

1987

Development of performance improvement commitments for secondary school principals

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Iowa State University, 1987

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Development of performance improvement commitments
for secondary school principals

by

Donald W. Mueller

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education
Major: Education (Educational Administration)

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1987

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CHAPTER I. INTRODUCTION

Public attitude and concern toward the quality of public school education has converged through a process of a multitude of national and state studies for educational reform to include proposals and laws enacted by Governors and State Legislatures to promote educational reform. Professor Chester Finn, Jr. (Burger King/NASSP, 12), in an address before the 1984 outstanding principals and teachers, in honor of excellence, noted three major differences between this excellence movement and earlier waves of school reform: 1) this one focuses on cognitive outcomes; 2) it is decentralized and centered in the 50 state houses and the 15,000 school systems; and 3) it is not dominated by the education profession, but led by elected officials, business leaders, citizen activists, and other laymen.

The educational reform movement in the 1980s has attempted to address the concepts for improvement of instruction and excellence in education with emphasis upon the effective school movement and the researched focus in the work of Ron Edmonds (1979) when he suggested five "correlates" which characterized effective schools (50): 1) leadership which gives substantial attention to the instructional process; 2) an instructional focus which is understood by the teaching staff; 3) a climate which is safe and conducive to teaching and learning; 4) teachers who have high expectations for all students; and 5) the use of standard measures of pupil achievement as a basis of the effective school program.

Croghan and Lake (18), Henthorn (37), and Irwin (44) all agree,

through research and review of the literature, the effectiveness of schools lies with the principal of the school, his or her pace setting and leadership. They agree that he or she is the connection to effectiveness. The principal does have significant impact on the people and environment at the school which can positively be affected by the principal's leadership (37).

Assessment of school effectiveness, in terms of administrative effectiveness, has received the attention of State Legislatures who have mandated the evaluation of school administrators. Carnes (15) reports a 36 percent increase over the last ten years in the number of states mandating administrative evaluation, with twenty-seven states mandating administrative evaluation in 1985. Carnes reports, of the 1985 Educational Research Service (ERS) study, a steady increase in the number of school districts using a formal method of evaluation. The 1985 ERS survey of schools shows an increase from 29 percent of schools using formal methods in 1962 to 86 percent in 1985.

Formal evaluation of principals can be categorized into two types or purposes: 1) summative (15), where the role of the supervisor is that of a judge to make judgment of performance on which to base demotion, incentive pay, and performance on which to base administrative promotion, and/or accountability system, as defined by Duke and Stiggins (22), with the goal of management of incompetence, with little evidence of systems that provide principals with systematic feedback on performance; 2) formative (15), where the role of the supervisor is that of counselor to help to improve performance, with focus on improvement of the overall

educational program, and/or improvement systems (22), that seeks to initiate growth, with emphasis on individual professional development of each principal.

Carnes (15) reports from review of literature of administrative performance the following possibilities for assessing administrative effectiveness: a list of personal characteristics, a process, a product, or a combination of these.

Henthorn (37) recommends that job performance appraisals have focused on at least two areas: 1) skills (standards of performance), and 2) accomplishments (job targets). The job targets approach permits evaluation of long range issues of school performance and the unforeseen events that permit evaluation of long range issues of school performance and the unforeseen events that test administrative capability (37).

Look and Manatt (53) in 1983 identified research-based discriminating items for use in evaluation of principals that can be selected for use by local school districts. The discriminating items recognize the leadership behaviors associated with school effectiveness developed by Sweeney (84) as well as necessary management activities which may or may not have a direct and measurable effect on student achievement.

In 1985, Noriega (67) incorporated the research-based discriminating items (53) into an item bank of criteria and suggested four levels of measured performance that can be used in design of an evaluation instrument for secondary (seventh through twelfth grade) principal evaluation. The item bank of research-based, discriminating items (53,

67) for use in principal evaluation is ready for school district application.

Statement of the Problem

Principal evaluation for improvement must be followed by "written agreements" for improvement sometimes called objective strategies, professional growth plans, job improvement targets, performance goals, or professional improvement commitments for principal improvement.

The problem for this study was to develop Professional Improvement Commitments (PICs) for suggested strategies for principal improvements for use in school districts which desire to develop thorough principal evaluation systems. The study was designed to create a pool of Performance Improvement Commitments for essential criteria to evaluate secondary school principals. It was also designed to create Performance Improvement Commitments to help supervisors of secondary school principals more effectively perform his/her responsibilities for joint development of principal job improvement targets as a continuum for principal performance improvement.

Need for the Study

The development of suggested secondary principal strategies for improvement in the form of Performance Improvement Commitments (PICs) is based on the assumed needs of secondary principals and supervisors of principals for an approach to principal evaluation which includes written agreements between evaluator and evaluatee for improved performance during the next evaluation cycle. This type of approach for principal

improvement can be the connecting link for principal performance improvement that transforms the process of principal evaluation from the goal of accountability and assessment of performance only to the goal for improvement of principal performance with a focus on improvement of school effectiveness.

In 1983, Rauhauser (73) found in his study of the quality and effectiveness of teachers' job improvement targets for teacher improvement that job improvement targets were poorly written and not written to the performance areas of greater needs. Recognizing the need for improvement in quality and effectiveness of teachers' job improvement targets, Manatt et al. (1985) (62) developed models of Performance Improvement Commitments (PICs) to be used as a basis for writing objectives strategies (or job targets) (or performance growth plans) (or Development-improvement plans) or simply suggested strategies for improvement.

This study will provide practical assistance for supervisors of secondary school principals to go beyond oral coaching and assistance sessions for improving each principal's performance. In order to bridge the gap of geographical separation, due in part to the organizational structure of school districts and improve the closer supervision of school principals, this study will be useful to supervisors of principals wishing to increase or assure a principal's commitment to the school district's established direction for improvement.

Questions to be Answered

The exploratory nature of this investigation suggests the following questions to provide direction for the study:

1. What performance criteria cover the range of behavior exhibited by secondary school administrators?
2. What standards should be used to identify substandard performance?
3. What strategies (written agreements for improvement) are suggested by these standards and criteria?
4. What strategies are suggested by theory, research, and practices in private sector management?
5. How well do these strategies work when used in actual evaluation of secondary school principals in a selected school district?
6. How many strategies are needed for each performance criterion to provide a "starter set" for practicing principal evaluators?
7. What techniques for the development of and utilization of Performance Improvement Commitments (PICs) can be modified/adopted from teacher performance evaluation?

Definition of Terms

1. Activity: Any specific action or pursuit producing a desired result.
2. Evaluatee: A person undergoing the process of having his/her performance appraised.
3. Evaluator: A person charged with making an appraisal of a subordinate's performance.

4. Leadership: The art of influencing and directing others in the manner that wins confidence, respect and support. The process involves reaching the emotions of people through effective communications and making one's presence felt through example.
5. Leadership behavior: The way a person behaves or actions taken in the leadership role.
6. Management: The handling of tasks.
7. Performance Improvement Commitment (PIC) model: A recommended secondary principal activity or behavior intended to accomplish the model criterion, or principal behavior, utilized in principal evaluation-improvement plan.
8. Performance Improvement Commitments (PICs): A written statement by evaluator and evaluatee which consists of an objective; procedures, actions, and activities to achieve the objective; a timetable for accomplishments; a monitoring plan; and a method of determining if the objective has been met in terms of evidence, standard, appraisal method, and indicators of accomplishment. Performance improvement commitments may also be referred to as professional improvement commitments (or job improvement targets) (or performance growth plans) (or development-improvement plans) or simply suggested strategies for improvement.
9. Performance Improvement Commitment quality: The degree to which the performance improvement commitment is stated in terms of a specific, measurable behavior. It includes procedures which are complete and clear, includes a timeline and target date, and has an appraisal

method that is complete and clear.

10. Skill: The person's great ability or proficiency, or expertness, that comes from training and practice.
11. Strategies for principal improvement: The recommended principal activities or behaviors for school improvement.

Delimitations of the Study

The study is descriptive and developmental in nature. Seventy-five suggested secondary school principals' Performance Improvement Commitments (PICs) were developed from review of literature, addressing the thirty-seven discriminating evaluation criteria contained in an item bank (67) developed for design of secondary principal evaluation instrument.

The item bank of thirty-seven evaluation criteria, with four levels of performance for each criterion, includes a suggested standard of performance for each criterion. Noriega (67) specifically addresses only secondary school principals in his item bank recognizing the differences in work situations between elementary and secondary school principals.

These differences were identified by Look and Manatt (53) in that generally, secondary schools are larger than elementary schools; thus, the secondary principal is responsible for supervising a greater number of pupils and teachers, communicating with more parents and maintaining a larger physical plant. Size alone is also a contributing factor in differences in the nature of tasks such as scheduling and budgeting. Other differences between elementary and secondary schools are: 1) The

secondary curriculum is more diversified than the curriculum found at the elementary level, and includes specialized areas such as home economics, industrial arts, foreign language, and business and driver education; 2) Secondary teachers have specific areas of expertise and can be given teaching assignments only in these areas; 3) Elementary programs have few extra curricular activities while most secondary schools maintain extensive competitive interscholastic athletic, speech, and music programs and numerous other subject-related, intramural, or special-interest student organizations and activities; 4) The discipline problems created by elementary and secondary students differ because of student ages; 5) More publics must be addressed by the secondary principal as community members become involved and interested in music, athletic, and drama programs and student work and scholarship programs.

The seventy-five model secondary school principal PICs were developed from review of research which identified principal behaviors and activities in effective schools and those authored by this writer reflecting twenty-seven years experience as a public school superintendent. Recognized in the design and development of model PICs was the probable impact that district and school size, organization, philosophy and direction for school improvement will dictate utilization of secondary school principal performance improvement commitment models.

