6%) of the 79 principals were female.

Age. The frequency and percentage frequency distributions of the age of the principals are reported in Table 4.3. None were younger than thirty. Eleven of the 79 principals were between 30 and 39 years old, over half were between 40 and 49 years old, and about 30% were 50 years or older.

Table 4.3

Frequency and Percentage Frequency Distributions of the Age of Principals (N = 79)

Age	f	%
30 - 39	11	13.9
40 - 49	44	55.7
50 or older	24	30.4

Professional Characteristics of Principals

Position prior to becoming a principal. The frequency and percentage frequency

distributions of the position held by the principal are reported in Table 4.4. Almost 85% were assistant principals prior to becoming a principal. Five of the 79 principals were classroom teachers and six worked in the central administration office before becoming principals. Only one principal reported being a department head prior to becoming a principal.

Table 4.4

Frequency and Percentage Frequency Distributions of Position Prior to Becoming a Principal (N = 79)

Position Prior to Becoming a Principal	f	%
Classroom Teacher	5	6.3
Assistant Principal	67	84.4
Central Office Consultant or Supervisor	5	6.3
Department Head	1	1.3
Other	1	1.3

Years of experience as a principal. The frequency and percentage frequency distributions of the number of years of experience as a principal are reported in Table 4.5. Over 70% of the principals reported having 15 or fewer years experience, while 28% had more than 15 years experience as a principal.

Table 4.5

Frequency and Percentage Frequency Distributions
of Years of Experience as a Principal
(N = 79)

Years of Experience as a Principal	f	%
Less than 5	10	12.7
5 - 10	19	24.1
11 - 15	28	35.4
16 - 20	13	16.5
More than 20	9	11.4

Characteristics of Post-Secondary Education

The frequency and percentage frequency distributions of the characteristics of the principals' post-secondary education, including the number of years of post-secondary education and enrollment in or completion of graduate courses in Educational Administration, are reported in Table 4.6.

Years of post-secondary experience. Almost 65% of the principals had six or more years of post-secondary education as assessed for salary purposes. Approximately 35% had either four or five years of post-secondary education.

Enrollment in or completion of graduate courses in Educational Administration. Nearly 27% of the 79 principals had no graduate courses and were not enrolled in a graduate course in Educational Administration. Approximately one quarter were either enrolled in or had completed some graduate courses in Educational Administration. Out of the 79 principals who were enrolled in or had completed graduate courses in Educational Administration, 14 were in the Diploma program, 23 were in the M.Ed. program, and one was in the Ph.D. program.

Table 4.6

Frequency and Percentage Frequency Distributions of the Characteristics of Post-Secondary Education (N = 79)

Characteristics	f	%
Years of Post-Secondary Education		
4	7	8.9
5	21	26.6
6	46	58.2
7	3	3.8
8	2	2.5
Enrollment in or Completion of Graduate Courses in Educational Administration		
None	21	26.6
Some	20	25.3
Diploma	14	17.7
M.Ed.	23	29.1
Ph.D.	1	1.3

Characteristics of Teaching Experience

Table 4.7 reports the frequency and percentage frequency distributions of the teaching experience of the principals.

Table 4.7

Frequency and Percentage Frequency Distributions of the Characteristics of Teaching Experience of the Principals

Characteristics	f	%
Years of Experience as a Classroom Teacher (N = 78)		
Less than 5	10	12.8
5 - 10	15	19.2
11 - 15	5	6.4
16 - 20	14	17.9
More than 20	34	43.6
Present Number of Minutes Teaching Per Week (N = 79)		
None	9	11.4
Less than 250	11	13.9
250 - 500	20	25.3
501 - 750	26	32.9
Over 750	13	16.5

Years of teaching experience in the classroom. Approximately 13% had less than five years of classroom teaching experience, 44% had over 20 years experience, while the other 43% had between five and 20 years of teaching experience.

Present number of minutes per week teaching experience. About one fourth of the principals taught less than 250 minutes or did no teaching per week. Over half taught between 250 and 750 minutes per week, and nearly 17% taught more than half time.

Characteristics of the Professional Development Activity of Principals Within the Past Five Years

The frequency and percentage frequency distributions of these characteristics of the professional development activities of principals within the past five years are recorded in Table 4.8: professional development, local school district workshop or inservice, university courses, and/or other conferences or workshops in teacher evaluation, participation in the district workshop on the Effective Teaching Project, and school involvement in the Effective Teaching Project.

Teacher evaluation. Almost all of the principals (98%) reported having taken part in some professional development activity. Nearly all (94%) reported having attended local school district professional development activity. Almost 65% reported attending other conferences or workshops in teacher evaluation. About 10% reported having taken a university course in teacher evaluation.

Effective Teaching Project. Two thirds of the principals reported having taken the workshop offered by the Edmonton Catholic School District on the Effective Teaching Project, and about 56% reported that their schools were involved in the district's Effective Teaching Project.

Table 4.8

Frequency and Percentage Frequency Distributions of the Characteristics of Professional Development Activity of Principals Within the Past Five Years

Characteristic	f	%
Teacher Evaluation (N = 79)		
Professional Development		
No	2	2.5
Yes	77	97.5
Local School District Workshop or Inservice		
No	5	6.3
Yes	74	93.7
University Course		
No	70	88.6
Yes	9	11.4
Other Conferences or Workshops		
No	28	35.4
Yes	51	64.6

Table 4.8 (continued)

Characteristic	f	%
Effective Teaching Project		
District Workshop (N = 79)		
No	26	32.9
Yes	53	67.1
School Involvement (N = 77)		
No	34	44.2
Yes	43	55.8

Profile of the Principals in the Interview Sample

The frequency of two characteristics, the number of full-time teachers and the instructional level, of the ten schools of the interview sample are reported in Table 4.9. Half of the schools had between 10 and 15 full-time teachers. Three schools had fewer than 10 full-time teachers, and two had more than 15 full-time teachers. Half of the schools were elementary and two were elementary-junior high schools. There was one junior high, one junior-senior high and one senior high school.

Table 4.9

Frequency of Characteristics of Schools of Interview Sample
(N = 10)

Characteristics	f
Full-Time Teachers	
Less than 10	3
10 - 15	5
16 or more	2
Instructional Level	
Elementary	5
Elementary-junior high	2
Junior high	1
Junior-senior high	1
Senior high	1

The frequencies of age, years of experience as a principal, time taught per week, and background in Educational Administration graduate courses of the principals who participated in the interview are reported in Table 4.10.

Six of the principals were 50 years or older. Only three had 10 or less years of experience as a principal.

Two principals did not teacher while one taught less than 250 minutes per week. Three principals taught 250 to 500 minutes, three taught 501 to 750 minutes and only one taught more than 750 minutes per week.

Table 4.10

Frequency of Personal Characteristics of the Interview Sample (N = 10)

Personal Characteristics	f
Age	
30 to 39 years	3
40 to 49 years	1
50 to 59 years	5
6o years or older	1
Years Experience as a Principal	
less than 5	1
5 to 10	2
11 to 15	4
16 to 20	2
more than 20	1
Time Taught per Week	
none	2
less than 250 minutes	1
250 to 500 minutes	3
501 to 750 minutes	3
more than 750 minutes	1
Graduate Courses in Educational Administration	
none	3
some	3
Diploma level	1
Master's level	3

Three principals had enrolled in or completed no graduate level courses in Educational Administration. Three principals had enrolled in or completed some graduate courses. One principal had enrolled in or completed graduate courses in Educational Administration at the graduate diploma level, three at the Master's level and none at the Doctoral level.

Summary

Over half of the principals who responded to the questionnaire worked in elementary schools and about 30% were principals of elementary-junior high schools. Almost 65% were principals of small schools with 15 or fewer full-time teachers employed in the school. Nearly all (92%) had at least one assistant principal employed in the school.

Only six of the questionnaire sample were women, and over half of the sample were 40 to 49 years old. Nearly 85% had been assistant principals prior to becoming principals. Approximately 72% of the principals had 15 or fewer years of experience as a principal. About 64% had six or more years of post-secondary education and only 27% had not taken any graduate courses in Educational Administration. Sixty-two percent of the principals had more than 15 years teaching experience and nearly half were teaching more than 500 minutes per week.

Almost all (98%) of the questionnaire respondents had taken part in some professional development activities in teacher evaluation and about two thirds had participated in the workshop on the Effective Teaching Project in the Edmonton Catholic School District.

The 10 principals in the interview sample represented schools at each of the instructional levels. Over half of them were 50 years of age or older. In general, the group of principals which made up the interview sample was well experienced with only three having 10 or fewer years of experience as a principal. Two did no teaching and

only one taught more than half time per week. Three had no involvement in graduate level courses in Educational Administration and none had been involved at the Doctoral level.

CHAPTER 5

Analyses of the Questionnaire Data

This chapter presents the analyses of the questionnaire data. The findings are reported in three parts. The first section reports the level of agreement by principals with the paraphrased statements of the policies, guidelines, and procedures in the formal evaluation of teachers. The second section reports the results of the analyses which were conducted to determine whether there were any relationships between the level of agreement of the principals and their personal and/or school characteristics. The analysis of the content of the open-ended responses in the questionnaire is reported in the third section.

Since 96% of the questionnaires were returned, the data are considered to be representative of the total population of principals of the Edmonton Catholic School District. Therefore, descriptive statistics have been used in the analysis of the questionnaire data.

Level of Agreement with Paraphrased Statements of Policies, Guidelines, and Procedures

The overall percentage frequency of responses, as reported in Table 5.1, shows the total number of responses for each level of agreement. Of the total, 54.6% of the responses were 'Strongly Agree', 38.9% were 'Agree', 3.7% were 'Undecided', 1.8% were 'Disagree', and 0.9% were 'Strongly Disagree.' Of the 79 questionnaires which were returned, 49 contained opinions of disagreement or strong disagreement with some of the statements.

Table 5.1

Percentage Frequency of All Opinion Responses (N=5,650)

Opinion Responses	N	%f
Strongly Agree	3,084	54.6
Agree	2,200	38.9
Undecided	209	3.7
Disagree	104	1.8
Strongly Disagree	53	0.9

The mean level of agreement by the principals for each of the paraphrased statements of the policies, guidelines, and procedures for the formal evaluation of teacher performance is reported in Table 1 (See Appendix C). The frequency of the mean levels of agreement by principals for each of the paraphrased statements of the policies, guidelines, and procedures for the formal evaluation of teacher performance is presented in Figure 1. The mean levels of agreement ranged from 3.9 to 4.8. For the purpose of this study, any statement which contained a mean level of agreement less than 4.4 was considered low when compared to the generally high levels of agreement.

Four of the policy statements which contained mean levels of agreement under 4.4 dealt with general statements of policies, guidelines, and procedures in the formal evaluation of teachers.

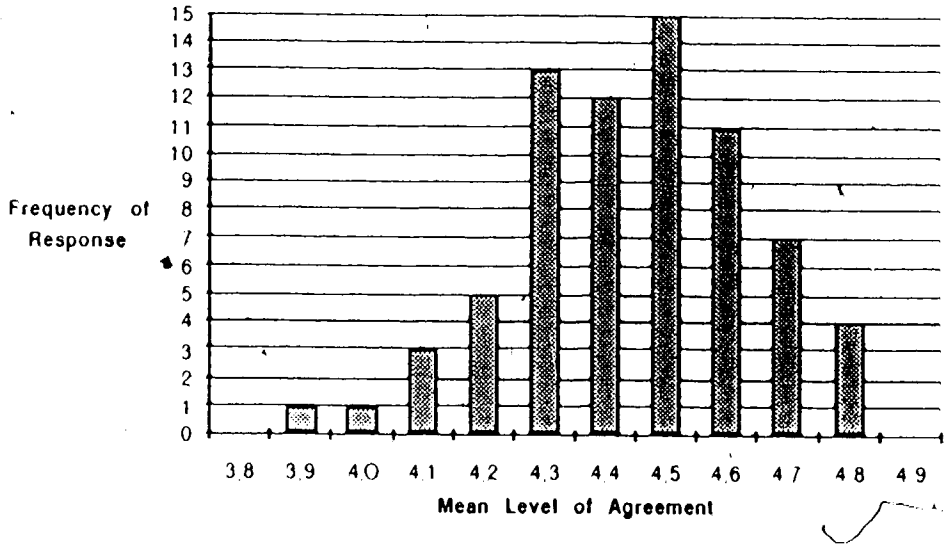

Figure 1: Frequency Distributions of Mean Scores on Items of Opinion Scales

More specifically, the mean level of agreement by principals was 4.3 that where assistant principals are involved in conducting the evaluation, the principal must note that there is concurrence with what is stated. The mean level of agreement was only 4.1 that the formal evaluation of teachers be conducted during the first year in a school and at least once in a three-year period. The mean level of agreement by principals was 4.3 for the statement that principals may develop school-based performance criteria in consultation with their staffs.

Eight of the statements containing mean levels of agreement which were less than 4.4 dealt with Phase 1 statements, the General Evaluation of teachers. The mean level of agreement by principals was 4.3 for the statement that, in a conference with the teacher being evaluated, the principal must identify the characteristics peculiar to the

teaching situation such as type of class, size of class, and background of the teacher. Their level of agreement was only 3.9 for the statement that the principal and teacher will jointly identify the criteria to be used in the evaluation. The mean level of agreement was 4.3 that the principal and teacher will discuss what constitutes successfully meeting the criteria. Principals also indicated mean levels of agreement below 4.4 with the following statements:

(1) In collecting information about the teacher's performance, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference (4.3);

(2) Before any new criteria or procedural changes are introduced the principal must discuss them with the teacher prior to any subsequent observation (4.3);

(3) Within seven teaching days following the final conference, the evaluator will give a written evaluation report to the teacher for study and the inclusion of written comments (4.2);

(4) After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal (4.3);

(5) If after examining the appeal the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation (4.0).

Two of the statements with mean levels of agreement below 4.4 dealt with the statements regarding Phase 2 of the evaluation process, the Goals For Improvement. The mean level of agreement by principals was 4.3 that the Goals For Improvement shall be stated in writing and shall include the methods by which improvement may be accomplished. The mean level of agreement was 4.2 that following consultation with the principal and teacher, the Area Superintendent may make a decision to continue the

teacher in Phase 2--Goals For Improvement for another specified period of time.

The following nine statements with mean levels of agreement below 4.4 dealt with the statements regarding Phase 3 of the evaluation process, On Review:

(1) The principal in consultation with the Area Superintendent will send notification to the teacher stating

(a) the indicators for determining whether the goals have been reached (4.3);

(b) the assistance available to the teacher (4.3);

(c) the length of time allotted to achieve the goals (4.3); and

(d) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights (4.2);

(2) During the On Review phase, the principal will be responsible for monitoring the progress of the teacher (4.2);

(3) During the On Review phase, the principal will ensure that assistance is made available to the teacher (4.1);

(4) When the time of the On Review phase has expired, the principal shall state in writing to the teacher, that the teacher who has achieved the On Review goals and should be removed from the On Review phase, should receive continued assistance and be subject to a formal evaluation within one year (4.2);

(5) The principal shall send a copy of the letter to the Superintendent of Personnel Services (4.3);

(6) The Chief Superintendent will then inform the teacher in writing of a possible decision to continue On Review for a specified period of time, with a subsequent further review of the situation (4.3).

Table 2 (See Appendix C) presents the frequency of proposed changes by principals to the statements of policies, guidelines and procedures for the formal evaluation of teachers as well as the frequency of comments made by them with respect

to each of the statements. Table 5.2 illustrates the frequency of principals' proposed changes by the type of statements. Principals proposed 39 changes to the general statements of policies, guidelines, and procedures, 35 for the first phase of evaluation, General Evaluation, and 10 for the second phase of evaluation, Goals For Improvement. The greatest number of proposed changes, 65, occurred for Phase 3 of the evaluation, On Review.

Table 5.2

Frequency of Proposed Changes to Types of Statements of Policies, Guidelines and Procedures

Type of Statement	Number of Paraphrased Statements	Number of Proposed Changes
General		
Policies, Guidelines and Procedures	24	39
Specific Phases of Evaluation		
General Evaluation	18	35
Goals For Improvement	10	10
On Review	20	65

Level of Agreement and School and Personal Characteristics

A comparison of means was used in order to determine the relationship between the level of agreement by principals with the teacher evaluation policies, guidelines, and procedures and their school and personal characteristics. First, each mean level of agreement on the computer analysis printout was rounded to the nearest tenth. Then the

mean levels of agreement for each policy statement were compared. In making the comparison, a difference of at least 0.6 between the mean levels of agreement was regarded as substantial.

School Characteristics and Level of Agreement

Instructional level taught at the school. As seen in Table 5.3, there was a substantial difference in the mean level of agreement between principals categorized by the instructional level of their schools for 27 policy statements. Senior high school principals agreed substantially less than did principals of junior high schools (4.0 cf. 4.6) that the principal will be the primary evaluator of other certificated educators, such as vice-principals, teacher-librarians, and counselors.

Junior high principals agreed substantially less than did elementary principals (4.3 cf. 4.9) that all documentation provided by other personnel involved in conducting the evaluation must be signed by them.

Principals of elementary-junior high schools agreed substantially less than did senior high school principals (4.1 cf. 4.7) that where assistant principals are involved in conducting the evaluation, the principal must note that there is concurrence with what is stated.

Principals of senior high schools agreed substantially less than both elementary and elementary-junior high school principals (4.2 cf. 4.8) that formal evaluation of teachers be conducted during the first year of employment with the district. Junior high principals agreed substantially less than elementary and senior high school principals (3.6 cf. 4.2 and 4.8) and junior high less than senior high school (3.9 cf. 4.8) that formal evaluation of teachers be conducted during the first year in a school. Junior high principals agreed substantially less than senior high school principals (4.4 cf. 5.0) with the formal evaluation of teachers when the principal deems an evaluation necessary.

Senior high school principals agreed substantially less than all other groups (3.8 cf. 4.4 and 4.5) that formal evaluation of teachers be conducted when the Chief Superintendent or Area Superintendent requests an evaluation.

Junior high principals agreed substantially less than did senior high school principals (4.1 cf. 4.8) that the process of formal evaluation include the Goals For Improvement phase--procedures for performance improvement when performance has been evaluated as unsatisfactory.

Elementary-junior high principals agreed substantially less than did junior high principals (4.0 cf. 4.6) that the principal, in a conference with the teacher being evaluated, shall establish an understanding of the process of evaluation.

A trend appeared in which senior high school principals most frequently agreed substantially less than elementary principals with the following policy statements:

(1) Within seven teaching days following the final conference, the evaluator will give a written evaluation report to the teacher for study and inclusion of written comments (3.3 cf. 4.4);

(2) In writing the evaluation report, the format will be consistent with the guidelines established by the district administration (4.0 cf. 4.6);

(3) After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal (3.8 cf. 4.2);

(4) The Goals For Improvement shall be stated in writing and shall include the methods by which improvement may be accomplished and the resources available to assist the teacher in improving (3.8 cf. 4.5);

(5) Following consultation with the principal and teacher, the Area Superintendent makes a decision whether or not to place the teacher in Phase 3--On Review (3.8 cf. 4.5);

Table 5.3

Mean Level of Agreement of Principals with Policy Statements--Categorized by the Instructional Level of the School (N = 78)

Paraphrased Statements of Policies, Guidelines and Procedures	Instructional Level of School* 1	2	3	4
2. The principal will be the primary evaluator of other certificated educators,such as vice-principals, teacher-librarians, and counselors.	4.3	4.5	4.6	1.0
4. All documentation provided by other personnel involved in conducting the evaluation must be (a) signed by them ... (N = 75)	4.9	4.7	4.3	4.8
5. Where assistant principals are involved in conducting the evaluation, the principal must (b) note that there is concurrence with what is stated ... (N = 77)	4.2	4.1	4.6	4.7
6. Formal evaluation of teachers is conducted in the following situations:				
(a) during the first year of employment with the district;	4.8	4.8	4.6	4.2
(d) during the first year in a school;	4.2	3.9	3.6	4.8
(g) when the principal deems an evaluation necessary; or	4.8	4.8	4.4	5.0
(h) when the Chief Superintendent or an Area Superintendent requests an evaluation. (N=77)	4.5	4.5	4.4	3.8

*1 = elementary (N=41), 2 = elementary-junior high (N=24), 3 = junior high (N=7), 4 = senior high (N=6).