Each of the seventy-five PICs was pilot tested for quality using a three point scale (Appendix D) by students in the graduate course, Supervision of Instruction, Iowa State University, the fall semester of 1986.

The seventy-five PICs were revised in preparation for field testing of secondary administrators in the Springfield, Missouri, school district during the 1986-87 school year.

An expert jury of practicing superintendents was utilized for the final selection of model PICs for each performance criterion for secondary principal evaluation.

CHAPTER II. REVIEW OF LITERATURE

The attitude of the public toward the public schools is reflected in the seventeenth annual Gallup Poll (30) wherein respondents once more gave schools in their own communities higher grades than they gave the public schools nationally. In 1985, only 27 percent of the public gave the public schools nationally a grade of A or B, the highest percentage since the question was first asked in 1974.

National and state studies for educational reform in the 1980s have proceeded at an impressive rate. Problems in education have been addressed by an estimated 300 state-initiated task forces (12). State and local efforts to strengthen programs in basic skills to ensure minimal competence began in the 1970s and have expanded since (12). Educational reform proposals by Governors and State Legislatures have included legislation proposed and enacted for curriculum standards change, teacher testing, teacher certification requirement change and changes in teacher and administrator pay plans dealing with concepts for merit pay, career ladders, and state minimum teacher starting salaries, all with the apparent attempt to address the concepts for improvement of instruction and excellence in education.

Gary Jones (45) reports that, in 1984-85, 47 states increased their support for education by an average of 11.3 percent over the previous year. In March, 1985, Lezotte and Bancroft (50) reported a ground swell of spontaneous involvement by individual states in promoting educational reform programs, with a count of 35 states which had a major reform

agenda. A substantial number of these recommendations or mandates either wholly or partially contain the effective school research framework.

Effective School Movement

Lezotte (49) feels that the effective schools movement would never have been noticed except for the decline in confidence in the public schools. In very recent years, the public has seen schools against the backdrop of declining test scores, discipline problems and poor teacher education (49). It was Ron Edmonds (1979) who provided the necessary, researched, focus when he suggested five "correlates" which characterized effective schools: 1) leadership which gives substantial attention to the instructional process; 2) an instructional focus which is understood by the teaching staff; 3) a climate which is safe and conducive to teaching and learning; 4) teachers who have high expectations for all students; and 5) the use of standard measures of pupil achievement as a basis of the effective school program. Edmonds and others concluded that school was a major determinant of achievement and that almost all children can experience instructional success (49).

Croghan and Lake (18), Henthorn (37), and Irwin (44) all agree through research and review of the literature the effectiveness of schools lies with the principal of the school, his or her pacesetting, leadership, and that he or she is the connection to effectiveness. The principal does have significant impact on the people and environment of the school, both of which can positively be affected by the principal's leadership (37).

The 1984 "outstanding principals and teachers," chosen from each of the states, were assembled in December, 1984, in honor of excellence, for a five-day symposium held in Captiva Island, Florida (12). The symposium provided participants the opportunity to talk and learn from each other and invited speakers. The first major topic, of three, focused on by the speakers and participants was attention to the issues of education reform in the 1980s: the implications of a growing state role and a diminishing federal one, the tensions between what state policy can accomplish and what the effective schools research tells us we need, and the possible effects of a push toward excellence on the pursuit of an unfinished equity agenda. The second focus was on actual and projected demographic, sociological, and economic changes which have profound consequences for public education. The third focus was on how to deal with these pressing needs.

Professor Chester Finn, Jr. (12), in his keynote address, noted three consequential differences between this excellence movement and earlier waves of school reform in the United States: 1) This one manifests an almost singleminded interest in cognitive outcomes, rather than school inputs or school processes. How much and how well do the children learn? 2) The excellence movement is decentralized. The reform movements is centered in the 50 state houses and the 15,000 local school systems. 3) Rather than being dominated by the education profession, as has been true of most earlier school reform movements, the excellence movement is led by elected officials, business leaders, citizen activists, and other laymen. Policymakers have used the tools for change

that they know best. Finn (12) addressed the question of correlating current policy with research on effective education into what makes schools effective, noting that excellent schools tend to be unique and homegrown, self-directed and reasonably autonomous and almost sovereign. Other speakers and practitioners agreed that within schools, the most outstanding teachers are those who have developed their own unique approach and the best principals are those who provide such teachers with an environment in which they can flourish (12).

School Climate

The environment or climate of the school seems to receive the most serious research consideration for description of effective schools. Robinson (77) provides an outstanding summary of research on what is the effective school and its guidance to school improvement. Robinson believes the cluster of studies that has come to be called the "effective schools research" and related studies on teaching and learning compose the most important body of educational information to be developed in the past two decades. He identifies the specific elements common to effective schools as: 1) Leadership--the building principal is the key person providing leadership to the school; 2) Instructional Personnel--research found the quality of instructional personnel to be much more important to student learning than the quality or the availability of facilities, equipment, or supplies; 3) Environment--there is a convergence of data regarding the essential characteristics of effective schools; 4) Program--research has added much to our knowledge regarding

the effectiveness of school programs and how teaching techniques can be effectively applied to meet the learning needs of all students; 5) Assessment and Revision--with periodical examination and adjustment helped keep the school staff sensitive to student needs and amenable to program adjustment designed to meet those needs.

Robinson (77) summarized his findings of the effective schools research and related studies on educational effectiveness, noting a profound impact on the direction and nature of school improvements in many school districts and states throughout the nation: 1) restoring confidence and raising expectations; 2) providing a research base for assessing and changing learning climates; 3) focusing attention on the individual school as the unit for effecting change; 4) emphasizing leadership roles of the school principal; 5) focusing efforts on goals-and-results oriented instruction; 6) concentrating attention on instructional behavior and classroom management of teacher; 7) stimulating development and revision of student assessment and testing; 8) promoting cooperative school, parent and community efforts; 9) altering the evaluation of teacher and administrative performance; 10) influencing compensation programs for teachers and administrators; 11) targeting professional development programs to specific skills needed; 12) revitalizing preparation programs for teachers and administrators; and 13) providing direction for further research and experimentation.

The assessment of school environment through the studies of school climate of effective schools has received the attention by a number of researchers. Furtwengler (29) used the Climate Effectiveness Inventory

from the Research and Service Institute for his school improvement projects with 14 schools to identify the host schools as less effective, moderately effective, or effective. Keefe et al. (46), a member of the National Association of Secondary School Principals task force on effective school climate, states educators and noneducators often describe schools in terms of climate and describe a school as a "warm, friendly place" or a "cold, uncaring place," as supportive and productive, or as manipulative and disorganized. Also apparent is that some schools emphasize learning, a fact that is clearly communicated to students. Other schools fail to convey a sense of that commitment.

Schools, like people, have personalities. In some schools, the faculty and students work together in a spirit of harmony. Other schools are fragmented into hostile cliques, without productive common goals. If a school is to be both productive and satisfying, two elements emerge as essential: a positive learning climate, and a principal who supports the establishment and maintenance of this climate.

The task force, as reported by Keefe et al. (46), verify that researchers have acknowledged the importance of school climate and have conducted many studies of the relationship of school climate to morale and student achievement and of leadership style to organizational climate. A School Environment Model, developed by the National Association of Secondary School Principals task force, encompasses a whole range of inputs and outputs to the process of school improvement. In the broadest level, the model looks at societal ideologies and structures of dominance; next, school and community environment; and

last, school or classroom environment in terms of inputs, mediation variables for student outcomes. The model defines school climate as: "the relatively enduring pattern of shared perceptions about the characteristics of an organization and its members" (46). Shared perception meant a high degree of consensus about what is and what is not is the primary descriptor of climate. These shared perceptions involve all three major school groups (students, staff and community) and influence and expectations and tone or "spirit" of the school. Students being the primary concern of the school, student satisfaction and productivity are more important than administrator or staff satisfaction and productivity.

The task force will soon produce the following products and activities: 1) development of a battery of instruments for measurement of community, staff and student perceptions of school climate; 2) development of a battery of instruments to measure the "satisfaction" of staff and patrons as an input to school climate and the "satisfaction" of students as an output to the total school environment; 3) development of a systematic approach to the measurement of student outcomes (productivity) with recommended instrumentation and a checklist for use in schools. A long range goal is to develop a computer-managed information system to permit schools to use data already available locally. The task force recognizes that climate assessment is central to the improvement of school learning environment.

Principal's Role

The role of the principal can be conceptualized in terms of two primary components. The task component of the role defines what the principal does. The style component of the role defines how the principal is expected to perform these tasks in the school setting.

In a particularly useful study of what the principal does, Pinckney (71) categorized the six major tasks or functions performed by building administrators by time-logging their activities over a period of a month. The six functions typically consumed nearly all of an administrator's day were: 1) Human Resource Management--assists teachers to motivate, challenge, and excite students to learn at the optimal level, and assists staff in obtaining maximum use of their human potential for reaching personal and organizational goals; 2) Instructional Leadership--enhances student learning through updating curricular and instructional materials, evaluating staff for the purposes of improvement, and evaluating educational program and student progress; 3) Learning Environment Management--develops and maintains discipline standards which provide students with a clear understanding of expectations for behavior inside and outside the classroom, and provides an educational atmosphere conducive to learning; 4) Noninstructional Management--schedules all routine and special activities and supervises logistical matters and the school plant; 5) Pupil Personnel--meets with students individually and in groups to address their problems and concerns, and promotes student involvement in co-curricular and extra-curricular activities; 6) School-Community Relations--communicates with parents and promotes the school

through advisory committees, parent-teacher organizations, needs assessment, and the media.