Table 5.3 (continued)

Mean Level of Agreement of Principals with Policy Statements--Categorized by the Instructional Level of the School (N = 78)

Paraphrased Statements of Policies, Guidelines and Procedures	Instructional Level of School* 1	2	3	4
10. The process of formal evaluation will include the following phases: (b) Goals For Improvement--procedures for performance improvement when performance has been evaluated as unsatisfactory ...	4.5	4.5	4.1	4.8
GENERAL EVALUATION				
12. In a conference with the teacher being evaluated, the principal shall establish an understanding of the process of evaluation.	4.3	4.0	4.6	4.5
19. Within seven teaching days following the final conference, the evaluator will give a written evaluation report to the teacher for study and the inclusion of written comments. (N = 77)	4.4	4.2	4.3	3.3
21. In writing the evaluation report, the format will be consistent with the guidelines established by the district administration.	4.6	4.3	4.3	4.0

*1 = elementary (N=41), 2 = elementary-junior high (N=24), 3 = junior high (N=7), 4 = senior high (N=6).

Table 5.3 (continued)

Mean Level of Agreement of Principals with Policy Statements--Categorized by the Instructional Level of the School (N = 78)

Paraphrased Statements of Policies, Guidelines and Procedures	Instructional Level of School* 1	2	3	4
27. After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal. (N =77)	4.2	4.4	4.4	3.8
GOALS FOR IMPROVEMENT				
30. The Goals For Improvement shall be stated in writing and shall include the following aspects:				
(b) the methods by which improvement may be accomplished; (N = 77)	4.5	4.1	4.4	3.8
(c) the resources available to assist the teacher in improving ...	4.5	4.3	4.3	3.8
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision				
(a) whether or not to place the teacher in Phase 3--On Review ...	4.5	4.3	4.3	3.8

*1 = elementary (N=41), 2 = elementary-junior high (N=24), 3 = junior high (N=7), 4 = senior high (N=6).

Table 5.3 (continued)

Mean Level of Agreement of Principals with Policy Statements--Categorized by the Instructional Level of the School (N = 78)

Paraphrased Statements of Policies, Guidelines and Procedures	Instructional Level of School* 1	2	3	4
ON REVIEW				
35. The On Review phase begins when the Area Superintendent notifies the teacher in writing, with a copy to the principal, that:				
(a) because the teacher's performance remains unsatisfactory, the teacher is now On Review ...	4.7	4.5	4.3	4.0
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:				
(a) the specified goals to be achieved;	4.5	4.3	4.0	3.8
(b) the indicators for determining whether the goals have been reached;	4.5	4.3	4.0	3.7
(c) the assistance available to the teacher;	4.5	4.1	4.0	3.8
(d) the length of time allotted to achieve the goals; and	4.5	4.3	4.0	3.3
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights. (N =77)	4.2	4.3	3.9	3.6

*1 = elementary (N=41), 2 = elementary-junior high (N=24), 3 = junior high (N=7), 4 = senior high (N=6).

Table 5.3 (continued)

Mean Level of Agreement of Principals with Policy Statements--Categorized by the Instructional Level of the School (N = 78)

Paraphrased Statements of Policies, Guidelines and Procedures	Instructional Level of School* 1	2	3	4
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review. (N =77)	4.5	4.3	4.1	3.7
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	4.3	4.3	4.1	3.0
41. The principal shall state in writing to the teacher, that (b) the teacher should receive continued assistance and be subject to a formal evaluation within one year ... (N = 77)	4.2	4.3	4.3	3.7
42. The principal shall send a copy of the letter to (a) the Area Superintendent ... (N = 77)	4.4	4.5	4.4	3.8
43. If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent. (N = 77)	4.6	4.5	4.5	4.0

*1 = elementary (N=41), 2 = elementary-junior high (N=24), 3 = junior high (N=7), 4 = senior high (N=6).

Table 5.3 (continued)

Mean Level of Agreement of Principals with Policy Statements--Categorized by the Instructional Level of the School (N = 78)

Paraphrased Statements of Policies, Guidelines and Procedures	Instructional Level of School* 1	2	3	4
44. The Chief Superintendent will then inform the teacher in writing of a decision to:				
(a) continue On Review for a specified period of time, with a subsequent further review of the situation ...	4.4	4.5	4.0	3.3

*1 - elementary (N-41), 2 - elementary-junior high (N-24), 3 - junior high (N-7), 4 - senior high (N-6).

(6) The On Review phase begins when the Area Superintendent notifies the teacher in writing, with a copy to the principal that because the teacher's performance remains unsatisfactory, the teacher is now On Review (4.0 cf. 4.7);

(7) The principal in consultation with the Area Superintendent will send notification to the teacher stating:

(a) the specified goals to be achieved (3.8 cf. 4.5);

(b) the indicators for determining whether the goals have been reached (3.7 cf. 4.5);

(c) the assistance available to the teacher (3.8 cf. 4.5);

(d) the length of time allotted to achieve the goals (3.3 cf. 4.5); and

(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights (3.6 cf. 4.2);

(8) The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review (3.7 cf. 4.5);

(9) During the On Review phase, the principal will be responsible for monitoring the progress of the teacher (3.0 cf. 4.3);

(10) The principal shall state in writing to the teacher, that the teacher should receive continued assistance and be subject to a formal evaluation within one year (3.7 cf. 4.2);

(11) The principal shall send a copy of the letter to the Area Superintendent (3.8 cf. 4.4);

(12) If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent (4.0 cf. 4.6); and

(13) The Chief Superintendent will then inform the teacher in writing of a possible decision to continue On Review for a specified period of time, with a subsequent further review of the situation (3.3 cf. 4.4).

Level of agreement and number of teaching and administrative personnel in the school. Table 5.4 shows that principals, based upon the number of full-time teachers on staff, differed substantially in their level of agreement with 21 policy statements.

Table 5.4

Mean Level of Agreement of Principals with Policy Statements Categorized by Number of Full-time Teachers (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Number of Full-time Teachers* 1	2	3	4	5
5. Where assistant principals are involved in conducting the evaluation, the principal must (b) note that there is concurrence with what is stated ... (N = 78)	4.3	4.1	4.5	3.9	4.7
6. Formal evaluation of teachers is conducted in the following situations: (d) during the first year in a school; (N =78)	4.1	4.0	4.1	4.0	4.8
(h) when the Chief Superintendent or an Area Superintendent requests an evaluation.	4.5	4.5	4.6	4.0	4.5
7. The principal shall use the general district criteria when evaluating teacher performance. (N=78)	4.5	4.3	4.5	4.3	3.7
13. The principal and teacher will jointly identify the criteria to be used in the evaluation. (N=78)	3.9	3.6	4.4	3.9	4.0
14. The principal and teacher will discuss what constitutes successfully meeting the criteria.	4.4	4.1	4.4	4.3	3.8

*1 = 10 or less (N = 29), 2 = 11-15 (N = 20), 3 = 16 -20 (N = 15), 4 = 21-25 (N = 8), 5 = 26 or more (N = 6).

Table 5.4 (continued)

Mean Level of Agreement of Principals with Policy Statements Categorized by Number of Full-time Teachers (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Number of Full-time Teachers* 1	2	3	4	5
26. Within seven teaching days of receipt of the written evaluation report, a teacher may make a written appeal to the Area Superintendent concerning the process and/or content of the evaluation.	4.4	4.3	4.5	4.8	4.2
27. After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal. (N =78)	4.2	4.4	4.3	3.9	4.5
GOALS FOR IMPROVEMENT					
30. The Goals For Improvement shall be stated in writing and shall include the following aspects:					
(b) the methods by which improvement may be accomplished; (N = 78)	4.4	4.3	4.4	4.3	3.8
(c) the resources available to assist the teacher in improving ...	4.4	4.4	4.4	4.3	3.8

*1 = 10 or less (N = 29), 2 = 11-15 (N = 20), 3 = 16 -20 (N = 15), 4 = 21-25 (N = 8), 5 = 26 or more (N = 6).

Table 5.4 (continued)

Mean Level of Agreement of Principals with Policy Statements Categorized by Number of Full-time Teachers (N= 79)

Paraphrased Statements of Policies, Guidelines and Procedures	Number of Full-time Teachers* 1	2	3	4	5
ON REVIEW					
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:					
(a) the specified goals to be achieved;	4.6	4.5	3.9	4.4	4.0
(b) the indicators for determining whether the goals have been reached;	4.6	4.4	3.9	4.4	3.8
(c) the assistance available to the teacher;	4.6	4.3	3.9	4.4	3.8
(d) the length of time allotted to achieve the goals; and	4.5	4.4	3.9	4.1	3.8
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights. (N =78)	4.2	4.5	3.9	4.1	3.8
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review. (N=78)	4.6	4.5	4.0	4.4	3.8
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	4.2	4.3	4.3	4.1	3.5

*1 = 10 or less (N = 29), 2 = 11-15 (N = 20), 3 = 16 -20 (N = 15), 4 = 21-25 (N = 8), 5 = 26 or more (N = 6).

Table 5.4 (continued)

Mean Level of Agreement of Principals with Policy Statements--
Categorized by Number of Full-time Teachers (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Number of Full-time Teachers* 1	2	3	4	5
41. The principal shall state in writing to the teacher, that (b) the teacher should receive continued assistance and be subject to a formal evaluation within one year ... (N = 78)	4.3	4.5	4.0	4.1	3.8
42. The principal shall send a copy of the letter to (a) the Area Superintendent ... (N = 78)	4.6	4.4	4.4	4.5	4.0
43. If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent. (N = 78)	4.6	4.4	4.6	4.1	4.7
44. The Chief Superintendent will then inform the teacher in writing of a decision to: (a) continue On Review for a specified period of time, with a subsequent further review of the situation ...	4.3	4.6	4.2	3.9	3.5

*1 = 10 or less (N = 29), 2 = 11-15 (N = 20), 3 = 16 -20 (N = 15), 4 = 21-25 (N = 8), 5 = 26 or more (N = 6).

Principals with 11 to 15 full-time teachers agreed substantially less than principals with 26 or more full-time teachers (4.1 cf. 4.7) and those with 21 to 25 agreed substantially less than those with 16 to 20 and 26 or more full-time teachers (3.9 cf. 4.5 and 4.7) that where assistant principals are involved in conducting the evaluation, the principal must note that there is concurrence with what is stated. Principals with 26 or more full-time teachers agreed substantially more than all the other groups of principals (4.8 cf. 4.1 and 4.0) that the formal evaluation of teachers be conducted during the first year in a school. Principals with 21 to 25 full-time teachers agreed substantially less than those with 16 to 20 full-time teachers (4.0 cf. 4.6) that the formal evaluation of teachers be conducted when the Chief Superintendent or an Area Superintendent requests an evaluation. Principals with 26 or more full-time teachers agreed substantially less than all others (3.7 cf. 4.3 and 4.5) that the principal shall use the general district criteria when evaluating teacher performance.

With respect to the general evaluation of teachers, those principals with 11 to 15 full-time teachers agreed substantially less than those with 16 to 20 (3.6 cf. 4.4) that the principal and teacher will jointly identify the criteria to be used in the evaluation. The group of principals with 26 or more full-time teachers agreed substantially less than those with 10 or less and 16 to 20 (3.8 cf. 4.4) that the principal and teacher will discuss what constitutes successfully meeting the criteria. This same group agreed substantially less than principals with 21 to 25 full-time teachers that within seven teaching days of receipt of the written evaluation report, a teacher may make a written appeal to the Area Superintendent concerning the process and/or the content of the evaluation. Those principals with 21 to 25 full-time teachers agreed substantially less than principals with 26 or more teachers that after a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal.

During the Goals For Improvement phase, principals with 26 or more full-time teachers agreed substantially less than those with 10 or fewer and 16 to 20 (3.8 cf. 4.4) that the Goals For Improvement shall be stated in writing and include the methods by which improvement may be accomplished. The group with 26 or more full-time teachers agreed substantially less than those with 10 or fewer, 11 to 15 and 16 to 20 full-time teachers (3.8 cf. 4.4) that the resources available to assist the teacher in improving shall be stated in writing.

A trend appeared in which those principals with 26 or more full-time teachers indicated the substantially lowest level of agreement with respect to the statements regarding the On Review phase. Also, those principals with 26 or more full-time teachers and those with 16 to 20 agreed substantially less than the other groups of principals that:

(1) The principal in consultation with the Area Superintendent will send notification to the teacher stating:

(a) the specified goals to be achieved (4.0 and 3.9 cf. 4.6 and 4.5);

(b) the indicators for determining whether the goals have been reached (3.8 and 3.9 cf. 4.4 and 4.6);

(c) the assistance available to the teacher (3.8 and 3.9 cf. 4.4 and 4.5);

(d) the length of time allotted to achieve the goals (3.8 and 3.9 cf. 4.4 and 4.5); and

(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights (3.8 and 3.9 cf. 4.5); and

(2) The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review (3.8 and 4.0 cf. 4.4 and 4.5, and 4.6).

Principals with 26 or more full-time teachers agreed substantially less than all other groups of principals (3.5 cf. 4.2, 4.3, 4.3, and 4.1) that during the On Review phase, the principal will be responsible for monitoring the progress of the teacher. They also

agreed substantially less than principals with 11 to 15 full-time teachers (3.8 cf. 4.5) that the principal shall state in writing to the teacher, that the teacher should receive continued assistance and be subject to a formal evaluation within one year. They agreed substantially less than principals with fewer than 10 full-time teachers (4.0 cf. 4.6) that the principal shall send a copy of this letter to the Area Superintendent. The group of principals with 21 to 25 full-time teachers agreed substantially less than those with 26 or more (4.1 cf. 4.7) that if the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent. Finally, those principals with 26 or more full-time teachers and those with 21 to 25 agreed substantially less than the other groups of principals (3.5 and 3.9 cf. 4.2, 4.3, and 4.6, and 4.6) that the Chief Superintendent will inform the teacher in writing of a decision to continue On Review for a specified period of time, with a subsequent further review of the situation.

The cross-tabulations revealed that the number of full-time teachers was related to the instructional level of the school. In general, the elementary schools had the fewest and the senior high schools had the greatest number of full-time teachers on staff.

Personal Characteristics and Level of Agreement

Because 85% of the principals had been assistant principals prior to becoming principals and because 92% were male, it would have been unreasonable to report any differences between groups of principals depending on either the position they held prior to becoming principals or their sex. Since 94% of the principals had been involved in the local school district workshop/in-service and 52% had participated in other conferences/workshops in addition to this, it would also have been unreasonable to report any differences between groups depending on what professional development

activities they had been involved in within the past 5 years which addressed evaluation of teaching.

No substantial differences appeared between groups of principals based upon the number of years experience they had as classroom teachers or the number of years of post-secondary education they had.

No substantial differences occurred based upon whether or not the principal's school was involved in the Effective Teaching Project.

Those personal characteristics which revealed substantial differences between groups of principals are reported in Tables 5.5, 5.6; 5.7, 5.8, and 5.9 They include age, years of experience as a principal, time taught per week, graduate courses in Educational Administration, and participation in the Effective Teaching Project.

Age. As shown in Table 5.5 that substantial differences occurred in the level of agreement by principals in twelve statements depending upon their age.

Those who were 50 years or older agreed substantially less than principals under 40 years of age (3.9 cf. 4.6 and 4.1 cf. 4.8) that where assistant principals are involved in conducting the evaluation, the principal must note that there is concurrence with what is stated, and sign the evaluation form.

Those who were 50 years or older agreed substantially less than principals under 40 years of age (3.8 cf. 4.5) that the formal evaluation of teachers be conducted during the first year in a school.

Those who were 50 years or older, agreed substantially less than principals under 40 years of age (4.0 cf. 4.6) that the principal may develop school-based performance criteria in consultation with his/her staff.

Table 5.5

Mean Level of Agreement with Policy Statements--Categorized by Age of Principals (N=79)

Paraphrased Statements of Policies, Guidelines, and Procedures	Age of Principal* 1	2	3	Differences
5. Where assistant principals are involved in conducting the evaluation, the principal must				
(b) note that there is concurrence with what is stated; and (N = 78)	4.6	4.4	3.9	1-3
(c) sign the evaluation form.	4.8	4.6	4.1	1-3
6. Formal evaluation of teachers is conducted in the following situations:				
(d) during the first year in a school; (N =78)	4.5	4.3	3.8	1-3
8. The principal may develop school-based performance criteria in consultation with his/her staff.	4.6	4.3	4.0	1-3
GENERAL EVALUATION				
13. The principal and teacher will jointly identify the criteria to be used in the evaluation. (N = 78)	4.5	3.7	4.0	1-2, 2-3
20. The principal shall sign the evaluation report which must also be signed by the evaluator and the teacher. (N = 78)	4.9	4.7	4.3	1-3

*1 = Under 40 (N =11), 2 = 40-49 (N = 44), 3 = 50 or older (N = 24).

Table 5.5 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Age of Principals (N=79)

Paraphrased Statements of Policies, Guidelines, and Procedures	Age of Principal* 1	2	3	Differences
ON REVIEW.				
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:				
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights. (N =78)	4.7	4.1	4.2	1-2
41. The principal shall state in writing to the teacher, that				
(a) the teacher has achieved the On Review goals and should be removed from the On Review phase ...	4.7	4.4	4.1	1-3
(c) The teacher has not achieved the On Review goals. (N = 78)	4.7	4.5	4.1	1-3
42. The principal shall send a copy of the letter to (b) the Superintendent of Personnel Services. (N = 76)	4.7	4.3	4.1	1-3

*1 = Under 40 (N =11), 2 = 40-49 (N = 44), 3 = 50 or older (N = 24).

Those principals who were between 40 and 49 years old agreed substantially less than principals under 40 years of age (3.7 cf. 4.5) that the principal and teacher will jointly identify the criteria to be used in the general evaluation. Principals who were 50 years or older agreed substantially less than principals under 40 years of age (4.3 cf. 4.9) that the principal shall sign the evaluation report which must also be signed by the evaluator and the teacher.

With respect to the On Review phase, principals who were between 40 and 49 years of age agreed substantially less than those under 40 years old (4.1 cf. 4.7) that the principal in consultation with the Area Superintendent will send notification to the teacher stating a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights. Principals who were 50 years or older agreed substantially less than those under 40 (4.1 cf. 4.7) that the principal shall state in writing to the teacher, that either the teacher has achieved the On Review goals and should be removed from the On Review phase or that the teacher has not achieved the On Review goals, and that the principal is required to send a copy of the letter to the Superintendent of Personnel Services.

Years of experience as a principal. As shown in Table 5.6 there was a significant difference in the level of agreement in 26 policy statements depending on the individual's years of experience as a principal. In 20 of those statements the group of principals with 16 to 20 years of experience as a principal agreed substantially less than one or more of the groups with less experience.

Table 5.6

Mean Level of Agreement with Policy Statements--Categorized by Years of Experience as a Principal (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Years of Experience as a Principal*					Differences
	1	2	3	4	5	
5. Where assistant principals are involved in conducting the evaluation, the principal must						
(a) review the evaluation ...	4.8	4.7	4.8	4.2	4.6	1-4, 2-4
(b) note that there is concurrence with what is stated; and (N = 78)	4.8	4.3	4.4	4.1	3.6	1-5, 2-5, 3-5
(c) sign the evaluation form.	4.6	4.6	4.6	4.2	4.0	1-5, 2-5, 3-5
6. Formal evaluation of teachers is conducted in the following situations:						
(d) during the first year in a school; (N = 78)	4.7	3.8	4.2	4.2	3.8	1-2, 1-5
(e) at least once in a three year period ... (N = 77)	4.6	4.1	4.3	3.8	3.8	1-4, 1-5
10. The process of formal evaluation will include the following phases:						
(b) Goals For Improvement--procedures for performance improvement when performance has been evaluated as unsatisfactory; and	4.7	4.6	4.5	4.4	4.1	1-5
(c) On Review--procedures to be followed when Goals For Improvement have not been met.	4.8	4.6	4.5	4.2	4.3	1-4

*1 = less than 5 (N=10), 2 = 5-10 (N=19), 3 = 11-15 (N=28), 4 = 16-20 (N=13), 5 = more than 20 (N=9).

Table 5.6 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Years of Experience as a Principal (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Years of Experience as a Principal*					Differences
	1	2	3	4	5	
GENERAL EVALUATION						
14. The principal and teacher will discuss what constitutes successfully meeting the criteria.	4.2	4.5	4.4	3.8	4.1	2-4, 3-4
16. In collecting information about the teacher's performance, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference.	3.8	4.4	4.4	4.2	4.3	1-2, 1-3
18. As soon as feasible following the observation(s), the principal shall give a written evaluation report to the teacher for study and inclusion of written comments.	4.6	4.6	4.5	4.0	4.6	2-4, 4-5
27. After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal. (N = 78)	3.8	4.2	4.4	4.3	4.6	1-3, 1-5

*1 = less than 5 (N=10), 2 = 5-10 (N=19), 3 = 11-15 (N=28), 4 = 16-20 (N=13), 5 = more than 20 (N=9).

Table 5.6 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Years of Experience as a Principal (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Years of Experience as a Principal*					Differences
	1	2	3	4	5	
GOALS FOR IMPROVEMENT						
30. The Goals For Improvement shall be stated in writing and shall include the following aspects;						
(a) the areas of required improvement ...	4.8	4.7	4.6	4.4	4.2	1-5
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision,						
(b) whether to continue the teacher in Phase 2--Goals For Improvement for another specified period of time.	4.1	4.2	4.4	3.8	4.3	3-4
ON REVIEW						
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating;						
(a) the specified goals to be achieved;	4.4	4.6	4.5	3.9	4.1	2-4, 3-4
(b) the indicators for determining whether the goals have been reached;	4.3	4.6	4.4	3.9	4.1	2-4
(c) the assistance available to the teacher;	4.4	4.6	4.3	3.9	4.1	2-4
(d) the length of time allotted to achieve the goals; and	4.2	4.6	4.4	3.9	4.1	2-4

*1 = less than 5 (N=10), 2 = 5-10 (N=19), 3 = 11-15 (N=28), 4 = 16-20 (N=13), 5 = more than 20 (N=9).

Table 5.6 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Years of Experience as a Principal (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Years of Experience as a Principal*					Differences
	1	2	3	4	5	
(c) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights. (N = 78)	4.2	4.5	4.1	3.9	4.1	2-4
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review. (N = 78)	4.5	4.6	4.4	3.9	4.3	1-4, 2-4
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	3.6	4.4	4.5	3.6	4.2	1-3, 3-4 1-2, 1-3
41. The principal shall state in writing to the teacher, that						
(a) the teacher has achieved the On Review goals and should be removed from the On Review phase; and	4.5	4.6	4.5	3.8	4.2	1-4, 2-4 3-4
(b) the teacher should receive continued assistance and be subject to a formal evaluation within one year; or (N = 78)	4.2	4.5	4.3	3.7	4.3	2-4, 3-4 4-5

*1 = less than 5 (N=10), 2 = 5-10 (N=19), 3 = 11-15 (N=28), 4 = 16-20 (N=13), 5 = more than 20 (N=9).

Table 5.6 (continued)

Mean Level of Agreement with Policy Statements Categorized by Years of Experience as a Principal (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Years of Experience as a Principal*					Differences
	1	2	3	4	5	
(c) the teacher has not achieved the On Review goals. (N = 78)	4.5	4.6	4.5	3.9	4.3	1-4, 2-4 3-4
42. The principal shall send a copy of the letter to						
(a) the Area Superintendent; and (N = 78)	4.5	4.7	4.5	3.9	4.3	1, 2, 3-4
(b) the Superintendent of Personnel Services. (N = 76)	4.4	4.5	4.2	3.9	4.3	2-4
44. The Chief Superintendent will then inform the teacher in writing of a decision to:						
(a) continue On Review for a specified period of time, with a subsequent further review of the situation; ...	3.9	4.5	4.5	3.7	4.2	1-2, 1-3 2-4, 3-4

*1 = less than 5 (N=10), 2 = 5-10 (N=19), 3 = 11-15 (N=28), 4 = 16-20 (N=13), 5 = more than 20 (N=9).

Those principals with 16 to 20 years experience agreed substantially less than those with less than five years and 11 to 15 years experience (4.2 cf. 4.8) that where assistant principals are involved in conducting the evaluation, the principal must review the evaluation. Those principals with more than 20 years experience agreed significantly less than those with less than five years experience, five to 10 years experience, and 11 to 15 years experience (3.6 cf. 4.8, 4.3, and 4.4), that the principal must note that there

is concurrence with what is stated. Also, principals with 16 to 20 years experience agreed substantially less than those with less than five years experience (4.1 cf. 4.8) with this same policy statement. Principals with more than 20 years experience agreed substantially less than those with less than five, five to 10, and 11 to 15 years of experience (4.0 cf. 4.6) that the principal must sign the evaluation form when the assistant principal has conducted the evaluation.

Principals with five to 10 years and more than 20 years experience agreed substantially less than those with less than five years experience (3.8 cf. 4.7) that the formal evaluation of teachers be conducted during the first year in a school. Principals with 16 to 20 years and more than 20 years experience agreed substantially less than those with less than five years experience (3.8 cf. 4.6) that teachers be formally evaluated at least once in a three-year period.

Principals with more than 20 years experience agreed substantially less than those with less than five years (4.1 cf. 4.7) that the process of formal evaluation will include Goals For Improvement procedures for performance improvement when performance has been evaluated as unsatisfactory. Those principals with 16 to 20 years experience agreed substantially less than the ones with less than five years (4.2 cf. 4.8) that the process of evaluation include the On Review phase procedures to be followed when Goals For Improvement have not been met.

The group of principals with 16 to 20 years of experience agreed substantially less than those with five to 10 and 11 to 15 years (3.8 cf. 4.5) that during the general evaluation of teachers, the principal and teacher will discuss what constitutes successfully meeting the criteria. Principals with less than five years experience agreed substantially less than those with five to 10 and 11 to 15 years (3.8 cf. 4.4) that in collecting information about the teacher's performance, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference. The principals with 16 to 20 years of experience agreed substantially less than did the

groups with less than five, five to 10 and more than 20 years experience (4.0 cf. 4.6) that as soon as possible following the observation(s) during the General Evaluation phase, the principal shall give a written evaluation report to the teacher for study and inclusion of written comments. The principals with less than five years experience agreed substantially less than those with 11 to 15 and more than 20 years experience (3.8 cf. 4.4 and 4.6) that after a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal.

Principals with more than 20 years experience showed significantly lower agreement than those with less than five years (4.2 cf. 4.8) that when a teacher is placed in the Goals For Improvement phase, the Goals For Improvement shall be stated in writing and include the areas of required improvement. Those with 16 to 20 years experience agreed substantially less than those with 11 to 15 years (3.8 cf. 4.4) that following consultation with the principal and a teacher who has failed to achieve the goals, the Area Superintendent may decide to continue the teacher in Phase 2 Goals For Improvement for another specified period of time.

The group with 16 to 20 years experience indicated substantially less agreement than those principals with five to 10 years experience (3.9 cf. 4.6) that when a teacher is placed in the On Review phase, the principal in consultation with the Area Superintendent will send notification to the teacher stating these aspects:

(a) the specified goals to be achieved;

(b) the indicators for determining whether the goals have been reached;

(c) the assistance available to the teacher;

(d) the length of time allotted to achieve the goals; and

(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights.

Principals with 16 to 20 years experience agreed substantially less than those with

five to 10 years (3.9 cf. 4.5) that the principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review.

The principals with less than five and 16 to 20 years experience agreed substantially less than those with five to 10 and 11 to 15 years (3.6 cf. 4.4 and 4.5) that the principal will be responsible for monitoring the progress of the teacher.

Those with 16 to 20 years experience indicated substantially less agreement than principals with less than five, five to 10 and 11 to 15 years experience (3.8 cf. 4.5, 4.6 and 4.5) that the principal shall state in writing to the teacher that the teacher has achieved the On Review goals and should be removed from the On Review phase. The group with 16 to 20 years experience agreed substantially less than principals with five to 10, 11 to 15 and more than 20 years experience (3.7 cf. 4.5, 4.3, and 4.3) that the teacher should receive continued assistance and be subject to a formal evaluation within one year. Those with 16 to 20 years experience also agreed substantially less than principals with less than five, five to 10 and 11 to 15 years experience (3.9 cf. 4.5, 4.6, and 4.5) that the teacher who has not achieved the On Review goals shall be informed in writing by the principal who will also send a copy of the letter to the Area Superintendent. The group with 16 to 20 years experience agreed substantially less than principals with five to 10 years (3.9 cf. 4.5) that a copy of this letter shall be sent to the Superintendent of Personnel Services.

Principals with less than five years and 16 to 20 years experience agreed substantially less than those groups with five to 10 and 11 to 15 years (3.9 and 3.7 cf. 4.5) that when a teacher has not achieved the On Review goals, the Chief Superintendent may inform the teacher in writing of a decision to continue On Review for a specified period of time, with a subsequent further review of the situation.

Time taught per week. Table 5.7 illustrates the 19 statements in which principals' level of agreement differed depending upon how much time per week they taught.

Table 5.7

Mean Level of Agreement with Policy Statements Categorized by Time Taught Per Week (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Time Taught Per Week* 1	2	3	4	5	Differences
6. Formal evaluation of teachers is conducted in the following situations:						
(d) during the first year in a school; (N = 78)	5.0	3.8	4.1	4.0	4.1	1,2,3,4 5
(e) at least once in a three year period ... (N = 77)	4.7	4.1	4.0	4.0	4.2	1 2,3,4
8. The principal may develop school-based performance criteria in consultation with his/her staff.	4.6	4.7	4.1	4.2	4.3	2 3
10. The process of formal evaluation will include the following phases:						
(b) Goals For Improvement--procedures for performance improvement when performance has been evaluated as unsatisfactory; and	4.9	4.6	4.3	4.5	4.4	1 3
(c) On Review--procedures to be followed when Goals For Improvement have not been met.	4.9	4.2	4.5	4.5	4.5	1 2

*1 = 0 (N=9), 2 = less than 250 (N=11), 3 = 250-500 (N=20), 4 = 501-750 (N=26), 5 = more than 750 (N=13).

Table 5.7 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Time Taught Per Week (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Time Taught Per Week* 1	2	3	4	5	Differences
GENERAL EVALUATION						
12. In a conference with the teacher being evaluated, the principal must identify the characteristics peculiar to the teaching situation such as type of class.	4.7	4.3	4.3	4.2	4.1	1-5
13. The principal and teacher will jointly identify the criteria to be used in the evaluation. (N = 78)	4.3	3.8	4.1	3.7	3.8	1-4
25. A teacher whose performance has been evaluated as unsatisfactory will be placed in Phase 2: Goals For Improvement.	4.9	4.5	4.5	4.6	4.3	1-5
28. If after examining the appeal the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation. (N = 78)	4.1	3.5	4.0	4.2	4.0	1-2, 2-4

*1 = 0 (N=9), 2 = less than 250 (N=11), 3 = 250-500 (N=20), 4 = 501-750 (N=26), 5 = more than 750 (N=13).

Table 5.7 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Time Taught Per Week (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Time Taught Per Week* 1	2	3	4	5	Differences
GOALS FOR IMPROVEMENT						
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision						
(a) whether or not to place the teacher in Phase 3--On Review; or	4.2	4.0	4.3	4.5	4.6	2-5*
(b) whether to continue the teacher in Phase 2--Goals For Improvement for another specified period of time.	4.6	3.8	4.3	4.3	4.0	1-2, 1-5
ON REVIEW						
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating;						
(c) the assistance available to the teacher;	4.2	4.2	3.9	4.5	4.5	3-4, 3-5
(d) the length of time allotted to achieve the goals ...	3.9	4.2	4.1	4.5	4.5	1-4, 1-5
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review. (N = 78)	4.1	4.4	4.0	4.6	4.6	3-4, 3-5

*1 = 0 (N=9), 2 = less than 250 (N=11), 3 = 250-500 (N=20), 4 = 501-750 (N=26), 5 = more than 750 (N=13).

Table 5.7 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Time Taught Per Week (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Time Taught Per Week* 1	2	3	4	5	Differences
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	3.7	4.2	4.2	4.5	4.2	1-4
41. The principal shall state in writing to the teacher, that (b) the teacher should receive continued assistance and be subject to a formal evaluation within one year ... (N = 78)	3.9	4.1	4.1	4.5	4.3	1-4
42. The principal shall send a copy of the letter to (b) the Superintendent of Personnel Services. (N = 76)	4.5	4.2	3.9	4.5	4.5	1-3, 3-4 3-5
44. The Chief Superintendent will then inform the teacher in writing of a decision to: (a) continue On Review for a specified period of time, with a subsequent further review of the situation; ...	3.6	4.2	4.3	4.6	4.2	1-3, 1-4

*1 = 0 (N=9), 2 = less than 250 (N=11), 3 = 250-500 (N=20), 4 = 501-750 (N=26), 5 = more than 750 (N=13).

Table 5.7 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Time Taught Per Week (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Time Taught Per Week* 1	2	3	4	5	Differences
45. The teacher may appeal the decision to terminate the teacher contract under provisions of the School Act.	4.8	4.2	4.5	4.6	4.5	1.2

*1 = 0 (N=9), 2 = less than 250 (N=11), 3 = 250-500 (N=20), 4 = 501-750 (N=26), 5 = more than 750 (N=13).

In general, those principals who did any amount of teaching agreed substantially less than those who did not teach (3.8, 4.1, 4.0, 4.1 cf. 5.0) that teachers be evaluated during the first year in a school and (4.1, 4.0, 4.0, cf. 4.7) at least once in a three-year period.

Those who taught between 250 and 500 minutes per week agreed substantially less than those who taught under 250 minutes (4.1 cf. 4.7) that the principal may develop school-based performance criteria in consultation with his/her staff.

Those principals who did not teach agreed substantially more than those who taught 250 to 500 minutes per week that (4.9 cf. 4.3) formal evaluation will include the Goals For Improvement phase. They agreed substantially more than those who taught under 250 minutes (4.9 cf. 4.2) that formal evaluation will include the On Review phase.

In the general evaluation of teachers those principals who do not teach indicated higher levels of agreement and substantially higher agreement than at least one other group of principals who teach with respect to the following policy statements:

(1) In a conference with the teacher being evaluated, the principal must identify the characteristics peculiar to the teaching situation such as type of class (4.7 cf. 4.1);

(2) The principal and teacher will jointly identify the criteria to be used in the evaluation (4.3 cf. 3.7);

(3) A teacher whose performance has been evaluated as unsatisfactory will be placed in Phase 2: Goals For Improvement (4.9 cf. 4.3); and

(4) If after examining an appeal by a teacher the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation (4.1 cf. 3.5).

With regard to a teacher who has not achieved the Goals For Improvement goals and following consultation with the principal and the teacher, principals who taught under 250 minutes per week agreed substantially less than those who taught more than 750 minutes (4.0 cf. 4.6) that the Area Superintendent could make a decision whether or not to place the teacher in Phase 3--On Review. Principals who taught under 250 minutes and those who taught over 750 minutes agreed substantially less than those who did not teach (3.8 and 4.0 cf. 4.6) that the Area Superintendent could decide to continue the teacher in Phase 2--Goals For Improvement for another specified period of time.

Principals who taught more than 500 minutes per week indicated substantially greater agreement than at least one other group which taught less than this (4.5 cf. 3.9) that the principal in consultation with the Area Superintendent will send notification to the teacher On Review stating the assistance available to the teacher and the length of time allotted to achieve the goals. They also agreed substantially more than those who taught 250 to 500 minutes per week (4.6 cf. 4.0) that the principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review.

Principals who did not teach agreed substantially less than those who taught 501 to 750 minutes per week (3.7 cf. 4.5) that during the On Review phase, the principal will

be responsible for monitoring the progress of the teacher and (3.9 cf. 4.5) shall state in writing to the teacher who does not achieve the On Review goals that the teacher should receive continued assistance and be subject to a formal evaluation within one year. Principals who taught 250 to 500 minutes per week agreed substantially less than those who taught more than 500 minutes and those who did not teach (3.9 cf. 4.5) that the principal shall send a copy of the letter to the Superintendent of Personnel Services.

Those principals who did not teach agreed substantially less than all other groups of principals who taught (3.6 cf. 4.2, 4.3, 4.6, and 4.2) that the Chief Superintendent could possibly inform the teacher who has not achieved the On Review goals, in writing, of a decision to continue On Review for a specified period of time, with a subsequent further review of the situation.

Principals who taught 250 to 501 minutes per week agreed substantially less than those who did not teach (4.2 cf. 4.8) that the teacher may appeal the decision of the Chief Superintendent to terminate the teacher's contract under provisions of the School Act.

Graduate courses in Educational Administration. Table 5.8 indicates the 25 statements in which there are substantial differences between the level of agreement of principals and their involvement in graduate courses in Educational Administration. On nearly all of the 25 statements principals who were enrolled in or who have completed graduate courses in Educational Administration at the Master's or Doctoral level, Group 4, indicated lower levels of agreement than those who are enrolled in or who have completed no graduate courses, Group 1, some graduate courses, Group 2, or graduate courses at the graduate diploma level, Group 3.

Group 1 agreed substantially less than Group 2 (4.0 cf. 4.6) that where assistant principals are involved in conducting the evaluation, the principal must note that there is concurrence with what is stated.

Table 5.8

Mean Level of Agreement with Policy Statements--Categorized by Graduate Courses in Educational Administration (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Graduate Courses in Educational Administration*				Differences
	1	2	3	4	
5. Where assistant principals are involved in conducting the evaluation, the principal must					
(b) note that there is concurrence with what is stated ...	4.0	4.6	4.4	4.3	1-2
6. Formal evaluation of teachers is conducted in the following situations:					
(a) during the first year of employment with the district ...	5.0	4.9	4.6	4.4	1-4
(d) during the first year in a school; (N=78)	4.5	4.3	4.1	3.8	1-4
(e) at least once in a three year period ... (N=77)	4.3	4.5	4.1	3.8	2-4
7. The principal shall use the general district criteria when evaluating teacher performance. (N=78)	4.7	4.6	4.1	4.0	1-4, 2-4
GENERAL EVALUATION					
16. In collecting information about the teacher's performance, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference.	4.5	4.3	4.6	3.9	1-4, 3-4

*1 = No graduate courses (N=21), 2 = some graduate courses (N=20), 3 = courses in the Graduate Diploma Program (N=14), 4 = courses in the Master's or Doctoral Program (N=23).

Table 5.8 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Graduate Courses in Educational Administration (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Graduate Courses in Educational Administration*				Differences
	1	2	3	4	
21. In writing the evaluation report, the format will be consistent with the guidelines established by the district administration.	4.7	4.6	4.5	4.1	1-4
28. If after examining the appeal the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation. (N=78)	4.3	3.8	4.4	3.7	1-4, 3-4
GOALS FOR IMPROVEMENT					
30. The Goals For Improvement shall be stated in writing and shall include the following aspects;					
(c) the resources available to assist the teacher in improving ...	4.5	4.4	4.6	4.0	3-4

*1 = No graduate courses (N=21), 2 = some graduate courses (N=20), 3 = courses in the Graduate Diploma Program (N=14), 4 = courses in the Master's or Doctoral Program (N=23).