The preferences of teachers for administrator time allocation coincide with their priorities (71). Teachers indicate approximately 20 percent of a principal's time should be spent in the first three areas. Principals said they preferred to spend 30 percent of their time in instructional leadership, while the teachers indicated that principals should allocate approximately 20 percent of their time to instructional leadership. Although teachers say that instructional leadership is important, evaluation of them and their program may be perceived as too much interference by the principal. The largest gap, however, was in effectiveness ratings. The principals rated themselves significantly higher in every function. The greatest discrepancy was in the area of student discipline. Teachers in the 1980s place a premium on administrative activities that enhance their satisfaction in the classroom; controlling student behavior falls within this realm. The statistical analysis showed that principals who got higher ratings in helping and supporting teachers tended to have faculties who were more committed to high performance goals, more likely to have good working relationships, and more inclined to feel accomplishment in their jobs.

Pinckney (71) reported significant relationships between administrative effectiveness in performing administrative functions and measures of effectiveness. Human Resource Management was the most pervasive of the six administrative functions accounting for 50 percent of the variance between each of the school climate variables: goal

orientation, esprit and cohesiveness.

The style component of the role of the principal has been well-identified in terms of the effects of three principal styles identified for school improvement by Hall et al. (35). These researchers examined the body of literature on industrial organizational leadership, change process and educational administration for their construction of definitions for change facilitator styles which they defined in terms of a combination of principals' behaviors, concerns, and knowledge, and the tone of their actions. Three principal styles were identified and described: Initiator, Manager and Responder.

Initiators were described as having clear, decisive, long-range policies and goals that transcend, but include, implementation of current innovations. They tend to have very strong belief about what good schools and teaching should be like and work intensively to attain that vision. Decisions are made in relation to their goals for the school and in terms of what they believe to be best for students, which is based on current knowledge of classroom practice. Initiators have strong expectations for students, teachers, and themselves. They convey and monitor these expectations through frequent contacts with teachers and clear explication of how the school is to operate and how teachers are to teach. When they feel it is in the best interest of their school, particularly the students, Initiators will seek changes in district programs or policies or they will re-interpret them to suit the needs of the school. Initiators are adamant but not unkind; they solicit input from staff and then make decisions in terms of school goals.

Managers were represented by a broader range of behaviors. They demonstrated both responsive behaviors in answer to situations or people and they also initiated actions in support of the change effort. The variations in their behavior seem to be linked to their rapport with teachers and central office staff as well as how well they understood and buy into a particular change effort. Managers work without fanfare to provide basic support to facilitate teachers' use of an innovation. They keep teachers informed about decisions and are sensitive to teacher needs. They will defend their teachers from what are perceived as excessive demands. When they learn that the central office wants something to happen in their school, they then become very involved with their teachers in making it happen. Yet, they do not typically initiate attempts to move beyond the basics of what is imposed.

Responders tend to place heavy emphasis on allowing teachers and others the opportunity to take the lead. They believe their primary role is to maintain a smooth running school by focusing on traditional administrative tasks, keeping teachers content and treating students well. They view teachers as strong professionals who are able to carry out instructions with little guidance. Responders emphasize the personal side of their relationships with teachers and others. Before they make decisions, they often give everyone an opportunity to have input so as to weigh their feelings or allow others to make the decision. A related characteristic is the tendency toward making decisions in terms of immediate circumstances rather than in terms of longer range instructional or school goals. This was reported to be due, in part, to

their more limited vision of how their school and staff should change in the future.

The three change facilitator styles (Initiators, Managers, and Responders) were found to have varying influence on school climate assessment by teachers. Teachers perceived a more positive climate in schools with principals using the Manager style. Teachers in schools with principals using the Initiator style were somewhat less positive, and teachers in schools with principals using the Responder style were found to be much less positive in the perceptions of the climate. Teachers were more satisfied with the Manager style principal who protect their teachers and strive to keep everything running smoothly. Initiator style principals listen to their teachers but have high expectations and keep pushing. The constant pressure is not well-liked (35).

The three change facilitator styles of principals were examined in terms of implementing new curriculum programs. Implementation of new curriculum was accomplished in all schools studied, but there was more quality and quantity in schools with Initiator style principals than in schools with principals using the Manager and Responder styles. Support for the Initiator principal was also found in the effective schools studies by Edmonds quoted by Lezotte and Bancroft (50).

The researchers (35) recognized the importance of criteria chosen for effectiveness judgment of facilitator style and the criteria of student achievement was not addressed in this study. Also recognized in the study of principals' style was that one's style is so closely tied to personality that it is not easily changed. The importance of this

research was viewed as possible assistance to training program development.

Building principals have traditionally viewed themselves as people caught in the middle between the conflicting expectations of the central office on the one hand and teachers on the other (Sweeney, 84). Included within the requirements for operation of the educational program plan for the school are implementation of board of education regulations, employee union contracts, major disruptions due to strikes, funding formulas including funding cuts, and major or new policies and regulations from the state or national level.

One of the strongest predictors of dissatisfaction for principals was an unfavorable union attitude toward administration as identified by Bacharach and Mitchell (5) in their study of sources of dissatisfaction in educational administration. Their analysis of data suggests that although superintendents would like to be able to delegate more responsibility (i.e., have less influence), many principals already feel overburdened by the amount of responsibility they carry. The results of this research add more detail to the image of the secondary principal's role and the apparent problem confronting the secondary principal in meeting the responsibilities of his or her role is the problem to create consensus among the various people he or she must deal with.

Principal's Leadership Behaviors for Successful Schools

Leadership effectiveness has been studied in different ways, depending on the researcher's conception of leadership, definition of

effectiveness, and methodological preferences.

Yukl (88) offers a great deal of insight on the topic of leadership effectiveness with a comparative study of similarities between school principals and managers in the business corporation. He found similarities between the two groups within the narrow aspects of study of most leadership studies: 1) The trait approach--which emphasizes the personal qualities of leaders and seeks to identify the traits and skills that contribute to leadership success. Although these traits appear to be beneficial to both groups studied, the determination of relevance for principals is based primarily on analysis of role requirements. 2) The power influence approach--which attempts to explain leadership effectiveness in terms of the source and amount of leader power and the manner in which it is exercised. The research suggests that a parallel exists between effective managers and principals who exercise power in a tactful, understanding, nonmanipulative manner and provide calm, confident, professional leadership. 3) The behavior approach--which seeks to identify the pattern of behaviors and activities that are characteristic of effective leaders. Similarities were found in the activity pattern of principals and managers through observational studies. The functions of the school principal were considered to have some of the attributes of a first line supervisor and that of the middle manager. The supervisor function of the principal contained the need to maintain smooth, orderly operations by monitoring subordinate activities, solving problems, handling disturbances, and maintaining discipline. The manager function reflects the need to develop subordinates

professionally, to delegate considerable discretion and responsibility, and to oversee the implementation of new programs.

The principal was recognized in this comparative study through review of situational studies of leadership theory which cut across the three approaches and emphasize how aspects of the leadership situation determine what traits, forms of influence or patterns of behavior are essential for leadership effectiveness.

A more definitive study of leadership behaviors of principals associated with successful school outcomes was completed by Sweeney in 1982 wherein he summarized the findings of eight specific studies on school effectiveness (45). Each of the eight studies showed positive evidence relating specific leadership behavior with successful school outcomes. Sweeney structured these characteristics into six specific behaviors: 1) coordinates instructional program; 2) supports teachers; 3) provides orderly environment; 4) assists with instructional strategies; 5) supports improvement of instruction; and 6) evaluates student progress.

These six leadership behaviors that were found to be related with successful school outcomes were studied by Jones (45), in 1985, in terms of Critical Work Activities (CWAs) in a process of timelogging by administrators on task in four participating school organizations. These four schools were a part of the Iowa School Improvement Model (SIM) Consortium directed by Richard Manatt and Shirley Stow, 1983. Jones discovered that administrators were not spending a majority of their time on Critical Work Activities. His data reveal approximately 36 percent of

the principal's time was devoted to the leadership characteristics or behaviors (CWAs) with direction for successful school outcomes. Approximately 64 percent of the principal's time was devoted to other activities. The activity "Supports Improvement of Instruction" did receive the largest percentage of the CWA time, but only 12.1 percent of the total CWA time logged. The remaining five CWAs each received between 3.4 to 5.8 percent of the principal's time effort.

Principal's Administrative Function

Pinckney's (71) research of the six major administrative functions consuming most of the principal's day found similarities and important differences between principals' and teachers' perceptions relative to expectations of the important role incumbents of principals responsible for student achievement. Central office personnel had some expectations for principal leadership in conflict with both teachers' expectations and those of their building administrators. Pinckney (71) found that central office personnel accorded noninstruction functions a higher priority than did the other two groups (principals, teachers). Pinckney (71) reported central office personnel preference for having building administrators focus on noninstructional chores may have deleterious effects on the functions building administrators and their teaches see as important. Pinckney (71) recommends a need for central office personnel to modify their apparent preoccupation with noninstructional functions to afford the principal opportunity for more productive activities.

The working relationship between the board of directors and

administrators in the nation's schools was addressed by a joint committee from the American Association of School Administrators (AASA) and the National Association of School Boards (NASB) (2). The committee findings reflect the need for a necessary spirit of "working together," the teamwork that must take place if our schools are to achieve excellence in education. The committee proposed seven basic principles, or administrative expectations, that contribute to this relationship: 1) the provision of a specific and complete written description of the professional duties and responsibilities expected to be fulfilled; 2) the assurance that a thorough evaluation of professional performance will be conducted on a regular and continuing basis; 3) the opportunity to participate in administrative staff inservice training programs that serve to improve professional performance in the present position and establish a basis for increased responsibilities in the future; 4) the expectation of proper review before the school board prior to dismissal, demotion, or nonemployment; 5) compensation for professional services should be provided in accordance with established salary procedure; 6) a voice in the development and implementation of all policies; 7) appropriate recognition due a member of a respected profession. The administrative expectations for written description of duties and responsibilities reflects the concept for a district leadership team: the policy team consisting of the board and superintendent, and the administrative team which includes the superintendent and administrators (2). The AASA and NASB committee believes if the basic principles described are observed by board members, superintendent, and principals,

the result will be an aura of mutual respect and professional responsibilities essential to insuring effective public schools.

Principal's Effectiveness

The use of formal evaluation procedures to measure principal effectiveness is shown by Carnes (15) and the Educational Research Service (ERS) to be steadily increasing. In 1962, ERS reported 29 percent of responding districts were using formal evaluation procedures, with 86 percent of responding districts reporting formal evaluation procedures in use in 1985.

Today, 27 of the 50 states mandate the evaluation of school administrators compared to nine states in 1974 (15).

The review of literature reveals two general categories of purpose of personnel evaluation: 1) formative or the purpose of improvement, where the role of supervisor or evaluator is that of counselor to help to improve performance, with ongoing communication between evaluator and evaluatee, and to help to improve performance through efforts seeking to initiate personal growth, with focus on improvement of the overall educational program; 2) summative or the purpose of accountability, where the role of supervisor or evaluator is that of judge to make judgment of performance on which to base administrative promotion, demotion and incentive pay (15, 22).

The assurance of a thorough evaluation of professional performance including the purpose for professional development is a basic principle and an administrative expectation. Duke and Stiggins (22) report that

when principal evaluation and professional development are linked, it is by individual action plans, or special workshops, and the barriers to closer links include lack of interest or desire, lack of plans and procedures for creating links and the shortage of time and resources. They suggest that principal evaluation systems can be designed to achieve both the basic purposes of accountability and improvement. They prescribe that performance criteria need not be the same for each principal, since each may seek to grow in a different area or direction. However, the evaluation data must be descriptive, individualized, and suggestive of needs. The components are limited only by the standards of ethical practice and the creativity of principals and supervisors.

The possibilities for assessing administrator effectiveness, within administrative performance, include: a list of personal characteristics; a process; a product or any combination of these (15). According to a 1984 national ERS survey, school districts today seem to be using a comprehensive approach to evaluating effectiveness and are combined in the following percentages: 71.6 percent evaluated personal traits; 88.6 percent evaluated process; and 83.8 percent evaluated product. Cited in the report was the work of Stow and Manatt who have developed a performance evaluation system designed to improve district management and leadership. Performance evaluation within the School Improvement Model (SIM) is linked to process and each participating district decides whether to emphasize performance, objective attainment or both.

The assessment of process and apparent success of management by objectives (MBO) used in business and industry is finding its way into

administrator evaluation procedures as agreement has developed that the primary purpose of evaluation should be improvement and professional growth (15). The 1984 ERS survey of schools reveals that 83.8 percent of the responding districts having formal evaluation procedures use performance objectives as a part of their evaluation program. Carnes (15) concludes that the MBO evaluation approach will give substance to evaluation as an affirmative process with better definition of duties and responsibilities, more systematic determination of needs, greater skill in developing objectives, and more efficient assessment of results.

Redfern, the father of job targets approach to evaluation, quoted in Andrisek (4) and Rauhauser (73), recommends that school administrators be evaluated by performance objectives, which are "targets" set by the administrator-evaluated and his or her evaluator.

Redfern and Hersey (74) incorporate the use of performance objectives in the Leadership Excellence Achievement Plan (LEAP) developed through sponsorship of the National Association of School Principals. Project LEAP has grown from an assessment center program to identify talented new administrators to a principal assessment program with the potential of helping to improve administrative skills. Project LEAP includes evaluation of district-defined principal position responsibilities, called technical competencies, found within job descriptions and involves assessment of twelve administrative skills identified as important for successful principals. The twelve skill dimensions include: 1) problem analysis; 2) judgment; 3) organizational ability; 4) decisiveness; 5) leadership; 6) sensitivity; 7) stress

tolerance; 8) oral communication; 9) written communication; 10) range of interest; (11) personal motivation; and 12) educational values. The plan calls for the principal development of performance goals to achieve specific outcomes. Next, the principal and evaluator determine the status of current performance leading to analysis of the principal's needs and an action or work plan. Principals performing at a satisfactory level are to develop "developmental plans" within their action plan, for supervisor review, to either fine-tune existing competencies or undertaking of further professional growth and development. For principals experiencing difficulties in performance, the emphasis of their action or work plan is upon improvement and specific corrective actions are included in his or her "improvement plan" with emphasis the principal and supervisor mutually agree on; the nature of the deficiencies, the corrective action(s) needed, and the kind of action plan to be implemented. Project LEAP completes the strategy for improvement with procedures for reviewing progress and assessing skills and objectives attainment with scaled category measurement and narrative assessment. The procedural steps are expected to be covered in five steps or stages throughout the school year.

During the mid 1970s, an extensive principal assessment system project was conducted in the State of Georgia entitled Results Oriented Management in Education (ROME) and reported by Ellett (24). The project was designed for application to a field-based training program for public school principals. Identified were 80 verified principal competency statements within the following seven functional areas of principal

responsibilities: 1) curriculum/instruction; 2) staff personnel; 3) pupil personnel; 4) support management; 5) school-community interface; 6) fiscal management; and 7) system-wide policies. This research contained 358 identified principal performance indicators within each of the above functional areas which were categorized by the following tasks: 1) data collection; 2) planning; 3) communicating; 4) decision making; 5) implementing; and 6) evaluating. The principal competency statements and performance indicator statements were found to be useful reference for development of suggested or model Principal Improvement Commitment (PIC) for secondary school principal improvement.

During 1981 to 1985, Human Synergistics Inc. (40, 41), a private sector company with experience in training thousands of supervisors, mid- and key-level managers and top leaders in business and industry, designed an educational assessment and improvement program. Their system entitled Educational Administrator Effectiveness Profile (EAEP) identifies building and central office administrator leadership and management skills critical to creating and maintaining outstanding schools. The diagnostic instrument is intended for self-analysis as a basis for initiating professional growth activities and as a way of assessing progress toward developmental goals. The eleven key skill/behavior areas assessed are: 1) setting goals and objectives; 2) planning; 3) making decisions and solving problems; 4) managing business and fiscal affairs; 5) assessing progress; 6) delegating responsibilities; 7) communicating; 8) building and maintaining relationships; 9) demonstrating professional commitment; 10) improving instruction; and 11) developing staff.

Specific strengths and areas needing improvement are identified through self and peer evaluation. Individually developed action, or self-improvement plans, are encouraged in the program with support of suggested follow-up readings for self-improvement.

The participants in the initial evaluation of EAEP program (42) indicated they would recommend the program to colleagues. Although the program was assessed as very strong in inspiring people to change, the follow-up program; self-development guide, self-improvement plan, and follow-up readings for facilitating and sustaining change were reviewed less enthusiastically. The authors felt the usefulness of self-improvement plans would be enhanced if participants could have greater opportunity to develop plans with assistance of a coach.

The Educational Administrator Effectiveness Profile (41) identified 120 principal behavior indicators of effectiveness. The 120 behavior indicators, within the eleven skill/behavior areas to measure discriminating levels of administrating effectiveness, were found to be useful reference for development of model PICs for secondary principal improvement.

Principal evaluation research conducted by Look and Manatt (53) in 1983 identified research-based discriminating items for use in the evaluation of school principals. A discriminating item was one which elicit similar responses from members of the group rating a particular individual and maximum differences among the individuals being rated. Items with discrimination power are needed to help the evaluator discriminate between high and low performance. Look and Manatt (53)

recognized the role of the principal contained three major factors: instructional leadership behaviors, important managerial functions, and elementary or secondary school assignment. The six leadership behaviors associated with school effectiveness developed by Sweeney (in Jones, 45) were included within the research design represented in five categories: sets instructional strategies; supports teachers; coordinates instructional program; provides orderly atmosphere; and evaluates pupil progress. Five additional categories were developed to represent necessary management activities which may or may not have a direct and measurable effect on student achievement. The management activities include: promotes professional growth, maintains plant facilities, performs administrative duties, maintains school-community relations, and supervises student personnel. The research findings yielded discriminating items that can be selected for use by local school districts. Lists of recommended items for the evaluation of elementary and secondary principals were developed for district use.

Noriega (67) incorporated the research-based discriminating items for use in the evaluation of school principals (Look & Manatt, 53) into an item bank that can be used in the design of an evaluation instrument for secondary (seventh through twelfth grade) principals. Criteria for principal evaluation were developed for each of the discriminatory items with suggested, graduated, four levels for measured performance. The third level is designated as the standard level of district performance. The item bank is offered only as suggestions for utilization according to local district needs.

Principal Behaviors and Activities for More Productive and
Effective Secondary Schools

In 1984, researchers Barnett et al. (6) at the Far West Laboratory for Educational Research and Development completed a most helpful compilation of behaviors and activities of principals who were managing interesting or creative programs. Secondary principals were recommended by superintendents, supervisors and other nominated principals. Telephone interviews were conducted with 53 secondary principals in three western states covering the history of the practice for which the principal was nominated, how the practice operated, its effectiveness, and any problems or dilemmas. Several on site visits were conducted.

The research yielded a directory type document of 173 practices covering nine topics chosen to describe effective practices in secondary schools. The major topic headings were: 1) Selecting, training and developing staff; 2) Improving and maintaining staff attitudes; 3) Improving and maintaining student attitudes; 4) Improving and maintaining student discipline; 5) Improving and maintaining academic performance; 6) Providing a diversified curriculum; 7) Using computers; 8) Teaching students with special needs; and 9) Obtaining community support. Each topic area was supported with from six to thirty-three suggested effective practices. Of interest were the advantages and disadvantages cited at the close of each topic section to assist with analysis effective practices for possible development of model PICs for secondary principal improvement. The research document developed is entitled "Secondary Principals' Yellow Pages--Solutions to Common Instructional

Management Problems" and offered an opportunity to share ideas with other principals and to learn from each other.