Table 5.8 (continued)

Mean Level of Agreement with Policy Statements--Categorized by Graduate Courses in Educational Administration (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Graduate Courses in Educational Administration*				Differences
	1	2	3	4	
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision					
(b) whether to continue the teacher in Phase 2- Goals For Improvement for another specified period of time.	4.5	4.1	4.4	3.9	1-4
ON REVIEW					
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:					
(a) the specified goals to be achieved;	4.8	4.5	4.4	3.9	1-4, 2-4
(b) the indicators for determining whether the goals have been reached;	4.7	4.5	4.4	3.9	1-4, 2-4
(c) the assistance available to the teacher;	4.7	4.4	4.4	3.8	1-4, 2-4, 3-4
(d) the length of time allotted to achieve the goals; and	4.7	4.5	4.1	3.9	1-4, 2-4
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights.	4.5	4.4	3.9	3.9	1-3, 1-4

*1 = No graduate courses (N=21), 2 = some graduate courses (N=20), 3 = courses in the Graduate Diploma Program (N=14), 4 = courses in the Master's or Doctoral Program (N=23).

Table 5.8 (continued)

Mean Level of Agreement with Policy Statements Categorized by Graduate Courses in Educational Administration (N 79)

Paraphrased Statements of Policies, Guidelines and Procedures	Graduate Courses in Educational Administration*				Differences
	1	2	3	4	
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review (N=78)	4.7	4.4	4.4	4.0	1.4
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	4.7	4.2	4.2	3.8	1.4
39. During the On Review phase, the principal will ensure that assistance is made available to the teacher.	4.4	4.3	4.4	3.6	1.4, 2.4, 3.4
41. The principal shall state in writing to the teacher, that					
(a) the teacher has achieved the On Review goals and should be removed from the On Review phase; and	4.7	4.5	4.3	4.1	1.4
(b) the teacher should receive continued assistance and be subject to a formal evaluation within one year; or (N = 78)	4.6	4.4	4.0	4.0	1.3, 1.4
(c) the teacher has not achieved the On Review goals. (N=78)	4.7	4.5	4.4	4.0	1.4

*1 = No graduate courses (N=21), 2 = some graduate courses (N=20), 3 = courses in the Graduate Diploma Program (N=14), 4 = courses in the Master's or Doctoral Program (N=23).

Table 5.8 (continued)

Mean Level of Agreement with Policy Statements- Categorized by Graduate Courses in Educational Administration (N=79)

Paraphrased Statements of Policies, Guidelines and Procedures	Graduate Courses in Educational Administration*				Differences
	1	2	3	4	
4.2 The principal shall send a copy of the letter to					
(a) the Area Superintendent; and (N=78)	4.8	4.6	4.4	4.0	1-4, 2-4
(b) the Superintendent of Personnel Services. (N=76)	4.8	4.2	4.1	4.0	1-4
4.3 If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent.	4.9	4.4	4.4	4.3	1-4
4.4 The Chief Superintendent will then inform the teacher in writing of a decision to:					
(a) continue On Review for a specified period of time, with a subsequent further review of the situation	4.5	4.5	4.3	3.9	1-4, 2-4

*1 = No graduate courses (N=21), 2 = some graduate courses (N=20), 3 = courses in the Graduate Diploma Program (N=14), 4 = courses in the Master's or Doctoral Program (N=23).

Group 4 principals agreed substantially less than Group 1 (4.4 cf. 5.0) that the formal evaluation of teachers be conducted during the first year of employment with the district and during the first year in a school. Group 4 agreed substantially less than Group 2 (3.8 cf. 4.5) that formal evaluation of teachers be conducted at least once in a three year period. Group 4 agreed substantially less than Groups 1 and 2 (4.0 cf. 4.7 and 4.6) that the principal shall use the general district criteria when evaluating teacher performance.

Group 4 agreed substantially less than Groups 1 and 3 (3.9 cf. 4.5 and 4.6) that in collecting information about the teacher's performance during the general evaluation phase, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference. Group 4 agreed substantially less than Group 1 (4.1 cf. 4.7) that in writing the general evaluation report, the format will be consistent with the guidelines established by the district administration. Group 4 agreed substantially less than Groups 1 and 3 (3.7 cf. 4.3 and 4.4), and Group 2 agreed substantially less than Group 3 (3.8 cf. 4.4) that if after examining an appeal by a teacher at the end of the General Evaluation phase, the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation.

Group 4 agreed substantially less than Group 3 (4.0 cf. 4.6) that the Goals For Improvement shall be stated in writing and shall include the resources available to assist the teacher in improving. Group 4 agreed substantially less than Group 1 (3.9 cf. 4.9) that following consultation with the principal and teacher, the Area Superintendent makes a decision whether to continue the teacher in Phase 2--Goals For Improvement for another specified period of time.

Group 4 agreed substantially less than Groups 1 and 2 (3.9 cf. 4.8 and 4.5) that the principal in consultation with the Area Superintendent will send notification to the teacher stating the specified goals to be achieved and the indicators for determining

whether the goals have been reached when a teacher is in Phase 3 -On Review. Group 4 agreed substantially less than Groups 1, 2, and 3 (3.8 cf. 4.7, 4.4 and 4.4) that the principal send notification to the teacher stating the assistance available to the teacher. Group 4 agreed substantially less than Groups 1 and 2 (3.9 cf. 4.7 and 4.5) that the principal state the length of time allotted to achieve the goals.

Both Groups 3 and 4 agreed substantially less than Group 1 (3.9 cf. 4.7 and 3.9 cf 4.5) that the principal state a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights. Group 4 agreed substantially less than Group 1 (4.0 cf. 4.7) that the principal will send a copy of the letter to the Superintendent of Personnel Services.Group 4 agreed substantially less than Group 1 (3.8 cf. 4.7) that during the On Review phase, the principal will be responsible for monitoring the progress of the teacher. Group 4 also agreed substantially less than Groups 1, 2, and 3 (3.6 cf. 4.4, 4.3 and 4.9) that during the On Review phase, the principal will ensure that assistance is made available to the teacher.

Group 4 agreed substantially less than Group 1 with the following aspects of the policy:

(1) The principal shall state in writing to the teacher, that
   (a) the teacher has achieved the On Review goals and should be removed from the On Review phase (4.1 cf. 4.7); and
   (b) the teacher should receive continued assistance and be subject to a formal evaluation within one year (4.0 cf. 4.6); or
   (c) the teacher has not achieved the On Review goals (4.0 cf. 4.7);
(2) The principal shall send a copy of the letter to the Area Superintendent and the Superintendent of Personnel Services (4.0 cf. 4.8);
(3) If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be

reviewed with the Chief Superintendent (4.3 cf. 4.9); and

(4) The Chief Superintendent will then inform the teacher in writing of a decision to continue On Review for a specified period of time, with a subsequent further review of the situation (3.9 cf. 4.5).

Participation in the Effective Teaching Project. The data in Table 5.9 shows that those principals who participated in the district Effective Teaching Project agreed substantially more than those who did not (4.3 cf. 3.7) that formal evaluation of teachers be conducted at least once in a three year period.

Table 5.9

Mean Level of Agreement with Policy Statements Categorized by Participation in Effective Teaching Project (N=77)

Paraphrased Statements of Policies, Guidelines and Procedures	Participation in Effective Teaching Project*	
	Yes (N = 52)	No (N = 25)
6. Formal evaluation of teachers is conducted in the following situations: ...		
(e) at least once in a three year period ... (N=77)	4.3	3.7

Summary

The mean level of agreement on each of the paraphrased statements regarding the formal teacher evaluation policies, guidelines, and procedures ranged from 3.9 to 4.8.

However, 62% of the respondents indicated disagreement, or strong disagreement with some aspect of the policies, guidelines, and procedures. Principals indicated mean levels of agreement below 4.4 with 32% of the statements.

A relationship was found between some school and personal characteristics and the level of agreement by principals with the statements of policies, guidelines, and procedures for the formal evaluation of teachers. Twenty-seven aspects of the policy contained substantially different levels of agreement when categorized by the instructional level taught at the school. In general, principals of senior high schools indicated less agreement with several required procedures than did the other principals especially elementary school principals. The senior high school principals indicated low agreement with statements which extended any of the three phases of teacher evaluation or which required that the principal specify or monitor the improvement of a teacher whose performance has been evaluated as unsatisfactory.

The principal's level of agreement was related to the number of full-time teachers employed in the school on 21 policy statements. Those principals with 26 or more full-time teachers had the substantially lowest level of agreement on 14 of these. However, the number of full-time teachers was related to the instructional level of the school and is not, by itself, considered to be a strong factor in the principals' levels of agreement.

There was a substantial difference in the mean level of agreement with 12 statements depending on the age of the principal. In ten of the statements those principals who were 50 years of age or older indicated lower levels of agreement than those principals who were 40 to 49 years old and substantially lower levels of agreement than those who were under 40 years of age.

There were 26 statements in which years of experience as a principal was related to the mean level of agreement. Those principals with 16 to 20 years experience indicated substantially less agreement than other principals with 20 of these statements. In general,

their level of agreement was substantially lower than those principals with five to ten years of experience. This pattern was most evident in statements regarding the On Review phase of teacher evaluation.

Of the 19 policy statements with which principals indicated substantial differences in their level of agreement categorized by time taught in minutes per week, the lowest levels were among those principals who taught under 250 minutes and 250 to 500 minutes per week. However, cross-tabulations showed that half of the principals who were enrolled in or had completed graduate courses in Educational Administration at the Master's or Doctoral level fit into these categories. Higher levels of agreement were indicated by those principals who did not teach except when the statements referred to the teacher On Review in which case principals who taught more than 500 minutes per week indicated the higher levels of agreement. Cross-tabulations also indicated that those principals who did not teach tended to be high school principals while those who taught more than 500 minutes per week tended to be elementary school principals.

The personal factor in which there were substantial differences in the level of agreement by the principal with the statements of policies, guidelines and procedures was the principal's involvement in graduate level courses in Educational Administration. On 24 of the 25 statements, principals who were enrolled in or had completed graduate courses in Educational Administration at the Master's or Doctoral level, indicated a substantially low levels of agreement. Generally, the higher the level of involvement in graduate courses in Educational Administration, the lower was the mean level of agreement. The majority of the statements in which this trend appeared dealt with the On Review phase of teacher evaluation.

On one statement, that the formal evaluation of teachers be conducted at least once in a three-year period, principals who had participated in the Effective Teaching Project agreed to a substantially higher extent than those who had not.

Analysis of Open-ended Questionnaire Responses

In analyzing the content of the written responses of principals in the questionnaire data, these six descriptors were used as the categories into which the responses could be grouped:

(1) Policy Formation;

(2) Policy;

(3) Dissemination of Policy;

(4) Resources Needed for Policy Implementation;

(5) Actions Required for Policy Implementation; and

(6) Other.

In order to fit into one and only one category, the response had to fit within the boundaries set by the following definitions:

(1) In order to be included as a statement about "Policy Formation," the response had to make reference to the policy-maker(s) or development of the policy itself.

(2) Responses which were counted as statements about the "Policy" included comments about the principal's belief or disbelief that the statement would lead to the achievement of the goals, objectives or purposes of the policy. Also included were any comments that indicated a belief that the statements of policy, guidelines or procedures would result in conflict or negative side effects.

(3) Included as a comment about the "Dissemination of the Policy" were any responses which indicated the principal did not understand what action was required of him/her.

(4) Any response by a principal which referred to the cost of carrying out a particular requirement in terms of time or money was included as a comment about the "Resources Needed for Policy Implementation." Any mention of the skills, abilities or energy required by the principal in the implementation of any required of the required procedures was counted in this category. Also, whenever a principal commented on the

need for assistance from human resources it was included in this category.

(5) Any comments that principals made about the "Actions Required for Policy Implementation" were included in this category if they stated a preference for someone else to carry out the action. Any comment in which the principal stated agreement with or agreement upon certain conditions was included. When principals expressed a comment that the required action should be deleted it was counted in this category as well. Finally, whenever a principal commented on either the risk or gain associated with carrying out a particular action it was also included in this category.

(6) If a comment could not be categorized under any of the other five descriptors, it was counted in the category, "Other."

The context unit which was categorized was the entire response of the principal to each of the paraphrased statements of the policies, guidelines and procedures. Therefore, whether the principal responded in the form of a phrase, sentence or paragraph, everything that was written in response to the questionnaire item was used as the unit for analysis and counted as one recording unit to be placed in the corresponding category. In all, there were 405 written responses and all of them were used in the analysis.

Less than 1% of the comments referred to "Policy Formation." About two percent referred to the "Dissemination of the Policy." Approximately 11% of the comments referred to the "Resources Needed for Policy Implementation." About 38% of the responses made reference to the policy itself. The largest group of comments, about 49%, remarked on the actions required to implement the policy.

Resources Needed for Policy Implementation

While only two individuals commented on the cost of implementing the policy in terms of money or energy, the others indicated that they did not have enough available time to carry out the policy. Principals also said that they did not feel skilled or able to

carry out some of the required actions. One principal, in a general comment, said;

> I realize that a policy for evaluation is necessary but if this is to be done well it will be necessary to spend considerable time in evaluating staff. What, then, happens to all the other duties of the principal? Will additional administrators be added to large staffs? Will principals be excused from attending so many meetings? If we are to evaluate honestly we must have the TIME or forget the entire process.
>
> Also, principals and assistants should be trained in evaluation skills. I know at present some people are incapable of good evaluation practises.

Principals also said that they needed the assistance of others such as the assistant principal, central office supervisors, subject area consultants and the Area Superintendent. Principals indicated the need for assistance particularly in the evaluation of other certificated personnel such as assistant principals, counselors and teacher-librarians. They also expressed a need for assistance from consultants and the Area Superintendent especially when providing assistance to teachers who have been rated as performing unsatisfactorily.

Policy

In their comments about the objectives or outcomes of the policy, most principals expressed a concern about the negative side effects which they viewed as a probability in the implementation of certain aspects of the policy, guidelines and procedures.

In particular, the involvement of the assistant principal in the evaluation process raised several comments. The following are examples of responses which expressed concern with the possible impact of the principal having to review the evaluation done by an assistant principal, to note that there is concurrence with what is stated, and to sign the evaluation form:

> Assistant principals should be responsible for their own evaluation when they evaluate. As a vice-principal, I was undercut many times by my principal.
>
> Possibility of delegation of duty yet overruling observations?

Another area of the policy which contained comments about the possible outcome was the frequency with which evaluations of teachers will be conducted. The following comment best summarizes the principals' beliefs about the effect of conducting evaluation once every three years:

> to evaluate a third of our teachers every year and have each teacher consequently evaluated every three years, I feel, is redundant and not necessary to the maintaining of good quality teaching.

Several principals in their comments about evaluating teachers during their first year in a school indicated that some teachers would be evaluated more often than others particularly those who are frequently transferred due to declining enrolments or program reductions. As one principal stated:

> A teacher could conceivably be moved to a number of schools in successive years and end up undergoing evaluations for a number of years in succession.

Another principal believed that the evaluation of a teacher during the first year in a school may not be accurate. This person recommended that teachers who are new to a school be evaluated

> within two years in a school to accommodate or compensate for teacher climatization to a new school.

Many comments referred to the adequacy of the criteria to provide a good evaluation of teaching. Most of the responses indicated that the general district criteria were too numerous, too complicated or too difficult to observe. The following comments characterize the responses about the usefulness of the criteria in achieving the policy objectives:

> Too many criteria to be able to do a good job.

> Many criteria are not adequately defined and/or very difficult to observe.
>
> The present criteria are too many and complicated. It is not an operational model. Documentation would be a problem! It's the documentation of all these points that become the nearly impossible operational "how."

Principals were divided in their belief about the use of school-based criteria to formally evaluate teachers. Some indicated the belief that a school-based set of criteria was necessary while others disagreed. The following comments summarize the responses for each group respectively.

> Yes, each school has particular needs. Teachers assigned must help meet these needs.
>
> For the sake of uniformity, we should have one (set of criteria) only.

One aspect of the policy drew numerous comments. Principals expressed concern with the possibility that an evaluator from outside the school could be asked by the Area Superintendent to do a second evaluation of a teacher who has appealed the General Evaluation conducted by the principal. The responses addressed the issue of the administrator-staff relationship should such a situation arise in the evaluation process. Typical remarks include the following:

> I realize there has to be room for appeal but I am concerned about the principal's position with other staff members if the second evaluation, by someone else, is favorable. Where does this leave the credibility of the principal?
>
> This approach carries with it a high probability of making the professional relationship that should exist between a teacher and principal next to impossible.

Principals also commented on their belief in the ability of the policy to bring about improvement in teaching. While one principal, in reference to the Goals For Improvement phase stated, "this is great! But it must be encouraging, hopeful, and Christian in character!", another said:

> Human behaviors to some extent result from feelings ... upbringing, beliefs, and socialization ... either they have it or they don't.

In remarking on the extension of the Goals For Improvement or On Review phases for teachers who have not improved satisfactorily, one principal's statement summarized the doubt that was felt by some. This person said:

> This would not seem reasonable or likely to bring change.... This is repetitive and unnecessary.

Where the policy permits the Chief Superintendent to extend the On Review phase when a teacher has not achieved the On Review goals, one principal stated, " I think it is too much to ask the teacher and principal to continue to work together at this stage." Another said, " we may be carrying this too far. It has become cyclical at this point.... It may be an idea to look at relocation of the teacher in a more compatible situation."

However, a different view was expressed by another principal who stated that the possibility of extending the Goals For Improvement phase could provide "some avenue to tighten up or strengthen certain goals."

Actions Required for Policy Implementation

Most of the responses which indicated the desire of the principal for another person to carry out a required procedure in the implementation of the policy occurred in relation to the On Review phase. Most of the comments indicated a desire for the Area Superintendent, instead of the principal, to write a letter to the teacher stating the goals, indicators, assistance available, time frame and recommending that the teacher consult with the Alberta Teachers' Association regarding their legal rights. They also recommended that the monitoring of a teacher On Review could be done by either the Area Superintendent or the consultants rather than the principal. Rather than the principal ensuring that assistance is made available to the teacher On Review, it was suggested by some that it should be up to teachers On Review to obtain assistance for themselves.

Most of the disagreement with an action which was required by the policy dealt with

the joint identification by the principal and the teacher of the criteria to be used in the evaluation. Many wished to see this action deleted or the word "identify" changed to "discuss" or "clarify."

Other actions that principals wished to see deleted from the policy were having to note concurrence with what the assistant principal states in an evaluation of a teacher, having to adhere to the type of information and the style of observation agreed upon in the planning conference with the teacher, and the option of the Chief Superintendent to continue a teacher On Review though the teacher has not achieved the On Review goals.

Many comments indicated agreement with several actions but with a condition added to the required action. Where the assistant principal is involved in teacher evaluation, principals suggested that the principal could note concurrence or nonconcurrence with what was stated in the report. They also indicated that the signature required by the principal would only be an indication that they had reviewed the report rather than that they concurred with it. They also suggested that the assistant principal co-sign.

To summarize, the majority of the open-ended responses dealt with the actions required by the principal to implement the new teacher evaluation policy. In general, principals indicated disagreement with many of the procedures which are required during the On Review phase. Their main concern regarding the effects of the policy was the possibility of a negative impact on their relationships with the vice-principal, the staff as a group, and teachers who must be placed On Review. Principals also expressed concern over the adequacy of the criteria to evaluate teaching performance and the adequacy of the policy to improve instruction. They questioned the prescriptiveness of having to perform evaluation during the teacher's first year in a school and once every three years. Principals indicated by their comments, too, that they needed more time and the assistance of human resources such as supervisors and consultants in order to implement the policy.