One year later (1985), Russell et al. (79) concluded more critical research of selected secondary school principals in fifteen secondary schools in Oregon and Kentucky. Interviews of selected participants were conducted in an effort to link the behaviors and activities of secondary principals to school effectiveness with a focus on effective and ineffective behaviors.

The research team reviewed the effective schools studies and incorporated their findings of eight characteristics of effective schools into a theoretical model of secondary schools dynamics adapted from Kotten's model of organizational dynamics (included as Figure 1).

The first set (on the left side of the model) contains six elements that are considered to play a key role in establishing the dynamics of a secondary school. The eight identified characteristics of effective schools are included within the six elements.

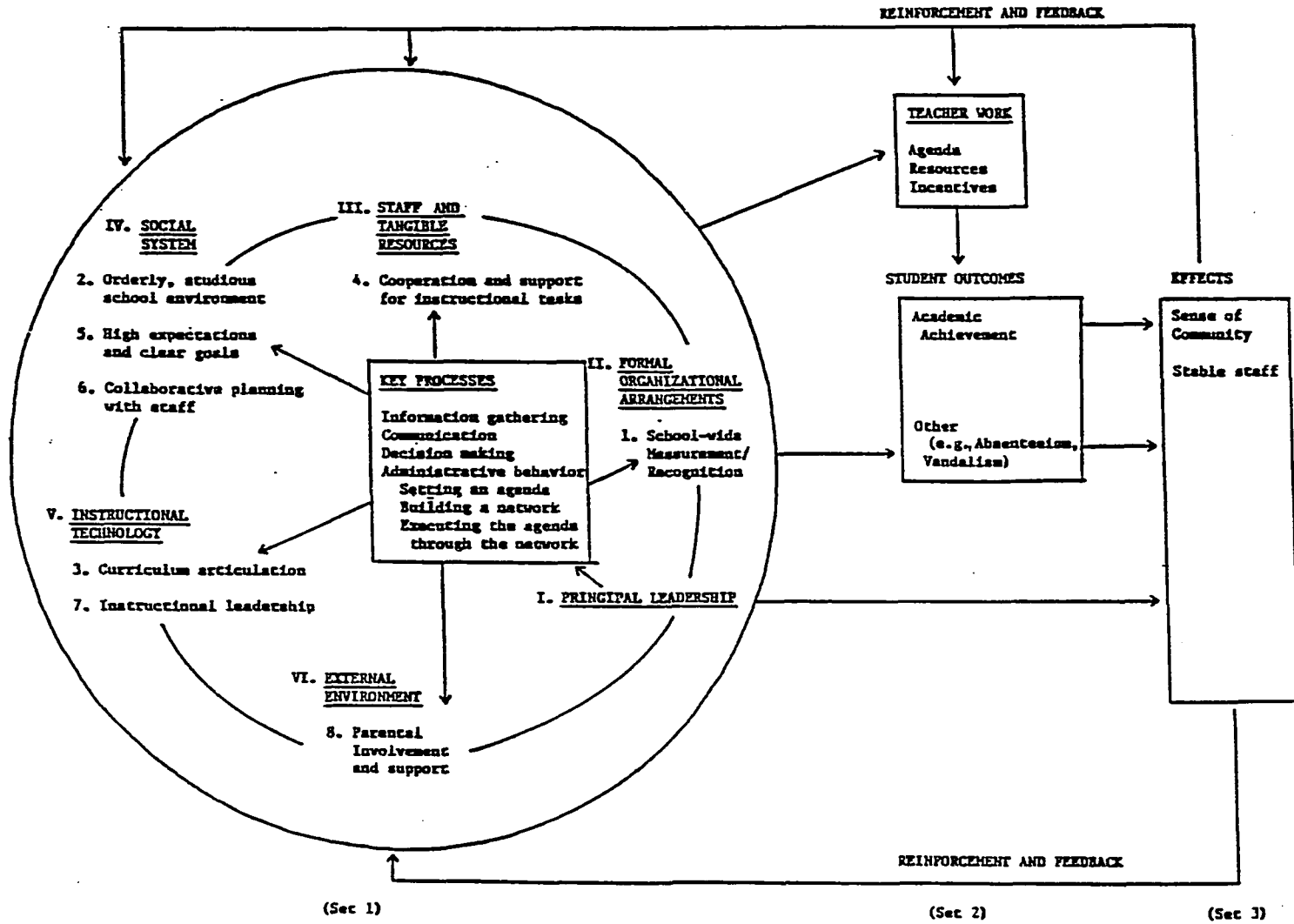
The second set (in the center of the model) are short-term direct outcomes.

The third set, labeled effects, includes variables that are long-term results of both short-term outcomes and the school characteristics.

The model graphically presents the role of the principal, recognized in the first set (left side) through principal leadership and his or her key processes of influence. It is through these progresses that the principal achieves goals and objectives for the other organizational variables. The remaining five organizational variables provide

Figure 1. Model of secondary school dynamics (79, p. 4; reprinted by permission)

FIGURE 1
MODEL OF SECONDARY SCHOOL DYNAMICS



the framework for listing the eight characteristics associated with effective secondary schools that are influenced by principal behavior.

The researchers agreed on the characterization of 335 behaviors, 133 ineffective and 202 effective behaviors within the eight characteristics. The resulting set of effective behaviors suggests actions that principals might take to improve their school's effectiveness. The ineffective behaviors were suggested as actions that principals might well avoid.

In addition to the 202 classified, effective behaviors, there were 167 additional effective behaviors identified that could not be classified under the eight characteristics, but considered worthy behaviors to improve school effectiveness. These were placed under 21 separate headings as were the 138 identified ineffective behaviors identified as behaviors to be avoided.

The study by Russell et al. (79) was assumed to contain 369 excellent behaviors to be considered for model PICs development of principal behaviors and activities for improvement of principal and school effectiveness.

Summary

The Review of Literature has focused on the secondary school principal, his or her leadership and leadership behaviors in the effective school movement, the importance of school climate, the principal's role and measured effectiveness.

The major question to be addressed is: what recognitions should a school district concede for the positive steps to be taken to develop

more effective secondary schools through improvement of principal performance?

This review of literature would indicate the acceptance of the following:

- 1) Recognition of the principal as educational leader of the school and focused attention on the individual school as the unit for effecting positive change (18, 37, 44, 77, 84).
- 2) Recognition of the principal's performance role in terms of task and management style within his or her total job description as principal (35, 71).
- 3) Recognition that a secondary principal performs many functions, as identified through time or critical work activity analysis, and that central office personnel should lend their support for reduction in noninstructional chores in favor of greater emphasis for functions related to instructional improvement (5, 45, 71).
- 4) Recognition that current studies for educational reform have included requirements for measures of accountability including the requirement for thorough administrative evaluation (15, 22).
- 5) Recognition that administrative evaluation has the two major purposes of formative and summative evaluation. Summative evaluation focuses on the individual and his or her performance while formative evaluation focuses on the educational system (15).
- 6) Recognition that specific leadership behaviors of principals

have been found or linked with successful school outcomes and principals did not or were not able to spend the majority of their working time devoted to these specific behaviors (45).

- 7) Recognition that principal evaluation for principal effectiveness with the purpose of professional development can be linked with the use of objective strategies for principal improvement (4, 10, 11, 32, 37, 41, 44, 74).
- 8) Recognition that practicing principal leadership style, skill development of personal traits that contribute to leadership success, and the study and application of leadership power or the manner in which leadership power is exercised, can best be understood and improvement made by the principal through work shop or inservice type training programs (11, 40, 41, 88).
- 9) The final recognition and purpose of this study is recognition that the effectiveness of practicing principals can be improved through a principal evaluation system using objective strategies called Performance Improvement Commitments (PICs). The utilization of PICs, with mutual agreement of principal and evaluator, carries the intent for improvement of principal performance through a continuum of leadership effort striving for school improvement. The focus for improvement is directed toward suggestions of effective principal behaviors and activities (model PICs), to be used as a basis for actual PIC development. The model PICs are researched activities and

behaviors linked with particular characteristics of effective schools for principal implementation for school improvement.

CHAPTER III. METHODS AND PROCEDURES

This study was designed to offer suggested strategies for improving secondary principal performance through the process of principal evaluation procedures with the use of written Performance Improvement Commitments (PICs), to be implemented during the next principal evaluation cycle. The model PICs are offered to practicing principals and supervisors of principals for cooperative development of individual principal Performance Improvement Commitment(s) for identified weakness revealed through the principal evaluation procedures. The model PICs are only suggestions and are not to be viewed as exhaustive or conclusive. Each model PIC must be judged for applicability and relevance considering the district, the school and the administrative philosophy of evaluation and the procedures employed for secondary principal assessment and evaluation. The intent of model PIC development was to link effective principal actions, activities, behaviors and procedures to researched characteristics of effective, successful, and/or more productive schools.

Initial Bank of PICs

Early in the process of review of literature for this study, worksheets were developed for the first written draft of each model PIC based on the structure of Noriega's Item Bank (Appendix A) developed in the design of an evaluation instrument for secondary principals. Noriega's Item Bank addressed ten performance areas for secondary principal evaluation, including five leadership behaviors and five management activities. The Item Bank contains thirty-seven suggested

criteria for principal evaluation within the performance areas.

The Noriega performance criteria were developed as a part of his work for the School Improvement Model (SIM) at Iowa State University. His principal rating format was a "Behaviorally Anchored Rating Scale" or BARS. The BARS Format is used for all performance evaluation instruments developed by SIM. Consequently, Noriega developed four suggested levels of principal performance for each of the thirty-seven criteria (Appendix A). The third level of performance, within the four suggested levels, was designated the suggested District Performance Standard.