CHAPTER 6

Analysis of the Interview Data

This chapter presents the analysis of the interview data in seven sections. The first section reports the beliefs of the principals who were interviewed as to what would account for the difference in the level of agreement of the principals with the teacher evaluation policy depending upon their level of involvement in graduate courses in Educational Administration. The next section presents the respondents' views and feelings about the effect of the policy on their relationships with the teacher being evaluated, the vice principal, and the staff as a group. The principals' views and feelings about the responsibility of the principal in the Goals For Improvement and On Review phases are reported in the third section. The fourth section reports the extent to which the principals found that the available resources facilitated or inhibited their ability to implement the policy. The fifth section presents the principals' experience with the evaluation instrument used in the evaluation of teachers. The views and feelings principals had with regard to the situations in which teachers are to be evaluated are presented in the sixth section: specifically, principals were asked to discuss the requirements that teachers be evaluated during their first year in a school and once every three years. The final section, which precedes a summary, includes the general comments which principals wished to share with regard to the teacher evaluation policy.

Involvement of Principals in Educational Administration Courses

The interview schedule was designed to gain a deeper understanding of the questionnaire results. Principals were therefore asked to explain why they thought that the principal's involvement in graduate courses in Educational Administration was such a

strong factor in the level of agreement with the policy.

Eight of the ten principals said that the involvement of principals in graduate courses in Educational Administration would affect their knowledge and attitudes. The following responses represent this view:

> Educational Administration people probably had a more theoretical approach and a deeper insight into the evaluation instrument, the evaluation process, and the premises that the evaluation policy was based on. When you go to university and take more administration courses your horizons are widened ... more exposure to updated research. The higher the education, the more argumentative people become.
>
> I suppose if they had more training maybe they would feel more knowledgeable about evaluation. Maybe they feel more capable of evaluating without so much strict policy.
>
> There must be something there that tells them maybe the principal shouldn't be an evaluator, maybe his role is different.

Two principals who did not share this view expressed the following beliefs:

> The more training from the University of Alberta, the less continuity there is between what our system is doing and what they're learning.
>
> To me they'd be experienced principals. Putting the theory into practise is as different as night and day.

Effects of the Policy

The principals were asked to share their experiences with regard to the effect of the teacher evaluation policy, or any aspect of it, on the relationship between the principal and the teacher being evaluated, the principal and the staff, and the principal and the vice-principal.

Principal-teacher relationships. As one principal said, it is natural for teachers to feel nervous when someone comes in to look at them but for the most part, as principals implemented the new evaluation policy they found the principal-teacher relationship to be a positive one. Two principals attributed this to the pre-evaluation conference.

Aspects of the policy which principals felt put a strain on the relationship included

some of the criteria, the rating scale, the use of an outside evaluator, and the On Review phase. The following responses typify principals' experiences or predictions about the effect of the policy on the principal-teacher relationship:

> The criteria, the rating scale are relative to standards. The rating scale is unworkable. A "satisfactory" "unsatisfactory" rating is all that is needed for a performance review. You're not trying to rank teachers in a school.... I don't like the rating scale. You have teachers who are perfectionists who feel slighted if they don't get "excellent" on everything. It's still subjective. What broadcasting does the teacher need to do to get an "excellent" rating on " keeps abreast of new developments in education?" I think the criteria and the rating scale could create tension.

> The fear is there that if the outsider's evaluation is contrary then you've got hell on your hands. The teacher would not make for a pleasant working relationship. Prestige and the perceived leadership role would be damaged.

> When you get to the On Review phase both parties will be nervous. They will see the ramifications down the road, legalities enter the picture. It doesn't matter how professional and how Christian you are, you'll still be viewed as a threat.

For one principal who placed a teacher in phase 2-Goals For Improvement, the principal-teacher relationship has become tense and unpleasant. The teacher has sought legal advice and the principal expressed his feelings about the situation in this way:

> I don't feel good about what's happened.... Now I realize that if there's going to be a problem, you have to say the right things ... how important it is to follow due process to the letter. Legal aspects become a concern. The inadequacy on my part bothered me. You have to be aware of the correct steps in the evaluation process. Anybody in the evaluation process has to carefully document what they've done and what they've said.

Principal-staff relationship. Five of the principals said the policy has created no change or difficulty in the principal-staff relationship. Three attributed this to the communication and preparation that had been done with the staff prior to the actual implementation of the policy. As one principal explained:

> I haven't seen any change so far. I'm not saying there couldn't be if something pops up. My feeling is that if the administrator does a lot of groundwork in advance in communicating the why and how, and the intent is communicated as a means for professional growth, then you're there to review, to reinforce not

> just to comment. If you've established trust and rapport there is less danger of negative relationships and if there is a conflict it would not be a major one. I think I have trust and rapport with my staff.

Four other principals sensed a change in the principal-staff relationship. One principal described the process of evaluation as being more managerial now than in the past as a result of the policy. Another referred to the relationship as becoming more professional and that the policy has created a distance in the relationship. This principal said:

> I don't like that. Before people felt more open and would talk more freely. Now discussions are more on a professional basis. It's another stress, pressure. It makes the teachers less comfortable in the school.

Similarly, another principal talked about a master-servant relationship when speaking of the the effect of the policy on the principal-staff relationship.

> As soon as you put one person above--as the evaluator--you break the collegial model. You have a master-servant relationship. Confidence is lost when you have a master-employee relationship. Teachers should feel free to come and talk to the principal. I think they'll become more reserved because of this.... This teacher evaluation policy is very artificial. Its creating anxiety for principals in terms of the time commitment, and for teachers in terms of the master-servant relationship.

Finally, though the principal did not see any change in the principal-staff relationship one person said that the staff was "kind of scared" as a result of the new policy.

Principal--vice-principal relationship. Four principals indicated an improvement in the principal--vice-principal relationship as a result of having to implement the teacher evaluation policy. The following response summarizes what these principals were experiencing by involving the vice-principal in teacher evaluation:

> It instills confidence and gives training. It's a very responsible job that you're delegating, not a garbage job. It has cemented our relationship as a team. I've had complete confidence in my vice-principals.

Three principals indicated that there had been no change and no negative effect of the

policy on their relationship with their vice-principals. Two others said that they did not use the vice-principal in the formal evaluation of teachers other than to augment their own evaluations with that person's opinions. They indicated that since the responsibility for teacher evaluation was that of the principal they conducted teacher evaluations themselves. As one principal said:

> I would feel responsible for evaluation myself. If I'm going to use the vice-principal I would use her to augment my evaluation but I would take full responsibility.

One principal said that the vice-principals were less involved in teacher evaluation than before the implementation of the policy because it is the principal who is ultimately responsible for the evaluation. He said:

> In the past the vice-principals did informal evaluation with me and we visited all the teachers. Now I will do them all because I'm responsible for them all although I still call on their assistance.

Principals' feelings about the effect of the policy on relationships. Principals expressed the view that the policy would or should not have a negative effect on the relationship of the principal with others. As one principal said, "if there is a problem with the relationship maybe the problems were there before and the policy just points them out."

Other principals, however, thought that the On Review phase would affect the principal-teacher relationship. The following responses reveal their feelings of apprehension:

> I just hope it never comes. If a person had to leave the profession I'd still feel for the person. I couldn't help but feel badly for that person.
>
> Negative evaluations create more tension. I don't think anybody likes that very much. It's unpleasant.
>
> If a teacher is On Review you won't have a warm, close relationship. Certainly the relationship is going to change.... I dread evaluation.... A major aspect of a

person's life is at stake. You hate to mess around with that. I agonize over it.

Still other principals, though they thought that the principal-teacher relationship might be negatively affected when the teacher is placed in phase 3--On Review, indicated that this was not a concern for them. They said:

> I think relationships would degenerate when the teacher goes On Review ... I don't think it would bother me. You judge the merit of the person by their actions.
>
> I have no qualms. It's part of the job. If we're going to look after our teaching profession we have to do it. It may be more difficult for younger principals with older teachers.
>
> I don't argue with the Goals For Improvement phase.... There's no doubt about putting the person on Goals For Improvement. It was the right thing to do. I have no qualms.
>
> As a principal you have to bite the bullet. There is a structure, a fair procedure for both evaluator and evaluatee. There is an appeal process.
>
> It wouldn't be any more stressful for me but it would for the teacher.

Responsibility of the Principal

Four of the principals said that the questionnaire responses in which principals expressed a desire for teachers to take responsibility for their own improvement and for shared responsibility by the Area Superintendent was an indication that the principals did not wish to have full responsibility for the Goals For Improvement and On Review phases of teacher evaluation. They thought principals were trying to find an "easy way out of" the On Review phase, that they might be trying to "slough off the unpleasant parts", that "they should not have the responsibility of hiring or firing" and that they "can't be responsible for everything."

The others indicated that the principals did not have the time, skill or necessary support to carry out the responsibility in these phases.

> I think the principal has deeper insight into what good teaching is, what problems are there and should have the responsibility for helping teachers improve but he has to have the time. I think these comments indicate that principals don't have the time for that.

> The On Review phase becomes very challenging. The principal needs a lot of skill to help that teacher in special areas such as music or kindergarten. Some areas you feel you don't have enough background to make meaningful suggestions for improvement. The area of discipline is easier than curriculum and program.
>
> I don't think principals are trying to get away from responsibility. They don't hire the teachers but they have the responsibility for the Goals For Improvement and On Review phases. They'll need support to do this difficult responsibility. My Area Superintendent is very obliging. I think there will be support.

Principals' feelings about responsibility. Five of the principals in the interview sample expressed strong feelings of apprehension about their responsibility during the Goals For Improvement and On Review phases. These principals, though this was a difficult area to discuss, were very open in revealing their feelings. As such, they have provided important insight in understanding the meaning of these stages of the evaluation process for the principal. Therefore their responses are reported in their entirety so that the reader may fully appreciate what these principals were feeling.

> We have to point out the problems. There should be something in writing but I'm having difficulty with this. Anything on paper has to be careful because of the legal implications. You could say something and be misinterpreted and get away with it but not in writing. When you write, you won't be misinterpreted. Wording is so important. Wording has to be careful. I would have apprehension because it doesn't do much for the morale of the school. It would have to be highly confidential because of all the conversations that would come up. It's a no win situation.
>
> Those are the hardest things to do. It requires courage. I don't want the person not to like me. It's hard to go through. You don't want to say something negative about someone because you don't want anyone to say negative things about you. I'd love to be able to "lay it on the line" and not have it bother me. Maybe a lot of us are overly sensitive about what others think of us. We all have the basic fear of Goals For Improvement and On Review because teachers have a strong vested interest in their career. It's their livelihood. The personality of the administrator has a lot to do with it. If you're to be a loving, caring administrator, it's hard to do. Some of us have a horrid fear of being labelled as a "weak" administrator and if you're sensitive to the needs of a person and their situation you can be viewed as "weak", not being able to take the bull by the horns.
>
> That's the critical portion of the process. It becomes a matter of realizing that you can't cure a problem overnight, that it's a long term problem, that you have to focus. You get a test of your mettle. This is what the principal has to do; this

> is where your skills have to come in. It's a pretty scary area. You can see the challenge. You have to produce results. There has to be improvement and if there isn't I have to recommend dismissal. You're dealing with that person's future. You have to look at yourself. Do you have enough valid information to support your opinions? Before, things could be done verbally and you didn't have to take a written kind of stance. Now you have to put your name on the line and live with the decision. There are no hiding places.
>
> I don't feel too hot about the Goals For Improvement and On Review phases. I certainly wouldn't want to do it alone. I would look for help. I want other points of view and people who have more expertise in the teacher's field. It couldn't be pleasant. We're talking about a person's career, job, meal ticket. It's pretty heavy. The worse it appeared, the more I would want an outsider to reaffirm or destroy my view. Plus I may not have the expertise in that field. It doesn't matter how objective you try to be, it's subjective. Your own background, prejudices come into it.
>
> Teachers and administrators are very uptight. I'm not sure if I really have the skills to do this. I know there will come a time that I'm going to have to make some very strong decisions about someone. Up to now a weak individual could just be passed along. With the new policy in place that isn't going to happen. When you reach this stage principals wonder what will happen. Staff must feel that too. With the old way it was easier to say nothing on the form-work it out internally. There was nothing beyond the evaluation report. It ended there. This one goes further, takes it to the end. The administrator becomes somewhat reluctant. Most of us haven't been involved at that point. If it has happened, it's never been the principal's responsibility. The teacher was passed on from school to school and Central Office made the decision. Now the principal makes the decision. It's new to his role and we're giving a lot of importance to evaluation. We're focusing on the Goals For Improvement and On Review phases.

Three principals said that, though they thought the Goals For Improvement and On Review phases would be difficult and they wouldn't want to go through them, they accepted full responsibility for them.

Two principals said they felt comfortable with those phases. As one principal stated, "I think everyone is conscious of evaluation. The principal is in a position to do it better than anyone else. It's not a big concern."

Resources

Every principal said that lack of time was a major inhibiting factor in the implementation of the new teacher evaluation policy. Even principals who did no teaching indicated that they did not have sufficient time to do teacher evaluation because

of other administrative duties. All of them found themselves spending more time on the paperwork involved. The pre- and post-evaluation conference often required that the principal and teachers spend extra time outside of school hours.

Those principals who taught also found difficulty in arranging a suitable time for classroom observations. One principal said, "I teach four out of five of the morning periods. I don't have the time for gathering data. I'm not saying a principal shouldn't teach but you've got to be free when the teacher is teaching." Another revealed, "I spend more of my own time at school and do more work at home. My teaching has suffered. I can't plan as well. It takes more of the teacher's time too." Still another principal stated:

> I teach two thirds of the time so how do I get time in other teachers' classrooms to the extent that I could say how they are performing? To be honest we have a pre-conference and a post-conference and I ask them to tell me whether they do these things. It's a self evaluation to some extent. I'd have to be in their class on a daily basis to give an accurate rating. Even with more time I don't know if I can assess some of the criteria. Everyone knows the observation, the classroom visit is an artificial situation, hardly authentic.

One principal who was working with a teacher in the Goals For Improvement phase found himself doing a lot of research into what resources are available to assist teachers. Others, too, felt that working with a weak teacher would require even more time. One principal questioned the worth of working with weak teachers who would end up leaving the profession.

Seven of the principals questioned the adequacy of their skills and abilities to carry out the evaluation process. They frequently mentioned their skill in writing the evaluation report especially when the principal must state recommendations for improvement. Others felt uncertain about their ability to evaluate specific subject areas such as French and Music or certain instructional levels. As one principal said, "I don't think any one person can do evaluation for the entire situation. That grade one teacher knows a lot more about teaching grade one than I do. So I feel I'm not very capable of evaluating her." Another skill which principals felt somewhat insecure with was that of

conferencing. Three of them felt they would benefit by inservicing in this area.

Three principals said that the Teaching Effectiveness Project was a facilitative resource but that something more specific to teacher evaluation was needed.

Three principals indicated that their vice-principal, the consultants, and the Area Superintendent were facilitative resources. However, one principal said that the Area Superintendent and consultants did not facilitate the implementation of the policy because they were too removed from the daily contact with the classroom.

The Instrument

Each of the ten principals was using the system criteria and none of them said they were using school-based criteria although two said they had developed school-based criteria prior to the new evaluation policy. Their experience with the evaluation instrument was causing them concern. In general, these principals were dissatisfied with the criteria, the rating scale and/or the final overall rating.

In their criticisms of the criteria the principals said that some were not observable. More specifically, they frequently mentioned "keeps abreast of new developments in education," "seeks to be informed about relevant issues in Catholic education," and "participates in professional activities." Three principals suggested that the teacher use those for self-evaluation. One principal said, "we've gotten around ambiguous areas by asking teachers to give the indicators of professional development."

Another difficulty in using the instrument which several principals mentioned was the issue of standards. As one principal stated, "standards differ ... even the staff couldn't get a handle on what constitutes 'adequate'. Things have to be there but how do you measure them?"

The following responses reflect some of the concerns principals had with the rating scale:

> "Unsatisfactory" is such a negative term. If the evaluation process is used as a growth process this term does more harm than good. There should be an "area

> for improvement". Also, we don't need the "excellent" and "very good" because the two are too close. You only need one term to say something is better than "satisfactory". I have extreme difficulty with the rating scale.
>
> The word "unsatisfactory" has an underlying supposition that you're no good--you've got to smarten up or you'll be fired. It's a threat. This rating scale isn't positive. It has a lot of negative stuff. A person isn't completely unsatisfactory. What is unsatisfactory? There is nothing which can focus on growth. What is the distinction between "excellent" and "very good"?... I took the risk of saying "excellent". If she screws up, I'll really give it to her.
>
> I found some difficulty with "very good" and "excellent". It is difficult for me to measure. It's a very fine line.
>
> Teachers are concerned about the rating scale. I shy away from using "excellent".
>
> If you leave out the "excellent" and "very good", it gets the principal off the hook but it doesn't reward the excellent teachers. I think if someone is doing an excellent job we should tell them that. The realistic part of me says "do it"--differentiate and run the risk. The risk is worth the reward for the teacher.

Five principals also expressed concern with the final overall rating. Generally, these principals would prefer that the final rating be more consistent with the item scale. Three of them said:

> After all that effort maybe there should be a wider final classification. Maybe a five point scale. Your very good teachers are going to be a little upset with just being "satisfactory".
>
> Teachers would like to see the item scale match the overall rating. The teachers have relayed that to me.
>
> Maybe there should be something between "satisfactory" and "unsatisfactory" in the final classification. It's too definite.

Situations in Which Evaluation Is Conducted

In comparison to the other situations in which evaluation is to be conducted, the level of agreement by principals who responded to the questionnaire was low with respect to the policy requirements that teachers be evaluated in their first year in a school and at least once every three years.

The principals in the interview sample basically agreed with the requirement that teachers be evaluated in their first year in a school. However, several did express some

concern about the conditions that might exist which would make this requirement difficult. The issues that principals raised in sharing their views on this particular aspect are reflected in the following comments:

> If they've had an evaluation within the past three years it's redundant. With declining enrollments it could be that a teacher would be subjected to evaluation every year. It could become harassment. Let the principal use discretion.

> I think you need that first year analysis but it's not as valid in the first year because they're trying to find their way around. In the second year the teacher is settled.

> It's a good thing to have a person evaluated when they come to your school for the first year. Maybe it should be a different form--planning by objectives--and throughout the year principals would have a vested interest, help the teacher and then evaluate the achievement of those goals at the end of the year. In the case with teachers on Goals For Improvement or On Review have them focus on the areas that need improvement, set up a plan, give assistance.

When asked about their feelings with regard to the evaluation of teachers once every three years, six of the ten principals expressed positive feelings. Only one principal felt this was too frequent. Two principals said that a shorter form should be used every three years but the present one would only be necessary once every five years. One principal said, "the number of years is not the issue. The problem is they have to be done and I hate doing them."

General Comments

When asked to share their experiences with and reflections on the new teacher evaluation policy, seven principals discussed the evaluation instrument. While one of these said that the new policy was an improvement over the open-ended blank form which was previously used, the others expressed concern about the subjective aspect of some of the criteria as well as the rating scale.

Three principals discussed the purpose of the policy. One principal stated:

> There is a perception of the difference between the message that the formal evaluation is a means to improve instruction and in implementing, the either/or (satisfactory/unsatisfactory) rating seems more of an instrument by which people are either deemed satisfactory or unsatisfactory. It feels that way to the

teachers. It's the first thing they pointed out.

Three of the principals also discussed some of the anxiety they felt as evaluators. One wondered if he was on the right track and two others wondered about how their evaluations would be evaluated.

Summary

The ten principals who were interviewed provided a richer understanding of the results of the questionnaire data by sharing their thoughts and feelings about the issues which were raised in the questionnaire. These principals tried to explain what would account for the different levels of agreement with the policy depending upon the principal's involvement in graduate level Educational Administration courses. They expressed their views and feelings about the effect of the policy on their relationships with their teachers and vice-principal(s). They revealed their feelings about the responsibility of the principal in the Goals For Improvement and On Review phases. They discussed the resources which facilitated or inhibited their ability to implement the new policy. They presented their experiences with the evaluation instrument. These principals discussed the requirements that teachers be evaluated in their first year in a school and at least once every three years. Finally, they shared some general comments about the evaluation policy.

Most of the principals said that those principals who had studied Educational Administration at the graduate level would have more knowledge about teacher evaluation and be more critical of the policy or the evaluation instrument.

Several principals talked about the nervousness that teachers were feeling as a result of the evaluation policy, but most had not experienced any change in their relationship with teachers. Two principals found that the policy has distanced them from some of their teachers.

In four cases, the principal--vice-principal relationship has been strengthened as a

result of the policy. One principal indicated less involvement of the vice-principal in teacher evaluation since the policy but the others had not sensed any change in their relationships.

In talking about their feelings with respect to the effect of the policy on their relationships with others, most thought that the relationship would be negatively affected if a teacher were placed On Review. While three principals felt apprehensive about the possibility of this happening the others indicated that it would not bother them.

In speaking of the principal's responsibility during the Goals For Improvement and On Review phases, four principals thought that the desire for the teacher to accept the responsibility for improvement and the Area Superintendent to share responsibility for these phases which principals expressed in the questionnaires was an indication that these principals did not want the responsibility. The others held the view that these principals did not have the time, skill, or support needed to carry out the responsibility.

While all of the principals in the interview sample indicated that they accepted the responsibility for these phases, most expressed that they found it distasteful. Five principals shared their feelings of apprehension about the possibility of having to be involved in these phases. They realized the seriousness of these phases and the possibility that they could be making decisions that would affect a teacher's career, even their livelihood. They expressed some doubts about their ability to carry out these phases. They talked about their writing skills, their ability to assist the teacher, the subjectivity of the process and the newness of the requirements.

All the principals who were interviewed said that they did not have adequate time to carry out the new teacher evaluation policy. Seven principals questioned their own skills and abilities and indicated that they were having difficulty in conferencing, writing the report, making recommendations for improvement, or evaluating specific subject areas and certain levels of instruction. A few principals mentioned that the Teaching Effectiveness Project and the assistance of vice-principals, consultants and the Area

Superintendent were facilitative resources in the implementation of the teacher evaluation policy.

The evaluation instrument was causing most of the principals some concern. They criticized some of the criteria for being too vague or difficult to observe, and they also expressed difficulty in using the rating scale. Some were experiencing difficulty with the terms "excellent" and "very good" and spoke of the risk of using the term "excellent". Others were dissatisfied with the absence of a category which would indicate an avenue for improvement and said that the term "unsatisfactory" was too definite and too negative. Five of the principals indicated a concern with the inconsistency between the item scale and the final overall rating.

The principals generally agreed that evaluation of teachers should be conducted during the first year in a school and at least every three years, but believed there should be some flexibility to compensate for teachers who are forced to move frequently because of declining enrollments.

The general comments made by the principals in the interview revealed that the greatest source of difficulty in the implementation of the teacher evaluation policy was the use of the evaluation instrument and the subjective nature of the process.

CHAPTER 7

Findings and Conclusions

Chapter 7 presents the findings from the analyses of the quantitative and qualitative data and the conclusions which were drawn from the interpretation of the data. These conclusions were formulated in light of the research which was reviewed in Chapter 2.

Principals' Opinions of the Teacher Evaluation Policies, Guidelines and Procedures

The 96% return rate of the questionnaire led to the conclusion that the area of teacher evaluation was particularly salient for principals. This was supported in the literature on the accountability movement which Darling Hammond et al. (1983:285) concluded has "led to a resurgence of interest in evaluating teachers." Research in the area of school effectiveness also points out the increased attention to the role of the principal. As Clark et al. (1984:54) concluded, the school effectiveness literature has emphasized the importance of the building principal.

The level of agreement with the statements of policy, guidelines and procedures in the formal evaluation of teachers by principals of the Edmonton Catholic School District ranged between 3.9 and 4.8, indicating a generally high level of agreement. However, some statements contained substantially lower levels of agreement and principals made recommendations for change with regard to several aspects of the policy.

Those statements which had lower levels of agreement were concerned with the following aspects:

(1) The requirement that the principal note that there is concurrence with what is stated in the evaluation report when the vice-principal has conducted an evaluation;

(2) the requirements that teachers be evaluated in their first year in a school and at least once every three years;

(3) the performance criteria to be used in the evaluation;

(4) the use of an evaluator from outside the school;

(5) writing the evaluation report;

(7) stating recommendations for improvement when teachers have not performed satisfactorily; and

(8) the On Review phase.

The aspects with which principals had lower levels of agreement were those that departed substantially from the previous procedures used in the evaluation of teachers, those that involved a risk, and those that required resources such as time and skill.

Analysis of the open-ended responses in the questionnaires supported these conclusions. Comments regarding those areas which deviate from past procedures indicated a desire to reduce the difference between what was previously required and the new requirements. In the past, principals were not required to evaluate teachers at least once every three years. Many teachers, once they had received a permanent certificate and a permanent contract, were not evaluated again unless they moved to a different school. The most frequently proposed change made by principals in the open-ended questionnaire responses was that teachers be evaluated at least once every five years. This was interpreted as a desire by principals to reduce the severity in change between past procedure and the new required procedure. However, this was not supported in the interview data. For the most part, principals who were interviewed supported the requirement.

The evaluation of teachers during their first year in a school has always been required in the past and so it was concluded that principals are concerned about the time required to do an evaluation which might be redundant and the risk of harassing a teacher who must frequently move. This was supported in both the questionnaire data and the

interview data. Although principals agreed with the requirement they would prefer to use their own discretion. That is, principals found the requirement that all teachers be evaluated in their first year in a school too prescriptive.

Formerly, a blank form was used by principals on which they wrote the performance appraisal and no specific set of criteria was prescribed for use in teacher evaluation. The new policy contains a specific list of indicators which principals suggested were too long, too detailed, too difficult to observe, and too difficult to rate. These comments were interpreted to mean that principals are experiencing difficulty in adjusting to the very different requirements regarding performance criteria and that there is no one set of criteria that can be used for all teaching situations. This finding was strongly supported in the interview data. It was also supported by the literature reviewed in Chapter 2. Unclear or unacceptable performance criteria were found by Stiggins and Bridgeford (1985:93) to be one of the major barriers in evaluation of teachers by the principal. Stodolsky (1984) also found that because teaching is context-bound and inconsistent over time, no single set of criteria can be applied to all teaching situations.

New too, are the requirements that principals state, in writing, recommendations for improvement in the case where a teacher has not performed satisfactorily and assist and monitor the teacher's progress. Since most of the suggested changes called for some person other than the principal to perform these procedures it is concluded that principals are concerned about their lack of time and ability and the risk involved in carrying out these procedures.

The interview data supported the conclusion that it is the risk of carrying out these procedures that principals find too high. The On Review phase is one that particularly concerned principals who were interviewed. They discussed the risk of a breakdown in the relationship between the teacher and the principal, the risk of legal implications and the cost of living with a decision that could remove a teacher's livelihood. Because the On Review phase can result in the termination of a teacher's contract, legalities become

of central concern. Principals in the interview also indicated their distaste for having to develop the documentation which could lead to teacher dismissal. This is supported in the research by Blumberg and Greenfield (1980:216) who identified the termination of a tenured teacher as one of three major problems to have a negative emotional impact on principals and who stated that "it is noxious for school principals both to have to confront the problem and to have to go through the long and arduous task of preparing a case for termination."

Both the interview data and the literature supported the conclusion that principals lack the time and ability to do the follow-up which is involved in helping teachers to improve. Ryan and Hickcox (1980) contended that evaluators often lack the skill to make recommendations to teachers for improvement as well as the time needed to carry out meaningful supervision of teaching. Darling-Hammond and Wise (1985: 29) also stated that "the time of the evaluator is too short ... and the expertise too limited to produce reliable and valid insights that might lead to significant action. Stiggins and Bridgeford (1985:93) identified evaluators' lack of skill in evaluating teacher performance and insufficient time for both evaluation and follow-up as major barriers to evaluation of teachers by the principal. McLaughlin (1984:193) also supported these conclusions by explaining that "insufficient time and resources are available to respond to less than satisfactory ratings anyway."

While the use of an outside evaluator is not entirely new in the evaluation of teachers in the district, the main concern expressed in the questionnaire responses was the potential for an evaluation that is different from that of the principal and the subsequent risk to the principal of losing credibility as an evaluator with the staff. Only one person in the interview, however, expressed the same concern while others, in fact, held the view that they would welcome another opinion. Therefore, both the questionnaire data and the interview data indicated that principals are concerned about the subjectivity of the evaluation process. This is supported in the literature by Ryan and Hickcox (1980:114)

who contend that the use of classroom observation as a means of gathering data on teaching performance is a "notoriously unreliable" procedure as it is subject to problems of observer bias.

Writing the evaluation report is not a new requirement and so the concern was interpreted as having to do with the skill required to write a report that contains more than empty comment or ambiguous wording and the risk that it could be appealed by a teacher or used in legal proceedings. The interview data supported this conclusion because principals expressed doubt about their ability to write the evaluation report and discussed the importance of the report where legalities arise. The literature supported the conclusion that principals are concerned about the use of the written evaluation report in the termination of a teacher or where litigations arise. Blumberg and Greenfield (1980:212) state that "there must be an iron-clad, well-documented case that has been built over a period of time before school administrators will risk the trauma associated with" teacher termination.

The requirement that principals note concurrence with what is stated in the evaluation report when the vice-principal has conducted an evaluation is new and involves some risk. The questionnaire responses indicated that principals were concerned about the risk of being held responsible for someone else's decisions and the risk of negatively affecting the principal--vice-principal relationship. The interview data supported this. A minority, however, were more concerned about the relationship than the responsibility but these principals felt that having to note concurrence strengthened the relationship and instilled confidence in the vice-principal. Those who were more concerned about the risk of the responsibility involved the vice-principal minimally.

Relationship between Level of Agreement and Selected School and Personal Characteristics

The relationship between the level of agreement and the selected school and personal characteristics was obtained by using a comparison of means in which 0.6 was

arbitrarily considered to be a substantial difference. This method of analysis was most appropriate because 96% of the questionnaires were returned and the results were therefore considered to be representative of the total population of principals.

School characteristics. Senior high school principals agreed less than principals of schools with lower levels of instruction and most frequently substantially less than principals of elementary schools with eighteen policy statements. Most of these dealt with the On Review phase. The lowest level of agreement by the senior high school principals was with the requirement that the principal will be responsible for monitoring the progress of the teacher during the On Review phase. The specific statements can be seen by referring to Table 5.3 in Chapter 5. It was concluded that the level of agreement by principals with the policy statements is related to the instructional level of their school.

Personal characteristics. In eight of the policy statements (see Table 5.5 in Chapter 5) the oldest group of principals agreed substantially less than did the youngest group. In this connection the positive association between age and years of experience as a principal is relevant. The lowest level of agreement with most of the policy statements dealing with the On Review phase occurred with principals who had 16 to 20 years of experience as a principal. Table 5.6 in Chapter 5 contains a complete presentation of the items which contained substantially different levels of agreement categorized by the number of years of experience as a principal. It can be concluded that years of experience as a principal is related to the principals' level of agreement with the new teacher evaluation policy.

Nineteen policy statements contained substantially different levels of agreement by principals depending upon the amount of time the principal taught per week. (See Table 5.8 in Chapter 5). However, because the groups which indicated substantially low levels of agreement were those who taught under 250 minutes and 250 to 500 minutes

per week, and half of these were principals with Master's or Doctoral level courses in Educational Administration, it was concluded that time taught was not related to level of agreement.

In 24 of the 25 policy statements in which there were substantially different levels of agreement there was a trend for principals who had enrolled in or completed graduate level courses in Educational Administration to indicate lower agreement than those who had not. (See Table 5.9 in Chapter 5). As well, the higher the level of graduate courses, the less the level of agreement the principals indicated. Involvement in graduate courses in Educational Administration was related to level of agreement and the higher the level of involvement in graduate courses in Educational Administration, the lower the level of agreement.

Conclusions

The issue of teacher evaluation was important to principals of the Edmonton Catholic School District. Although the general level of agreement by the principals with the new policy, guidelines and procedures was high, there were several aspects which contain substantially lower levels of agreement.

These included the statements that the principal must note concurrence with what is stated in an evaluation by the vice-principal, that teachers are to be evaluated in their first year in a school and at least once every three years thereafter, that pertained to the performance criteria, the writing of the evaluation report, the stating of recommendations for improvement, the use of an outside evaluator and the On Review phase.

The statements with which principals indicated substantially lower levels of agreement were those that deviated to a large extent from previously required procedures, that involved a high degree of risk, or those for which principals felt they did not have the time or skill to carry out.

Further, the level of agreement was related to the instructional level of the school,

the number of years of experience as a principal and the level of involvement in graduate courses in Educational Administration. There was substantially lower agreement by senior high school principals, those with 16 to 20 years of experience as a principal, and those with higher levels of graduate courses in Educational Administration.

CHAPTER 8

Summary and Implications

This chapter contains two major sections. The first section briefly summarizes the purpose of the study, the research methodology, the profile of the respondents, the major findings, and the major conclusions. The second section reports the implications of the findings with recommendations for future research and policy implementation.

Summary

Purpose of the Study

The purpose of this study was to investigate the reactions of principals of the Edmonton Roman Catholic Separate School District to the new policy, guidelines, and procedures for the formal evaluation of teachers. School and personal characteristics of the principal were also studied to determine how they were related to the level of agreement by the principals who are the primary evaluators of teaching and implementers of this new policy. The reasons for this study are emphasized in the literature which points out the importance of the role of the principal both as an evaluator and as an implementer who can heavily influence the outcome and impact of imposed change.

The research objectives which guided this investigation were as follows:

(1) to survey the opinions, feelings and attitudes of the principals about the policy, guidelines and procedures in the formal evaluation of teachers;

(2) to survey principals' proposals for change to the policy and its requirements;

(3) to determine the relationship between the school and personal characteristics of

the principal and the level of agreement; and

(4) to explore the meaning, for the principal, of the implementation of the new policy.

Research Methodology

A questionnaire, containing paraphrased statements of the district's policy, guidelines and procedures was developed to collect data from the total population of principals. A five-point Likert-type scale was used to measure their level of agreement with each statement, while another part of the instrument requested an open response in which principals stated their proposals for change and provided comments on the policy statements. Another section of the questionnaire sought information regarding the school and personal characteristics of the principal. This section was pilot-tested by two graduate students in Educational Administration who had experience as school administrators.

The instrument was then distributed to the 82 principals of the Edmonton Catholic School District. Because the response rate was 96%, descriptive statistics--frequency counts, percentage frequency distributions, comparison of means, and cross-tabulations--were used in the analysis to examine the levels of agreement and the relationships among the major variables. Content analysis was used to examine the proposals for change and the additional comments.

From the results of analyses of the questionnaire data, an interview schedule was developed to gain deeper insight into the findings. It was pilot-tested with two principals in the Edmonton Catholic School District. Ten randomly selected principals then took part in the semi-structured interview. In order to illustrate the researcher's interpretation of the qualitative data, several responses were included as examples.

Profile of the Principals

Of the principals who responded to the questionnaire, over half worked in elementary schools. Almost 65% were principals of small schools having 15 or fewer full-time teachers. Nearly all (92%) had at least one assistant principal employed in the school.

Six of the 79 questionnaire respondents were women. Over half of the principals were 40 to 49 years of age. Nearly 85% had been assistant principals prior to becoming principals. About 72% of the principals had 15 or less years of experience as a principal. Approximately 64% had six or more years of post-secondary education and 73% had taken graduate courses in Educational Administration. Close to half of the principals taught more than 500 minutes per week. Nearly all the principals had taken part in some professional development activities in teacher evaluation. About two thirds had participated in the district's Effective Teaching Project.

The ten principals who took part in the interview represented schools at each of the instructional levels with five being from elementary schools. Over half of the principals were 50 years or older. Seven of the principals had over 10 years experience as a principal. Seven principals taught between 250 and 750 minutes per week. Only three had no involvement in graduate level courses in Educational Administration.

Major Findings

The major findings from the questionnaire and interview data are reported below.

Findings from questionnaire data. Ninety-six percent of the questionnaires were returned. The level of agreement by the principals with the policy statements was high. The mean levels of agreement ranged between 3.9 and 4.8 on a five-point scale with five being "strongly agree" and one being "strongly disagree".

Several policy statements contained substantially lower levels of agreement. These were primarily concerned with statements about the involvement of the vice-principal,

the performance criteria, the written evaluation report and the On Review phase.

Relationships existed between several school and personal characteristics and the principals' level of agreement. High school principals, those with graduate courses in Educational Administration, and those with 16 to 20 years of experience as principals indicated less agreement with several of the policy statements.

The content analysis revealed proposed changes and concerns by principals with respect to the probable effects of the policy, several of the required procedures and the lack of available resources.

Findings from the interview data. The ten principals who took part in the interview interpreted the questionnaire results in which involvement in graduate courses in Educational Administration was related to lower levels of agreement by principals. In general, they thought that those principals were more critical of the policy because of a broader, deeper knowledge of teacher evaluation and greater exposure to and understanding of research which has addressed the subject.

In sharing their experiences with the effect of the policy on their relationships with the vice-principal, or other staff, the principals expressed in the interviews that few changes had occurred. In several cases, the relationship with the vice-principal had been strengthened but most indicated no change. In most cases, principals said that their staffs were more nervous as a result of the policy but that the principal-staff relationship had not been affected. Only a few felt that the principal-staff relationship had become more distant. Their main concern about the effects of the policy on their relationships with others dealt with the On Review phase. Generally, the principals held the view that the principal-teacher relationship would degenerate during this phase because they would have most probably exhausted their resources in trying to help the teacher improve, and because the next most likely step would be one that led to the teacher's termination.

The principals indicated that they accepted the responsibility for the evaluation of teachers, but for many of them the task of assisting teachers in improving their instruction was a burdensome one because of the time, skill and ability required to carry it out. As well, many principals felt distressed about the On Review phase because the possibility of termination of a teacher's contract becomes greater when the teacher has been placed in this stage.

All of the principals, regardless of whether or not they taught or how much time they taught per week, said that they did not have enough time available to carry out the formal evaluation of teachers as required by the policy. Most also expressed a concern over their own skills in observation, evaluation, conferencing, and writing the evaluation report.

Almost all of the principals were experiencing difficulty in the use of the performance criteria, either on the rating scale or in the final rating. They also discussed inter-rater reliability and standards indicating concern over the subjective nature of the evaluation process.

The principals felt positive about evaluating teachers during the first year in a school and at least once every three years. However, some indicated that the principal should be able to use discretion depending upon the conditions which surround these situations.

The general comments made by the principals based on their experiences with and reflections upon their implementation of the policy indicated that the main area of concern or difficulty related to the evaluation instrument.

The researcher's overall impression of the principals' experience with the implementation of the new teacher evaluation policy was that principals were dealing with feelings of uncertainty. For some principals the uncertainty was associated with the evaluation instrument, for others it was the purpose or outcome of the evaluation process and others, still, had questions about their ability as evaluators.

Major Conclusions

At the time that this study was conducted, teacher evaluation was a highly salient issue for the principals of the Edmonton Catholic School District and their attitude toward the new policy for the formal evaluation was generally very favorable. Nevertheless, the principals indicated substantially lower levels of agreement with a number of aspects of the policy. In addition, relationships were identified between level of agreement and several school and personal characteristics.

Aspects of policy with lower levels of agreement. The major aspects of the policy which contained lower levels of agreement concerned the performance criteria and the On Review phase of teacher evaluation.

Some insights into the nature of the lower levels of agreement with these aspects were obtained from the relevant findings in the qualitative data. The lower level of agreement with the policy statements which pertained to the performance criteria to be used in the formal evaluation of teachers reflected the difficulty which principals were experiencing in the use of the evaluation instrument. Not only were some criteria discovered to be unobservable, principals also experienced difficulty in using the rating scale and found it to be inconsistent with the final overall rating.