Each model PIC worksheet included the first three suggested (lower) levels of principal performance, including the suggested District Performance Standard, for guidance in development of the model PIC. The PIC worksheet was utilized to draft model PIC Activities/Behaviors and suggested procedures to meet suggested Criteria and the suggested District Standard of Performance. Three copies were duplicated for each model PIC worksheet, thereby creating a reference set of three copies of worksheets for each of the thirty-seven essential criteria developed by Noriega for secondary principal evaluation.

This prototypic set of model PIC worksheets was utilized during a six-month review of literature for writing of a basic starter set of seventy-five model PICs. During the literature search, emphasis was on research that identified successful secondary principal behaviors or activities and procedures of school operation that lead to performance improvement resulting in a more productive, effective or outstanding school. Various researchers had different definitions of "more

productive," "effective" or "outstanding schools" and used one or more of these descriptive terms.

The most generally accepted definition of an effective school was proposed by Wilbur Brookoven at Michigan State University. Subsequently, this definition was popularized nationwide by his younger associates Larry Lezotte and Ronald Edmonds. This definition is based on the premise that all boys and girls can learn and that effective schools teach all boys and girls the basics needed for subsequent success.

Seventy-five model PICs were developed for a potential starter set for secondary principal performance improvement. The number of model PICs developed in support of each of Noriega's Item Bank of thirty-seven suggested criteria for principal evaluation is shown below.

	<u>Discriminating Areas</u>	<u>Model PICs</u>
I. SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT		
Criteria		
A.	Emphasizes student achievement on a regular basis.	- 4
B.	Organizes a system in which teachers work cooperatively to develop instructional objectives.	- 1
C.	Promotes activities to solve instructional problems.	- 1
D.	Provides a variety of instructional programs to meet the needs of individual learners.	- 3
E.	Establishes levels of expectation for student performance.	- 3
F.	Encourages all personnel to be effective for all students.	- 3
		<u>15</u>
II. SUPPORTS TEACHERS		
A.	Encourages collegial relationships among staff members.	- 4
B.	Utilizes a systematic approach in decision-making.	- 1
C.	Organizes faculty to solve curriculum problems.	- 1
		<u>6</u>
III. COORDINATES INSTRUCTIONAL PROGRAM		
A.	Facilitates the development of goals and objectives	

	for the school. PROCESS - QUALITY	- 2
	B. Supervises the implementation of the curriculum.	- 2
	C. Organizes the faculty to evaluate the curriculum.	- 1
		<u>5</u>
IV.	PROVIDES ORDERLY ATMOSPHERE	
	A. Evaluates the educational program.	- 1
	B. Provides necessary support in carrying out delegated responsibilities.	- 1
	C. Determines the use of instructional space.	- 1
	D. Designs and implements appropriate measures for addressing problems of students.	- 5
	E. Encourages collegial relationships among staff members.	- 3
		<u>11</u>
V.	PROMOTES PROFESSIONAL GROWTH	
	A. Identifies staff development needs.	- 2
	B. Strives for professional growth.	- 1
	C. Provides staff development activities.	- 1
		<u>4</u>
VI.	MAINTAINS PLANT FACILITIES	
	A. Provides for security of school facilities and safety of all personnel.	- 2
		<u>2</u>
VII.	PERFORMS ADMINISTRATIVE DUTIES	
	A. Develops the school's budget.	- 1
	B. Directs the problem-solving efforts of school management team.	- 1
	C. Evaluates school personnel.	- 5
	D. Delegates responsibilities to staff members.	- 1
	E. Implements organization policies.	- 1
		<u>9</u>
VIII.	MAINTAINS SCHOOL-COMMUNITY RELATIONS	
	A. Participates in appropriate community activities.	- 1
	B. Participates in school-sponsored events.	- 1
	C. Creates a climate that fosters good school-community relations.	- 1
	D. Communicates effectively with the school-communities.	- 3
	E. Demonstrates sensitivity and awareness of the diverse cultural groups within the school community.	- 3
		<u>9</u>

	<u>Discriminating Areas</u>	<u>Model PICs</u>
IX.	EVALUATES PUPIL PROGRESS	
	A. Evaluates student progress in relation to instructional objectives.	- 1
	B. Maintains a well-organized and comprehensive testing program.	- 2
		<u>3</u>
X.	SUPERVISES STUDENT PERSONNEL	
	A. Establishes levels of expectation for student performance.	- 3
	B. Establishes high standards of conduct for students.	- 4
	C. Keeps students informed of school goals, policies, and activities.	- 3
	D. Works with problem students in designing appropriate behavior measures that maintain consistent discipline for all.	- 1
		<u>11</u>
	Starter Set--Model PICs	<u>75</u>

Fifty-eight model PICs, or 77 percent, were justified by five sources located through the review of literature, while fifteen, or 20 percent, were developed by the researcher.

Forty-seven of the fifty-nine model PICs were developed from two recent studies of practicing principal behaviors. The Far Western Laboratory research group studied fifty-three secondary principals in three western states. Principals were identified who were managing interesting and creative programs. The study, in catalogue form, offered 173 principal activities or programs and practices that principals were using in dealing with some common instructional management problems. The catalogue of activities was divided into the following major topics: 1) Selecting, Training, and Developing Staff; 2) Improving and Maintaining Staff Attitudes; 3) Improving and Maintaining Student Attitudes; 4)

Improving and Maintaining Student Discipline; 5) Improving and Maintaining Academic Performance; 6) Providing a Diversified Curriculum; 7) Using Computers; 8) Teaching Students with Special Needs; and 9) Obtaining Community Support. Also helpful for this research was the discussion of advantages and disadvantages section that followed each major topic which presented the positive and negative consequences the principals saw resulting from their particular programs and practices.

The Center for Educational Policy and Management at the University of Oregon studied sixteen secondary schools in Oregon and Kentucky. Principals, administrators, teachers, superintendents, classified staff, parents and students were interviewed to determine effective and ineffective principal behaviors that participants had observed that were related to each of eight characteristics associated with effective schools studies. The eight effective schools characteristics identified in this study from the review of literature were: 1) School-wide measurement recognition of academic success; 2) An orderly, studious school environment; 3) Emphasis on curriculum articulation; 4) Support for instructional tasks; 5) High expectations and clear goals for student performance; 6) Collaborative planning with staff; 7) Instructional leadership; 8) Parental involvement and support. The study contained 335 identified behaviors, 133 ineffective secondary principal behaviors and 202 effective behaviors with the eight selected characteristics. An additional 167 effective behaviors and 138 ineffective behaviors were identified which could not be classified under one of the eight major characteristics of an effective school.

These two studies supplied over 540 effective secondary principal behaviors or activities for consideration for model PIC development. Eight, or 10 percent of the model PICs, were developed from educational administrative research by Human Synergistics, Inc., a private-sector management organization, who recently completed an extensive study to identify educational leadership and management skills critical to creating and maintaining outstanding schools. This organization targeted their administrative self-analysis and self-improvement program to elementary, secondary, and central office school administrators.

The remaining four model PICs were developed from management-type data found in the review of literature.

Pilot Testing Model PICs

An educational administrative class (Fall, 1986) of twenty-seven Iowa State University graduate students was used to pilot test the worksheet drafts of the seventy-five model PICs. This supervision class was taught the fundamentals of performance appraisal including the use and writing of Performance Improvement Commitments. The students were then asked to evaluate the model PICs for an assessment of the quality of each PIC based on: 1) a rating of the activity/behavior; 2) a rating of the procedures; and 3) a rating of the appraisal method for PIC accomplishment. A copy of the analysis form is shown in Appendix D. The third point of analysis, an assessment of the appraisal method of the model PIC, was deleted from analysis as no attempt was made to recommend an appraisal method in the suggested Model PIC development. The students

also recommended dropping the appraisal method.

The possible weighted scoring for the two areas of interest (Appendix D) for analysis of each of the seventy-five drafts of model PICs follows:

1) Activity/behavior area, range of weighted score 0-15 points:

Criteria	Score
A. Not written as a target	0 points x 5 equal 0 quality points
B. PIC stated in vague terms	1 point x 5 equal 5 quality points
C. PIC stated in terms of a specific behavior, but is not measurable	2 points x 5 equal 10 quality points
D. PIC stated in terms of a specific, measurable behavior	3 points x 5 equal 15 quality points

2) Procedures area, range of weighted score 0-5 points:

Criteria	Score
A. Procedures not included	0 points x 2.5 equal 0 quality points
B. Procedure is incomplete or vague	1 point x 2.5 equal 2.5 quality points
C. Procedure is complete and clear	2 points x 2.5 equal 5 quality points

Graduate student analysis of the model PICs worksheets contained both numerical ratings and comments of analysis. Thirty-three, or 44 percent, of the seventy-five model PICs received comments or suggestions for improvement.

Each of the seventy-five model PICs was reviewed and revised after the analysis of the pilot test and typed into final PIC form for field testing and final analysis by expert jury. The three levels of suggested principal performance, from Noriega's Item Bank, and included in the model PICs worksheets for guidance in model PICs development were not

included in the typed model PICs for the remaining steps of analysis.

Field Testing Model PICs

The seventy-five model PICs were next reviewed for analysis of PICs quality by the deputy superintendent of the Springfield Missouri Public Schools. The Springfield Public Schools has a total enrollment in grades kindergarten through grade twelve of 24,000 pupils, with 11,000 secondary school enrollment in grades seven through twelve. There are fourteen secondary schools, thirty-nine secondary school principals, including twenty-five assistant secondary school principals and fourteen secondary school principals.

Dr. Joel Denney, Deputy Superintendent, reviewed each of the seventy-five model PICs with response to three questions for each model PIC: 1) Would the PIC help a principal improve who had this identified weakness? 2) Have we left out any activities or behaviors? 3) Have we left out any procedures? Dr. Denney (and his district) had four years of experience with the Iowa State University School Improvement Model. In that capacity, he had annually evaluated twenty principals and was very skilled at writing individual performance improvement commitments.