Those policy statements which pertained to the On Review phase required skills and time which principals felt they lacked. This phase is also one which places the teacher in the last stage before termination, so that principals' lower level of agreement with this aspect indicated their distaste for having to take such action.

Variables related to level of agreement. Relationships were identified between the principals' level of agreement and the following school and personal characteristics: type of school, level of involvement in graduate courses in Educational Administration, and

number of years experience as a principal.

Principals of senior high schools indicated the lowest levels of agreement with the policy. Principals with graduate courses in Educational Administration indicated less agreement with the policy, and the higher the level of graduate work in Educational Administration the lower was the level of agreement. Those principals with 16 to 20 years experience as a principal also indicated the lowest agreement.

Relationship between school and personal characteristics and level of agreement. The interview findings provided some understanding of the relationship between the lower level of agreement by senior high school principals with the required procedures during the On Review phase. Principals with a teaching background in secondary education before becoming school-based administrators, even though they were principals of schools with lower levels of instruction, expressed more doubt about their ability to evaluate and assist teachers in specific subject areas or grade levels. Therefore, it cannot be assumed that only senior high school principals are likely to indicate lower agreement with the policy. The finding that principals, regardless of the instructional level of their school are likely to show less agreement if they were secondary school instructors before becoming school administrators, warrants further study.

The interview data also led to the conclusion that those principals who have been involved in graduate courses in Educational Administration are more critical of the policy because of their broader background in the area of teacher evaluation. They have likely compared and critiqued theories and research in teacher evaluation and may therefore be more perceptive of certain aspects of the policy which could be difficult to implement or which may not achieve the intended outcomes.

The literature on the change process supports the finding that those principals with more years of experience indicated lower levels of agreement. The cost of adapting one's

behavior is higher for those who have used one routine for a long period of time.

Feelings and attitudes. Findings in the quantitative and qualitative data support the conclusion that principals had a positive attitude toward the process of formal teacher evaluation. At the same time, however, they are experiencing feelings of uncertainty as they implement the required procedures. Much of the uncertainty lies with their ability as evaluators and with having to change their procedures and adapt their role.

Also, principals are experiencing some anxiety about the possibility of having to recommend a teacher's termination. The onerous nature of the task and the fear of the legal implications of teacher evaluation will tend to keep principals from taking the risk of placing a teacher in the Goals For Improvement and On Review phases.

Implications and Recommendations

Based upon the research literature written on teacher evaluation and the implementation of change, and in light of the analyses of the data gathered in this study, certain recommendations may be worthy of consideration. The following is a discussion of the implications for future research as well as for future policy-making.

Future research. While the questionnaire used in this study sought the principals' level of agreement with each aspect of the policy, there was no item which sought their level of agreement with the policy in general, the purposes or assumptions on which the policy is based, or the intended outcome of the policy. Such questions should be considered in similar studies which seek the reactions of the target implementers to mandated policies.

Also, the behavior of principals in their implementation of the new policy was not observed and there was no way to determine whether they complied with the policy and whether the policy was being implemented in the way that the policy-makers intended.

Although the reaction of the principals indicated a high level of agreement, wide differences may occur between schools in the way with which the policy is being adapted, modified, or even mutated. Future research might include the observation of the target implementers as they carry out a new policy, particularly mandated policy and teacher evaluation policies.

While this study sought only the reaction of principals to the new teacher evaluation policy, future studies might examine teachers' reactions.

This study also focused on only the formal evaluation of teachers. Future research on the informal evaluation practises and teachers' use of self-evaluation could be of merit.

In addition, the results of this study, while it focused on the approach being taken by the Edmonton Catholic School District, probably have generalizability to other school systems. Therefore, replication of this type of investigation in other districts would be desirable.

Policy implementation. Policy-makers would be prudent in providing adequate training to implementers of new policies before requiring them to carry out procedures which demand new or more sophisticated skills. For those who develop teacher evaluation policies, training would facilitate the process if given in the following skills: observation, conferencing, and writing of the evaluation report.

When the policy requires that the implementer use additional time to carry out the requirements, then additional time should be made available by the policy-makers. Where this is not feasible, then reorganization of responsibility among the employees may free the target implementers from duties which inhibit implementation of new procedures.

Time should also be allowed for the transition that must be made when there is

considerable deviation from past procedures. The anxiety which principals expressed regarding the possibility of having to place a teacher On Review is an indication of the change in the role of the principal. Decisions regarding the termination of a teacher were previously made by central office personnel. Because the responsibility is completely new to the role of the school principal, there may be a hesitancy on the part of the principals to recommend that a teacher be placed in phase three--On Review. Where the required change is markedly different from past procedures, the introduction of the change in consecutive stages over time would also facilitate the implementation phase.

For those who must review the teacher evaluation process in the Edmonton Catholic School District, the results of this study imply that the evaluation instrument should be revised in order that the criteria be more clearly defined, that the item rating scale and the final overall rating be more consistent, and that the instrument be more reflective of the purpose of the policy which is the improvement of instruction.

The movement toward educational reform and the emphasis on teacher evaluation continues to be active. Many of the articles in the November 1985 issue of Educational Leadership, which focused on career development, emphasized teacher appraisal and training. However, if teacher evaluation is not to be just another "quick-fix accountability scheme" then attention must be given to the issue of change as teacher evaluation policies are implemented or it, too, will fall by the wayside with a host of other failed educational change efforts.

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APPENDICES

APPENDIX A

CORRESPONDENCE

13 January 1986

Your cooperation is requested in completion of the enclosed questionnaire which surveys the reactions of principals to our policies, guidelines and procedures for the formal evaluation of teaching performance. Your opinions about this new approach to the evaluation of teachers are viewed by me as extremely important at this stage. They will provide valuable feedback to us when clarification and revision are being considered. Information concerning support for positive features of this new process is also important. A copy of the report will be sent to all principals.

The data will be analyzed by one of our administrators, Leola Hildebrandt, who is currently working toward the completion of a Master's thesis which addresses the topic of teacher evaluation. She will treat all questionnaire responses with confidentiality. The school number which appears on the survey is necessary for the selection of a number of principals who will be asked to volunteer to take part in a structured interview to be conducted by Leola. The interview questions will be based on the questionnaire responses. Principals are assured that interview responses will also be confidential.

I am requesting that you please complete the questionnaire and return it by 3 February 1986 to Leola Hildebrandt, by way of our courier service, care of Jim Strand at the Service Building.

Thank you very much for your assistance.

Yours sincerely,

John F. Brosseau, Ph.D.
Chief Superintendent

Encl.

8 January 1986

Mr. Jim Strand
Warehouse and Deliveries Supervisor
Edmonton Catholic School Board
Service Centre
10734 120 Street
Edmonton, Alberta T5H 3P7

Dear Jim,

As a follow up to our telephone conversation, this letter is to thank you for your assistance in the data collection for the research project I am conducting in the Master's program at The University of Alberta, in the Department of Educational Administration.

I will be sending a questionnaire to all the principals of the Edmonton Catholic School District during the week of 13 January 1986. I am requesting that they return these questionnaires by 3 February 1986 to me, Leola Hildebrandt, by way of our courier service, in care of Jim Strand at the Service Building.

I will pick up the envelopes at the Service Building during the week of 3 February 1986. I would very much appreciate if you could also receive any returns that might arrive after this time as all responses are important to the results of the research. I will contact you by telephone to ascertain whether you have received any late responses and we can discuss how to deal with them should this problem arise.

Thank you very much for your assistance, Jim.

Most sincerely,

Leola Hildebrandt

4 February 1986

Dear

Thank you very much for promptly returning your completed questionnaire entitled, "Reactions of Principals to the Edmonton Catholic School District Policies, Guidelines and Procedures for the Formal Evaluation of Teaching Performance".

As promised, a copy of the report will be forwarded to you upon completion of the research.

Yours very sincerely,

Leola Hildebrandt

You recently completed a questionnaire entitled "Reactions of Principals to the Edmonton Catholic School District Policies, Guidelines and Procedures for the Formal Evaluation of Teaching Performance." This was one part of the research I am conducting which will be reported in a Master's thesis in Educational Administration.

Another part of the research design calls for interviews with principals in order to obtain insight into several matters which were raised in the questionnaire responses. The results of the analyses of the questionnaire data have been used in the development of the interview schedule which has been approved by my advisor Dr. Holdaway, Professor of Educational Administration, University of Alberta.

The study design includes random selection of ten principals to take part in the interview. By this procedure, your name has been selected and I would very much appreciate spending approximately a half hour with you. The interview will be an opportunity for you to express your views and have them anonymously incorporated into the research report. Under no circumstances will it be possible to identify your responses. The interview is an opportunity to provide a better understanding of the formal evaluation of teachers from the perspective of the principal.

If you have any questions, please call me either on 432-4913 (University) or 463-2847 (home), or call Dr. Holdaway on 432-5295 (University Hall).

I am looking forward to having the interview with you and will be calling soon to make an appointment.

Yours sincerely,

Leola Hildebrandt

April 24, 1986

Dear

Thank you for participating in the interview which was designed to provide a qualitative aspect to the study, "Reactions of Principals to the Edmonton Catholic School District Policies, Guidelines, and Procedures for the Formal Evaluation of Teaching Performance."

Your assistance and consideration are very much appreciated.

Sincerely,

Leola Hildebrandt

APPENDIX B

RESEARCH INSTRUMENTS

THE QUESTIONNAIRE

QUESTIONNAIRE

Reactions of Principals to the Edmonton Catholic School District Policies, Guidelines and Procedures for the Formal Evaluation of Teaching Performance

Office Use Only

SCHOOL DATA

School Number: _____

Please check (✓) the appropriate response.

1. Which best describes the instructional level taught in your school?
   1. elementary ___ 2. elementary-junior high ___ 3. junior high ___ 4. junior-senior high ___ 5. senior high ___
2. How many of each of the following are employed in your school?
   1. full-time teachers _____
   2. part-time teachers _____
   3. assistant principals _____
   4. department heads _____

PERSONAL DATA

3. What is your sex?
   1. female ___ 2. male ___
4. What is your age as of 1 January 1986?
   1. under 30 ___ 2. 30-39 ___ 3. 40-49 ___ 4. 50-59 ___ 5. 60 or older ___
5. Counting this year as one full year, for how long have you been a principal?
   1. less than 5 years ___ 2. 5-10 years ___ 3. 11-15 years ___ 4. 16-20 years ___ 5. over 20 years ___
6. What position did you hold prior to becoming a principal?
   1. classroom teacher ___ 2. assistant principal ___ 3. central office supervisor/consultant ___ 4. department head ___
   5. other (please specify) _____

7. How many years experience have you had as a classroom teacher?
   1. 0-5 ___ 2. 6-10 ___ 3. 11-15 ___ 4. 16-20 ___ 5. over 20 ___

8. How many minutes per week do you presently teach?
   1. 0 ___ 2. under 250 ___ 3. 250-500 ___ 4. 501-750 ___ 5. over 750 ___

9. How many years of post-secondary education (as assessed for salary purposes) have you completed? ____

10. Which graduate courses/programs are you enrolled in or have you completed in Educational Administration?
    1. no graduate courses ___ 2. some graduate courses ___ 3. Diploma in Educational Administration ___
    4. M.Ed. in Educational Administration ___ 5. Ph.D. in Educational Administration ___

11. In what professional development activities have you been involved within the past 3 years which addressed evaluation of teaching?
    1. none ___ 2. local school district workshop/in-service ___ 3. university course ___ 4. other conferences workshops _____

12. Have you completed the district workshop on the Effective Teaching Project?
    1. Yes ___ 2. No ___

13. Is your school involved in the Effective Teaching Project?
    1. Yes ___ 2. No ___

School Number: _____

OPINIONS

Please respond by circling one choice for each statement.
SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree
If you "Disagree" or "Strongly Disagree" state your proposed change in the space provided to the right of the opinion column. If insufficient space is available for your responses please use the back of the page.

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
1. The principal will be the primary evaluator of the performance of classroom teachers.	SA A U D SD		
2. The principal will be the primary evaluator of other certificated educators, such as vice-principals, teacher-librarians, and counsellors.	SA A U D SD		
3. The principal may call on the assistance of other personnel such as assistant principals, superintendents/assistant superintendents, supervisors/assistant supervisors, consultants, department heads, and directors in evaluating the performance of teachers and other certificated staff.	SA A U D SD		
4. All documentation provided by other personnel involved in conducting the evaluation must be (a) signed by them; and	SA A U D SD		

School Number: ____

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle One) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
(b) reviewed by the principal who is responsible for the formal evaluation report submitted.	5 4 3 2 1		
5. Where assistant principals are involved in conducting the evaluation, the principal must			
(a) review the evaluation;	5 4 3 2 1		
(b) note that there is concurrence with what is stated; and	5 4 3 2 1		
(c) sign the evaluation form.	5 4 3 2 1		
6. Formal evaluation of teachers is conducted in the following situations:			
(a) during the first year of employment with the district;	5 4 3 2 1		
(b) prior to permanent certification;	5 4 3 2 1		
(c) prior to being granted a permanent contract;	5 4 3 2 1		
(d) during the first year in a school;	5 4 3 2 1		
(e) at least once in a three year period;	5 4 3 2 1		
(f) when a teacher requests an evaluation;	5 4 3 2 1		
(g) when the principal deems an evaluation necessary; or	5 4 3 2 1		

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
(b) when the Chief Superintendent or an Area Superintendent requests an evaluation.	5 4 3 2 1		
7. The principal shall use the general district criteria when evaluating teacher performance.	5 4 3 2 1		
8. The principal may develop school-based performance criteria in consultation with his/her staff.	5 4 3 2 1		
9. Teachers involved in the evaluation process must be aware of			
(a) the criteria to be used; and	5 4 3 2 1		
(b) the time frame in which the evaluation will be carried out.	5 4 3 2 1		
10. The process of formal evaluation will include the following phases:			
(a) General Evaluation--applicable to all teaching staff;	5 4 3 2 1		

School Number: ____

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
(b) Goals For Improvement--procedures for performance improvement when performance has been evaluated as unsatisfactory; and	5 4 3 2 1		
(c) On Review--procedures to be followed when Goals For Improvement have not been met.	5 4 3 2 1		
GENERAL EVALUATION			
Planning			
11. In a conference with the teacher being evaluated, the principal shall establish an understanding of the process of evaluation.	5 4 3 2 1		
12. In a conference with the teacher being evaluated, the principal must identify the characteristics peculiar to the teaching situation such as type of class, size of class and background of teacher.	5 4 3 2 1		

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions Circle one SA A I D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
13. The principal and teacher will jointly identify the criteria to be used in the evaluation.	5 4 3 2 1		
14. The principal and teacher will discuss what constitutes successfully meeting the criteria.	5 4 3 2 1		
Observation			
15. The principal will collect information regarding the teacher's performance.	5 4 3 2 1		
16. In collecting information about the teacher's performance, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference.	5 4 3 2 1		
17. Before any new criteria or procedural changes are introduced the principal must discuss them with the teacher prior to any subsequent observations.	5 4 3 2 1		

School Number ___

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
Analysis			
18. As soon as feasible following the observation(s), the principal shall discuss with the teacher the achievement of the objectives specified in the planning phase.	5 4 3 2 1		
19. Within seven teaching days following the final conference, the evaluator will give a written evaluation report to the teacher for study and the inclusion of written comments.	5 4 3 2 1		
20. The principal shall sign the evaluation report which must also be signed by the evaluator and the teacher.	5 4 3 2 1		
Report			
21. In writing the evaluation report, the format will be consistent with the guidelines established by the district administration.	5 4 3 2 1		

Paraphrased Statements of Policies, Guidelines and Procedures	[illegible]	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments to make about this policy?
22. The principal shall send the original copy of the signed evaluation report to Central Office to be placed in the Personnel file.	[illegible]		
23. The principal shall give one copy of the signed evaluation report to the teacher.	[illegible]		
24. The principal will keep one copy of the evaluation report.	[illegible]		
Teacher Performance as Unsatisfactory			
25. A teacher whose performance has been evaluated as unsatisfactory will be placed in Phase 2: Goals for Improvement.	[illegible]		
Appeal			
26. Within seven teaching days of receipt of the written evaluation report, a teacher may make a written appeal to the Area Superintendent concerning the process and/or the content of the evaluation.	[illegible]		

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one for each statement)	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
27. After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal.			
28. If after examining the appeal the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation.			
GOALS FOR IMPROVEMENT			
29. The Goals For Improvement shall be determined by the principal in consultation with the teacher.			
30. The Goals For Improvement shall be stated in writing and shall include the following aspects:			

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one SA A U D SD)	[illegible] "Disaster" or "Terrific" Disaster what change would you propose?	Do you have any comments about this aspect
(a) the areas of required improvement;	SA A U D SD		
(b) the methods by which improvement may be accomplished,	SA A U D SD		
(c) the resources available to assist the teacher in improving; and	SA A U D SD		
(d) a reasonable time limit.	SA A U D SD		
31. If within the established time limits the teacher improves satisfactorily as demonstrated by a subsequent formal evaluation using the same procedure outlined in the General Evaluation, the principal shall remove the teacher from the Goals For Improvement phase.	SA A U D SD		
32. If the teacher fails to improve satisfactorily, the principal must refer the matter in writing to the Area Superintendent with a copy to the teacher.	SA A U D SD		
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision			
(a) whether or not to place the teacher in Phase [illegible] Review.	SA A U D SD		

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
(b) whether to continue the teacher in Phase 2--Goals For Improvement, for another specified period of time.	1 2 3 4		
34. Necessary information will be shared with the new principal when a teacher or principal transfers to another school while the teacher is in the Goals For Improvement phase.	1 2 3 4		
ON REVIEW			
35. The On Review phase begins when the Area Superintendent notifies the teacher in writing, with a copy to the principal, that:			
(a) because the teacher's performance remains unsatisfactory, the teacher is now On Review; and	1 2 3 4		
(b) unless there is appropriate improvement, a recommendation will be made to the Office of the Superintendent of Personnel Services that consideration be given to terminating the teacher's contract.	1 2 3 4		

School Number: ____

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:			
(a) the specified goals to be achieved;	5 4 3 2 1		
(b) the indicators for determining whether the goals have been reached;	5 4 3 2 1		
(c) the assistance available to the teacher;	5 4 3 2 1		
(d) the length of time allotted to achieve the goals; and	5 4 3 2 1		
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights.	5 4 3 2 1		
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review.	5 4 3 2 1		
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	5 4 3 2 1		

School Number: ___

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
39. During the On Review phase, the principal will ensure that assistance is made available to the teacher.	5 4 3 2 1		
40. When the time of the On Review phase has expired, the principal, teacher and Area Superintendent will discuss the degree of success achieved by the teacher.	5 4 3 2 1		
41. The principal shall state in writing to the teacher, that			
(a) the teacher has achieved the On Review goals and should be removed from the On Review phase; and	5 4 3 2 1		
(b) the teacher should receive continued assistance and be subject to a formal evaluation within one year; or	5 4 3 2 1		
(c) the teacher has not achieved the On Review goals.	5 4 3 2 1		
42. The principal shall send a copy of the letter to			
(a) the Area Superintendent; and	5 4 3 2 1		

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U,D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
(b) the Superintendent of Personnel Services.	5 4 3 2 1		
43. If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent.	5 4 3 2 1		
44. The Chief Superintendent will then inform the teacher in writing of a decision to:			
(a) continue On Review for a specified period of time, with a subsequent further review of the situation; or	5 4 3 2 1		
(b) recommend to the Board of Trustees the termination of the teacher's contract.	5 4 3 2 1		
45. The teacher may appeal the decision to terminate the teacher contract under provisions of the School Act.	5 4 3 2 1		

School Number: ____

Paraphrased Statements of Policies, Guidelines and Procedures	Opinions (Circle one) SA A U D SD	If you "Disagree" or "Strongly Disagree" what change would you propose?	Do you have any comments about this aspect?
46. A review of the policy, guidelines and administrative procedures will be conducted after the first year of implementation and thereafter on a regular basis.	5 4 3 2 1		

Please return by 3 February 1986 to:

Leola Hildebrandt
Service Building
c/o Jim Strand

THE INTERVIEW SCHEDULE

Interview Schedule

Ninety-six percent of the principals of the Edmonton Catholic School District completed the questionnaire "Reactions of Principals to the Edmonton Catholic School District Policies, Guidelines and Procedures for the Formal Evaluation of Teaching Performance." The following questions were derived from the analysis of the questionnaire data. The purpose of this interview is to provide a deeper, richer understanding of these results.

Please answer each question freely and openly. At no time will your identity be revealed by me. If any question or probe needs further clarification, please do not hesitate to ask. If necessary, I will explain or rephrase the question to make it clearer. Also, as we work through the interview, I will briefly explain my reasons for asking some of the questions so that you can understand the nature of those questions.

---

1. In the analysis of the questionnaire data, it was found that the opinion responses on 28 items related to the level of graduate courses in Educational Administration which principals had completed or enrolled in. The principals who had enrolled in or completed Educational Administration graduate courses indicated less agreement with the policy items than those who had no Educational Administration graduate courses in their background. Also, the higher the level of Educational Administration graduate courses, the less the principal agreed with the policy items. In your opinion, what would account for these differences?

Interview Schedule

2. In the open-ended questionnaire responses many principals commented on the effect of several of the required procedures on their relations with the teacher being evaluated, with the staff as a group, and with their vice principals.

(a) What do you view as the probable effect of the policy on your relations with these individuals and with the staff?

(b) How do you feel about these aspects?

3. In the written responses of the questionnaire data, many principals indicated a desire for teachers to accept responsibility for their own improvement during the Goals for Improvement and On Review phases of the evaluation process. They also indicated, especially during the On Review phase, a desire for assistance and shared responsibility particularly from the Area Superintendent.

(a) What do you feel these comments indicate?

(b) What are your own feelings about the principal's responsibility during these phases of the evaluation policy?

4. In the open-ended questionnaire responses, principals commented on the resources needed to carry out the policy. To what extent do the resources available to you (i.e. skills, abilities, funds, time, energy) , facilitate or inhibit your ability to implement the policy?

5. Principals frequently commented on the system criteria, school-based criteria, and the system's rating scale to be used in collecting information about teachers' performance. What has been your experience with these criteria and the rating scale?

Interview Schedule

6. Many principals considered that requiring that teachers in their first year in a school be evaluated was unnecessary particularly for those who are on permanent contracts. What are your views on this aspect?

7. Several principals felt that evaluating teachers once every three years was too frequent and that for many teachers evaluation once in a five year period was sufficient. How do you feel about this?

8. Are there any other matters based on your experience with, or reflections on this new policy that you would like to share with me?

APPENDIX C

TABLES

TABLE 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
1. The principal will be the primary evaluator of the performance of classroom teachers.	54.4	43.0	1.3	1.3		79	4.5
2. The principal will be the primary evaluator of other certificated educators, such as vice-principals, teacher-librarians, and counsellors.	48.1	45.6	3.8	1.3	1.3	79	4.4
3. The principal may call on the assistance of other personnel such as assistant principals, superintendents/assistant superintendents, supervisors, consultants, department heads, and directors in evaluating the performance of teachers and other certificated staff.	73.4	26.6				79	4.7
4. All documentation provided by other personnel involved in conducting the evaluation must be							
(a) signed by them; and	77.6	21.3	1.3			76	4.8
(b) reviewed by the principal who is responsible for the formal evaluation report submitted.	75.3	23.4	1.3			77	4.7

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
5. Where assistant principals are involved in conducting the evaluation, the principal must							
(a) review the evaluation;	68.4	30.4		1.3		79	4.7
(b) note that there is concurrence with what is stated; and	53.8	30.8	7.7	3.8	3.8	78	4.3
(c) sign the evaluation form.	60.8	32.9	1.3	5.1		79	4.5
6. Formal evaluation of teachers is conducted in the following situations:							
(a) during the first year of employment with the district;	78.5	15.2	3.8	2.5		79	4.7
(b) prior to permanent certification;	73.4	25.3		1.3		79	4.7
(c) prior to being granted a permanent contract;	75.3	19.5	5.2			77	4.7
(d) during the first year in a school;	50.0	25.6	12.8	10.3	1.3	78	4.3
(e) at least once in a three year period;	41.6	36.4	15.6	6.5		77	4.1
(f) when a teacher requests an evaluation;	64.6	34.2	1.3			79	4.6
(g) when the principal deems an evaluation necessary; or	77.2	22.8				79	4.8
(h) when the Chief Superintendent or an Area Superintendent requests an evaluation.	55.7	38.0	5.1		1.3	79	4.5

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
7. The principal shall use the general district criteria when evaluating teacher performance.	50.0	43.6	2.6	1.3	2.6	78	4.4
8. The principal may develop school-based performance criteria in consultation with his/her staff.	46.8	40.5	7.6	5.1		79	4.3
9. Teachers involved in the evaluation process must be aware of						79	4.8
(a) the criteria to be used; and	78.5	21.5				79	4.6
(b) the time frame in which the evaluation will be carried out.	67.1	27.8	5.1				
10. The process of formal evaluation will include the following phases:							
(a) General Evaluation--applicable to all teaching staff;	59.5	36.7	3.8			79	4.6
(b) Goals For Improvement--procedures for performance improvement when performance has been evaluated as unsatisfactory; and	53.2	44.3	2.5			79	4.5
(c) On Review--procedures to be followed when Goals For Improvement have not been met.	54.4	41.8	2.5	1.3		79	4.5

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
GENERAL EVALUATION							
11. In a conference with the teacher being evaluated, the principal shall establish an understanding of the process of evaluation.	62.0	36.7	1.3			79	4.6
12. In a conference with the teacher being evaluated, the principal must identify the characteristics peculiar to the teaching situation such as type of class, size of class, and background of teacher.	43.0	45.6	6.3	3.8	1.3	79	4.3
13. The principal and teacher will jointly identify the criteria to be used in the evaluation.	29.5	47.4	10.3	9.0	3.8	78	3.9
14. The principal and teacher will discuss what constitutes successfully meeting the criteria.	39.2	53.2	5.1		2.5	79	4.3
15. The principal will collect information regarding the teacher's performance.	55.1	43.6			1.3	78	4.5

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
16. In collecting information about the teacher's performance, the principal shall adhere to type of information and the style of observation agreed upon in the planning conference.	44.3	44.3	6.3	5.1		79	4.3
17. Before any new criteria or procedural changes are introduced the principal must discuss them with the teacher prior to any subsequent observation.	45.6	44.3	6.3	3.8		79	4.3
18. As soon as feasible following the observation(s), the principal shall discuss with the teacher the achievement of the objectives specified in the planning phase.	51.9	45.6	1.3	1.3		79	4.5
19. Within seven teaching days following the final conference, the evaluator will give a written evaluation report to the teacher for study and the inclusion of written comments.	35.9	55.1	5.1	3.8		78	4.2
20. The principal shall sign the evaluation report which must also be signed by the evaluator and the teacher.	66.7	30.8	1.3		1.3	78	4.6

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
21. In writing the evaluation report, the format will by consistent with the guidelines established by the district administration.	50.6	44.3	3.8	1.3		79	4.4
22. The principal whall send the original copy of the signed evaluation report to Central Office to be placed in the Personnel file.	62.0	38.0				79	4.6
23. The principal shall give one copy of the signed evaluation report to the teacher.	69.6	30.4				79	4.7
24. The principal will keep one copy of the evaluation report.	65.8	32.9	1.3			79	4.6
25. A teacher whose performance has been evaluated as unsatisfactory will be placed in Phase 2: Goals for Improvement.	57.0	40.5	2.5			79	4.5
26. Within seven teaching days of receipt of the written evaluation report, a teacher may make a written appeal to the Area Superintendent concerning the process and/or the content of the evaluation.	49.4	43.0	5.1	2.5		79	4.4

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
27. After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal.	42.3	47.4	6.4	2.6	1.3	78	4.3
28. If after examining the appeal the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation.	33.3	39.7	20.5	5.1	1.3	78	4.0
GOALS FOR IMPROVEMENT							
29. The Goals For Improvement shall be determined by the principal in consultation with the teacher.	54.4	40.5	3.8	1.3		79	4.5

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
30. The Goals For Improvement shall be stated in writing and shall include the following aspects:							
(a) the areas of required improvement;	57.0	43.0				79	4.6
(b) the methods by which improvement may be accomplished;	42.3	52.6	2.6	1.3	1.3	78	4.3
(c) the resources available to assist the teacher in improving; and	43.0	51.9	3.8		1.3	79	4.4
(d) a reasonable time limit.	54.4	44.3		1.3		79	4.5
31. If within the established time limits the teacher improves satisfactorily as demonstrated by a subsequent formal evaluation using the same procedure outlined in the General Evaluation, the principal shall remove the teacher from the Goals For Improvemnt phase.	46.1	50.0	3.9			76	4.4
32. If the teacher fails to improve satisfactorily, the principal must refer the matter in writing to the Area Superintendent with a copy to the teacher.	54.4	44.3	1.3			79	4.5

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision							
(a) whether or not to place the teacher in Phase 3--On Review; or	45.6	48.1	3.8	2.5		79	4.4
(b) whether to continue the teacher in Phase 2--Goals For Improvement for another specified period of time.	36.7	51.9	7.6	2.5	1.3	79	4.2
34. Necessary information will be shared with the new principal when a teacher or principal transfers to another school while the teacher is in the Goals For Improvement phase.	67.1	27.8	5.1			79	4.6
ON REVIEW							
35. The On Review phase begins when the Area Superintendent notifies the teacher in writing, with a copy to the principal, that:	57.0	43.0				79	4.6
(a) because the teacher's performance remains unsatisfactory, the teacher is now On Review; and							

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
35. (b) unless there is appropriate improvement, a recommendation will be made to the Office of the Superintendent of Personnel Services that consideration be given to terminating the teacher's contract.	58.2	36.7		5.1		79	4.5
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:							
(a) the specified goals to be achieved;	49.4	45.6	1.3		3.8	79	4.4
(b) the indicators for determining whether the goals have been reached;	45.6	49.4	1.3		3.8	79	4.3
(c) the assistance available to the teacher;	44.3	48.1	2.5	1.3	3.8	79	4.3
(d) the length of time allotted to achieve the goals; and	45.6	46.8	2.5	1.3	3.8	79	4.3
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights.	43.6	41.0	10.3		5.1	78	4.2
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review.	51.3	42.3	1.3	1.3	3.8	78	4.4

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	43.0	44.3	5.1	5.1	2.5	79	4.2
39. During the On Review phase, the principal will ensure that assistance is made available to the teacher.	40.5	41.8	8.9	7.6	1.3	79	4.1
40. When the time of the On Review phase has expired, the principal, teacher and Area Superintendent will discuss the degree of success achieved by the teacher.	53.8	44.9	1.3			78	4.5
41. The principal shall state in writing to the teacher, that							
(a) the teacher has achieved the On Review goals and should be removed from the On Review phase; and	48.1	45.6	2.5	2.5	1.3	79	4.4
(b) the teacher should receive continued assistance and be subject to a formal evaluation within one year; or	44.9	43.6	5.1	2.6	3.8	78	4.2
(c) the teacher has not achieved the On Review goals.	51.3	42.3	2.6	2.6	1.3	78	4.4

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
42. The principal shall send a copy of the letter to							
(a) the Area Superintendent; and	55.1	37.2	3.8	3.8		78	4.4
(b) the Superintendent of Personnel Services.	51.3	36.8	3.9	5.3	2.6	76	4.3
43. If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent.	57.7	38.5	1.3	1.3	1.3	78	4.5
44. The Chief Superintendent will then inform the teacher in writing of a decision to:							
(a) continue On Review for a specified period of time, with a subsequent further review of the situation; or	49.4	36.7	7.6	3.8	2.5	79	4.3
(b) recommend to the Board of Trustees the termination of the teacher's contract.	60.3	38.4	1.4			73	4.6

Table 1

Percentage Frequency Distribution of Levels of Agreement of Principals with Policy Statements

Paraphrased Statements of Policies, Guidelines and Procedures	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	N	Mean
45. The teacher may appeal the decision to terminate the teacher contract under provisions of the School Act.	58.2	35.4	6.3			79	4.5
46. A review of the policy, guidelines and administrative procedures will be conducted after the first year of implementation and thereafter on a regular basis.	79.7	20.3				79	4.8

TABLE 2

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Table 2

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
1. The principal will be the primary evaluator of the performance of classroom teachers.	1	7
2. The principal will be the primary evaluator of other certificated educators, such as vice-principals, teacher-librarians,and counsellors.	3	4
3. The principal may call on the assistance of other personnel such as assistant principals, superintendents/ assistant superintendents, supervisors/ assistant supervisors, consultants, department heads, and directors in evaluating the performance of teachers and other certificated staff.		3
4. All documentation provided by other personnel involved in conducting the evaluation must be		
(a) signed by them; and		1
(b) reviewed by the principal who is responsible for the formal evaluation report submitted.	1	2

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
5 Where assistant principals are involved in conducting the evaluation, the principal must		
(a) review the evaluation;	1	
(b) note that there is concurrence with what is stated; and	5	6
(c) sign the evaluation form.	1	2
6 Formal evaluation of teachers is conducted in the following situations.		
(a) during the first year of employment with the district;	2	
(b) prior to permanent certification;		1
(c) prior to being granted a permanent contract;		1
(d) during the first year in a school;	9	2
(e) at least once in a three year period;	6	7
(f) when a teacher requests an evaluation;		
(g) when the principal deems an evaluation necessary; or		
(h) when the Chief Superintendent or an Area Superintendent requests an evaluation.	1	3

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
7. The principal shall use the general district criteria when evaluating teacher performance.	4	6
8. The principal may develop school-based performance criteria in consultation with his/her staff.	4	5
9. Teachers involved in the evaluation process must be aware of		
(a) the criteria to be used; and		1
(b) the time frame in which the evaluation will be carried out.		2
10. The process of formal evaluation will include the following phases:		
(a) General Evaluation--applicable to all teaching staff;		2
(b) Goals For Improvement--procedures for performance improvement when performance has been evaluated as unsatisfactory; and		3
(c) On Review--procedures to be followed when Goals For Improvement have not been met.	1	1

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
GENERAL EVALUATION		
11. In a conference with the teacher being evaluated, the principal shall establish an understanding of the process of evaluation.		3
12. In a conference with the teacher being evaluated, the principal must identify the characteristics peculiar to the teaching situation such as type of class, size of class and background of teacher.	4	4
13. The principal and teacher will jointly identify the criteria to be used in the evaluation.	9	6
14. The principal and teacher will discuss what constitutes successfully meeting the criteria.	1	5
15. The principal will collect information regarding the teacher's performance.	1	4

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
16. In collecting information about the teacher's performance, the principal shall adhere to the type of information and the style of observation agreed upon in the planning conference.	3	3
17. Before any new criteria or procedural changes are introduced the principal must discuss them with the teacher prior to any subsequent observations.	2	1
18. As soon as feasible following the observation(s), the principal shall discuss with the teacher the achievement of the objectives specified in the planning phase.	1	3
19. Within seven teaching days following the final conference, the evaluator will give a written evaluation report to the teacher for study and the inclusion of written comments.	4	4

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
20. The principal shall sign the evaluation report which must also be signed by the evaluator and the teacher.	1	4
21. In writing the evaluation report, the format will be consistent with the guidelines established by the district administration.	1	4
22. The principal shall send the original copy of the signed evaluation report to Central Office to be placed in the Personnel file.		1
23. The principal shall give one copy of the signed evaluation report to the teacher.		1
24. The principal will keep one copy of the evaluation report.		1

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
25. A teacher whose performance has been evaluated as unsatisfactory will be placed in Phase 2: Goals for Improvement.		2
26. Within seven teaching days of receipt of the written evaluation report, a teacher may make a written appeal to the Area Superintendent concerning the process and/or the content of the evaluation.	2	4
27. After a written appeal has been submitted, the Area Superintendent will then review the matter and may grant another formal evaluation, the form of which will be determined in consultation with the principal.	3	3

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
28. If after examining the appeal the Area Superintendent determines that another formal evaluation by the school principal is inappropriate, he/she may arrange for another evaluator from outside the school to do a second evaluation.	3	15
GOALS FOR IMPROVEMENT		
29. The Goals For Improvement shall be determined by the principal in consultation with the teacher.	1	3
30. The Goals For Improvement shall be stated in writing and shall include the following aspects:		
(a) the areas of required improvement;		3
(b) the methods by which improvement may be accomplished;	3	1
(c) the resources available to assist the teacher in improving; and	1	2
(d) a reasonable time limit.	1	1

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
31. If within the established time limits the teacher improves satisfactorily as demonstrated by a subsequent formal evaluation using the same procedure outlined in the General Evaluation, the principal shall remove the teacher from the Goals For Improvement phase.		3
32. If the teacher fails to improve satisfactorily, the principal must refer the matter in writing to the Area Superintendent with a copy to the teacher.		
33. Following consultation with the principal and teacher, the Area Superintendent makes a decision (a) whether or not to place the teacher in Phase 3--On Review; or	2	3

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
(b) whether to continue the teacher in Phase 2--Goals For Improvement for another specified period of time.	2	5
34. Necessary information will be shared with the new principal when a teacher or principal transfers to another school while the teacher is in the Goals For Improvement phase.		8
ON REVIEW		
35. The On Review phase begins when the Area Superintendent notifies the teacher in writing, with a copy to the principal, that:		
(a) because the teacher's performance remains unsatisfactory, the teacher is now On Review; and		1

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
(b) unless there is appropriate improvement, a recommendation will be made to the Office of the Superintendent of Personnel Services that consideration be given to terminating the teacher's contract.	4	
36. The principal in consultation with the Area Superintendent will send notification to the teacher stating:		
(a) the specified goals to be achieved;	3	6
(b) the indicators for determining whether the goals have been reached;	3	6
(c) the assistance available to the teacher;	4	6
(d) the length of time allotted to achieve the goals; and	4	6
(e) a recommendation that the teacher consult with the Alberta Teachers' Association regarding clarification of legal rights.	4	8

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
37. The principal will send to the Superintendent of Personnel Services a copy of the letter to the teacher On Review.	4	2
38. During the On Review phase, the principal will be responsible for monitoring the progress of the teacher.	6	10
39. During the On Review phase, the principal will ensure that assistance is made available to the teacher.	7	14
40. When the time of the On Review phase has expired, the principal, teacher and Area Superintendent will discuss with the teacher the degree of success met by the teacher.		1

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
41. The principal shall state in writing to the teacher, that		
(a) the teacher has achieved the On Review goals and should be removed from the On Review phase; and	3	3
(b) the teacher should receive continued assistance and be subject to a formal evaluation within one year;or	5	6
(c) the teacher has not achieved the On Review goals.	3	3
42. The principal shall send a copy of the letter to		
(a) the Area Superintendent; and	3	2
(b) the Superintendent of Personnel Services.	5	2

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
43. If the teacher has not achieved the On Review goals, the Area Superintendent will bring the existing documentation on the teacher to the Superintendent of Personnel Services for review, and request that the matter be reviewed with the Chief Superintendent.	2	1
44. The Chief Superintendent will then inform the teacher in writing of a decision to:		
(a) continue On Review for a specified period of time, with a subsequentfurther review of the situation; or	5	5
(b) recommend to the Board of Trustees the termination of the teacher's contract		1
45. The teacher may appeal the decision to terminate the teacher contract under provisions of the School Act.		3

Table 2 (continued)

Frequency of Proposed Changes and Frequency of Comments by Principals for Paraphrased Policy Statements

Paraphrased Statements of ECSD Policies, Guidelines and Procedures	Proposed Changes	Comments
46. A review of the policy, guidelines and administrative procedures will be conducted after the first year of implementation and thereafter on a regular basis.		3
GENERAL COMMENTS		11