Ninety-six percent, or 72 of the 75 model PICs, were judged from the Springfield field testing to be helpful in working with a principal with an identified weakness.

Expert Jury for Final Model PIC Selection

The favorable results from field testing of secondary principal PIC quality prompted the submission of the seventy-five model PICs for

Expert Jury selection to obtain a "Starter Set" of model PICs. The expert jury consisted of superintendents selected from Iowa public school districts. The school districts chosen represented a small, medium and large-sized district, viz., Gilbert Community School, Gilbert Iowa, 610 total K-12 enrollment, 280 secondary enrollment in grades 7-12, with one secondary school and one secondary school principal; Davis County Community School, Bloomfield, Iowa, 1,500 total K-12 enrollment, 680 secondary enrollment grades 7-12, with one secondary school, one secondary school principal and one assistant secondary school principal; and the Council Bluffs Community School, Council Bluffs, Iowa, with an estimated 9,900 total K-12 enrollment. Each of the jury members had extensive experience at evaluation of principals and were knowledgeable about written agreements for performance improvement.

Jury members were asked to respond to a yes or no question for each PIC; would this model PIC help you, jointly develop with a secondary principal, a Performance Improvement Commitment (PIC) to help the principal who had this identified weakness? Completed surveys were received from two of the experts. The Council Bluffs superintendent was unable to supply the requested analysis.

The results of analysis of model PICs during Field Testing and Expert Jury Selection were utilized for final selection of model PICs for establishment of a "Starter Set" for school district use within their secondary principal evaluation system for principal improvement.

CHAPTER IV. FINDINGS OF THE STUDY

Introduction

The purpose of this chapter is to report the results of this study to design an initial bank of model Performance Improvement Commitments (PICs) for suggested strategies for secondary principal improvement. Due to the exploratory nature of this investigation of the problem, this chapter is divided into two parts: 1) Model PIC development; and 2) Initial PICs bank or "starter set" for use by practicing supervisors of secondary school principals.

Model PIC Development

Noriega's ten research-based areas of responsibilities of secondary school principals, which included thirty-seven suggested performance criteria and standards for district performance, were incorporated as the foundation for model PIC construction. Seventy-five suggested model PICs were developed for establishment of an initial bank of model PICs. Sixty, or 80 percent, were developed from leadership and management strategies found in the review of literature. The remaining fifteen, or 20 percent, were researcher developed.

Table 1 presents the distribution from pilot testing of the quality of the seventy-five PIC worksheet drafts. PIC quality was evaluated by an Iowa State University graduate level educational administration class of twenty-seven students.

Two pilot test questions were used for evaluation of PIC quality for assessment of the model PIC Activity or Behavior and Procedures. The

Table 1. Pilot test ratings of PICs

Number of PICs	<u>Quality points for PICs</u>		Total quality points	PICs quality rating
	Activity or behavior	Procedure		
27	15	5	20	Excellent
2	15	2.5	17.5	Good
19	10	5	15	Good
11	10	2.5	12.5	Poor
8	5	5	10	Poor
7	5	2.5	7.5	Poor
<u>1</u>	0	2.5	2.5	Poor
75				

possible points for these questions of PIC quality were: zero to 15 quality points for judgment of PIC Activity or Behavior; zero to five quality points in judgment of PIC Procedures; or total quality points rating ranging from zero to 20 points. A PIC quality rating scale with classifications of poor, good, and excellent was then established to classify the judgments of model PIC quality from field testing.

A model PIC worksheet receiving a total of 20 quality points was determined to have received a perfect score based on the two pilot test questions for evaluation of the quality of the model PIC: 15 quality points for the PIC Activity or Behavior stated in terms of a specific and measurable behavior and five points received for the PIC Procedures stated in complete and clear form. Twenty-seven model PICs, or 36 percent, were judged as excellent PICs.

A PIC with a rating of 15 to 17.5 total quality points was considered to have a good rating, with the model PIC receiving an

Activity or Behavior score of 15 points, a perfect score, or a near-perfect score of 10 points for the PIC Activity or Behavior along with a perfect score of five quality points for the Procedures area. Twenty-one model PICs, or 28 percent, were determined to be good PICs, with the greatest need for clarification of the PIC Activity or Behavior to be stated in measurable terms.

A PIC with a rating of 2.5 through 12.5 quality points was considered a poor PIC. Twenty-seven model PICs, or 36 percent, were judged in need of considerable modification in both the areas of Activity or Behavior and Procedures.

Final analysis of the worksheet model PICs revealed fifty-four, or 72 percent of the seventy-five drafts of model PICs, received a perfect score in the Procedures area. The suggested procedures were stated in complete and clear form. Only 29 percent, or twenty-nine of the seventy-five model PICs received a perfect score in the Activity or Behavior area.

In all, pilot testing revealed: 36 percent excellent PICs; 28 percent good PICs; and 36 percent were judged as poor PICs. Thirty-nine, or 44 percent, of the seventy-five model PICs evaluated contained comments or suggestions for improvement. Each of the seventy-five PICs was reviewed. Few changes were made in the twenty-seven PICs that received an excellent rating. Thirty-seven PICs, or 77 percent, were revised within the forty-eight PICs that were judged to be good or poor PICs. Twenty-eight PICs were revised, in either the Activity and Behavior area or Procedure area, with the major revision being

restatement of PIC Activity or Behavior in measurable terms; fourteen of the twenty-one PICs with a good quality rating and fourteen of the twenty-seven PICs judged as poor quality. Nine of the poor quality PICs were corrected for both PIC Activity or Behavior and PIC Procedures.

Following the PICs revisions, the seventy-five model PICs were typed into final form for field testing and analysis by expert jury. The three levels of suggested principal performance from Noriega's Item Bank that had been a part of model PIC worksheet included in PIC development and pilot testing were deleted from the typed Model PIC for the last two steps of analysis. The suggested performance levels had been helpful guideposts only for initial model PIC development.

Table 2 contains the quality rating of each model PIC from field testing by the deputy superintendent of the Springfield Missouri Public Schools who is responsible for supervision of thirty-nine secondary school principals. The deputy superintendent was provided a copy of "Guidelines for Utilization of Secondary School Principal Performance Improvement Commitments (PIC) for Job Improvement" (Appendix C), a comparison of the seventy-five model PICs with the Springfield Public Schools Secondary Principals' Performance Area and Criteria for Evaluation System (Appendix E), and an analysis form which was attached to each model PIC (Appendix F).

The analysis form of PIC quality asked three questions of each model PIC: 1) Would the PIC help a principal improve who had this identified weakness? 2) Are any activities or behaviors left out? 3) Are any procedures left out?

Table 2. PIC quality analysis--from field testing

PIC cri- terion number	PIC page number	Abridged PIC	Questions						
			1. Would PIC help principal improve who had this identified weakness?		2. Are any activities or behav- iors left out?		3. Are any procedures left out?		
			Yes	No	Yes	No	Yes	No	
I.A.1	1	Provide recognition programs	X			X			X
I.A.2	2	Establish objective-based testing	X			X			
I.A.3	3	Provide recognition of academic success	X			X			X
I.A.4	4	Special effort for recog. academic Ach.		X	X				
I.B.1	5	Instr. obj.-curr. guides, ea. subject	X			X			X
I.C.1	6	Activities for solutions-instr. prob.	X			X			X
I.D.1	7	Sp. ed.-phy. disabled instr. environ.	X			X			X
I.D.2	8	Establish more focused acad.-programs	X			X			X
I.D.3	9	Instr. prog. for ESL students	X			X			X
I.E.1	10	Establish school-wide acad. req.	X			X			
I.E.2	11	Student orient. prog. for acad. goals	X			X			X
I.E.3	12	Est. prog. for levels of pupil ach.	X			X			X
I.F.1	13	Counseling prog. to challenge students	X			X			X
I.F.2	14	Shall estab. student grading-standards	X			X			X
I.F.3	15	Direct a prog.-test. mastery skills	X			X			X
II.A.1	16	Establish yearly focus on school needs	X		X				
II.A.2	17	Recognize and support teachers' effort	X		X				
II.A.3	18	Impl. teach. climate-personal approach	X			X			X
II.A.4	19	Support teachers' actions/needs	X			X			X
II.B.1	20	Solicit teacher opinion for decisions	X			X			X
II.C.1	21	Organ. faculty to solve curr. problems	X			X			X
III.A.1	22	Establish sch. goals & obj-staff input	X		X			X	
III.A.2	23	Establish sch. goals & obj-staff input	X			X			X

Table 2. (continued)

PIC cri- terion number	PIC page number	Abridged PIC	Questions						
			1. Would PIC help principal who had this identified weakness?		2. Are any activities or behaviors left out?		3. Are any procedures left out?		
			Yes	No	Yes	No	Yes	No	
III.B.1	24	Actions to insure impl. of sch. curr.	X			X			X
III.B.2	25	Det. curr. sequence exists-adhered to	X			X			X
III.C.1	26	Org. of faculty to evaluate curriculum	X			X			X
IV.A.1	27	Respons. eval. of sch. ed. program	X			X			X
IV.B.1	28	Provide support carrying out del. resp.	X			X			X
IV.C.1	29	Respons. for scheduling instr. space	X			X			X
IV.D.1	30	Prescribe proc. enforce. sch. rules	X			X			X
IV.D.2	31	Prescribe dealing with student infract.	X			X			X
IV.D.3	32	Develop school discipline policy	X			X			X
IV.D.4	33	Find solut.-prob. loitering, vand. fight.	X			X			X
IV.D.5	34	Prescribe dealing with student infract.	X			X			X
IV.E.1	35	Prov. resour. & support. environment	X			X			X
IV.E.2	36	Seek staff input-advice	X			X			X
IV.E.3	37	Firm stand-teach. perf. below standard	X			X			X
V.A.1	38	Training & assist. for new teachers	X			X			X
V.A.2	39	Determine staff development needs	X			X			X
V.B.1	40	Demonstrate interest for prof. growth	X			X			X
V.C.1	41	Provide in-house staff dev. activities	X			X			X
VI.A.1	42	Proc. for security (vand., burg., arson)	X			X			X
VI.A.2	43	Proc. for sec. (disrupt., fighting)	X			X			X
VII.A.1	44	Determ. of the school budget	X			X			X
VII.B.1	45	Direct prob.-solving eff. sch. mgt. team	X		X				X
VII.C.1	46	Impl. proc. to evaluate staff perf.	X			X			X
VII.C.2	47	Conduct pre-post teach. eval. conf.	X		X				X

Table 2. (continued)

PIC cri- terion number	PIC page number	Abridged PIC	Questions					
			1. Would PIC help principal improve who had this identified weakness?		2. Are any activities or behaviors left out?		3. Are any procedures left out?	
			Yes	No	Yes	No	Yes	No
VII.C.3	48	Increase supv-eval activities by 10%	X			X		X
VII.C.4	49	Shall monitor personnel performance	X			X		X
VII.C.5	50	Shall hire an effective staff		X				
VII.D.1	51	Shall delegate part of work load	X			X		X
VII.E.1	52	Respons. for imple. sch. financ. proc.	X			X		X
VIII.A.1	53	Demon. prof. commit. beyond the school	X			X		X
VIII.B.1	54	Demon. pers.-prof. commit. time & eff.	X			X		X
VIII.C.1	55	Respons. for sch.-comm. climate	X			X		X
VIII.D.1	56	Shall reach out to community	X			X		X
VIII.D.2	57	Ident. strategies for comm. involve.	X			X		X
VIII.D.3	58	Implement plan for comm. participation	X			X		X
VIII.E.1	59	Establ. recog. prog. ethnic. div. pop.		?				
VIII.E.2	60	Imple. awards prog.-minority students	X			X		X
VIII.E.3	61	Promote minority student responsibility	X			X		X
IX.A.1	62	Provide pupil test results-teacher anal.	X		X		X	
IX.B.1	63	Implementation of comp. testing prog.	X			X		X
IX.B.2	64	Direct prog. staff util. of test results	X			X		X
X.A.1	65	Imple. student self-esteem-perf. program	X			X		X
X.A.2	66	Imple. prog. to improve staff-student rel.	X			X		X
X.A.3	67	Imple. prog. teach.-student advise. prog.	X		X			
X.B.1	68	Promote student responsibility	X			X		X
X.B.2	69	Promote student responsibility	X			X		X
X.B.3	70	Personally enf. student discipline	X			X		
X.B.4	71	Establ. & enforce code of conduct	X			X		X
X.C.1	72	Promote student respons. through involve.	X			X		X

Table 2. (continued)

PIC cri- terion number	PIC page number	Abridged PIC	Questions						
			1. Would PIC help principal improve who had this identified weakness?		2. Are any activities or behaviors left out?		3. Are any procedures left out?		
			Yes	No	Yes	No	Yes	No	
X.C.2	73	Promote student respons. through involve.	X			X			X
X.C.3	74	Establish student orientation prog.	X			X			X
X.D.1	75	Prob. student behavior modificat. plan.	X			X			X

Seventy-two, or 96 percent, of the seventy-five model PICs were judged to be helpful suggestions to improve the performance of a secondary school principal. Three model PICs (PIC four--The principal shall make special efforts to give high quality recognition for academic achievement; PIC 50--The principal shall hire an effective staff; PIC 59--The principal shall establish a recognition program of technically diverse study body), or four percent, were rejected in the field test as helpful suggestions to improve principal performance. PIC four was rejected due to the lack of procedural substance, PIC 50 was rejected because the rater did not relate principal evaluation to PIC procedure of recruitment, screening and employment of staff, while PIC 59 was not evaluated by the rater because he did not understand the PIC procedure.

Among the seventy-two model PICs judged to be helpful suggestions for principal improvement, seven model PICs were judged in need of additional clarification in the area of suggested Activities or Behaviors. Only two model PICs were judged in need of further clarification in the area of suggested Procedures.

These comments, or specific suggestions for clarification of the seven model PICs, were judged to reflect the rater's personal administrative philosophy and educational administrative mode of operation. The rater's minimal suggestions for clarification probably indicates the worth of model PICs written as only suggestion for design of a performance improvement commitment for secondary principal improvement and the intent that a model PIC is not to be viewed as exhaustive or conclusive.

Similar problems were encountered for selection of behaviors or activities and procedures for initial design of model PICs. The major focus for inclusion of a suggested secondary principal behavior or action and procedures in a model PIC was to create a sufficiently generic model for principal improvement for districts with considerable size variances and to bridge the gap of geographical supervision separation. Thus, it was decided to submit the seventy-five model PICs to the expert jury in current form due to the 96 percent acceptance level from field testing; subsequently, any changes in PIC final form from field testing would be made after assessment from expert jury.

Table 3 shows the quality rating of each model PIC from expert jury testing by the superintendents from Gilbert Community School, Gilbert, Iowa, and Davis County Community School, Bloomfield, Iowa. The PIC analysis form (Appendix F) asked each superintendent to respond to one yes or no question for each model PIC: Would this PIC help a principal improve this identified weakness?

The superintendent from the Gilbert Community School district gave approval of sixty-five of the seventy-five model PICs, or 87 percent, while the superintendent from the Davis County Community School district approved sixty-eight, or 91 percent, of the model PICs. Both superintendents mutually rejected PIC number twelve--The principal shall direct a school program for effective levels of pupil achievement. Few comments were received from superintendents. The Gilbert superintendent made no comments in his analysis, while the Davis County superintendent commented on only twelve PICs. The Gilbert superintendent rejected PIC

Table 3. PIC quality analysis--from expert jury

PIC cri- teria number	PIC page number	Abridged PIC	Would this PIC help a principal improve this identified weakness?			
			Gilbert		Davis Co.	
			Yes	No	Yes	No
I.A.1	1	Provide recognition programs	X		X	
I.A.2	2	Establish objective-based testing		X	X	
I.A.3	3	Provide recognition of acad. success	X		X	
I.A.4	4 ^a	Special effort for recog. acad. ach.	X		X	
I.B.1	5	Instr. obj.-curr. guides, ea. subject	X		X	
I.C.1	6	Activities for solutions-instr. prob.	X		X	
I.D.1	7	Sp. Ed.-phy. disabled instr. environ.	X		X	
I.D.2	8	Establish more focused acad. programs	X		X	
I.D.3	9	Instr. prog. for ESL students	X		X	
I.E.1	10	Establish school-wide acad. req.	X		X	
I.E.2	11	Student orient. prog. for acad. goals	X		X	
I.E.3	12	Est. prog. for levels of pupil ach.		X		X
I.F.1	13	Counseling prog. to challenge students	X		X	
I.F.2	14	Shall estab. student grading standards	X		X	
I.F.3	15	Direct a prog.-test. mastery skills		X	X	
II.A.1	16	Establish yearly focus on school needs	X			X
II.A.2	17	Recognize and support teachers' effort	X		X	
II.A.3	18	Impl. teach. climate-personal approach	X		X	
II.A.4	19	Support teachers' actions/needs	X		X	
II.B.1	20	Solicit teacher opinion for decision	X	X		
II.C.1	21	Organ. faculty to solve curr. problems	X		X	
III.A.1	22	Establish sch. goals & obj-staff input	X		X	
III.A.2	23	Establish sch. goals & obj-staff input	X		X	
III.B.1	24	Actions to insure impl. of sch. curr.	X		X	
III.B.2	25	Det. curr. sequence exists-adhered to	X		X	
III.C.1	26	Org. of faculty to evaluate curriculum	X		X	
IV.A.1	27	Respons. eval. of sch. ed. program	X		X	
IV.B.1	28	Provide support carrying out del. resp.	X		X	
IV.C.1	29	Respons. for scheduling instr. space	X		X	
IV.D.1	30	Prescribe proc. enforce. sch. rules	X		X	
IV.D.2	31	Prescribe dealing with student infract.	X		X	
IV.D.3	32	Develop school discipline policy	X		X	
IV.D.4	33	Find solut-prob. loitering, vand. fight.	X		X	
IV.D.5	34	Prescribe dealing with student infract.	X		X	
IV.E.1	35	Prov. resour. & support. environment	X		X	
IV.E.2	36	Seek staff input-advice	X		X	

^aPICs judged not to be helpful from field testing.

Table 3. (continued)

PIC cri- teria number	PIC page number	Abridged PIC	Would this PIC help a principal improve this identified weakness?			
			Gilbert		Davis Co.	
			Yes	No	Yes	No
IV.E.3	37	Firm stand-teach. perf. below standard	X		X	
V.A.1	38	Training & assist. for new teachers	X		X	
V.A.2	39	Determine staff development needs	X		X	
V.B.1	40	Demonstrate interest for prof. growth	X		X	
V.C.1	41	Provide in-house staff dev. activities	X		X	
VI.A.1	42	Proc. for security (vand., burg., arson)	X		X	
VI.A.2	43	Proc. for sec. (disrupt., fighting)	X		X	
VII.A.1	44	Determ. of the school budget	X		X	
VII.B.1	45	Direct prob.-solv. eff. sch. mgt. team	X		X	
VII.C.1	46	Impl. proc. to evaluate staff perf.		X	X	
VII.C.2	47	Conduct pre-post teach. eval. conf.	X		X	
VII.C.3	48	Increase supv-eval activities by 10%	X			X
VII.C.4	49	Shall monitor personnel performance	X		X	
VII.C.5	50 ^a	Shall hire an effective staff	X			X
VII.D.1	51	Shall delegate part of work load	X		X	
VII.E.1	52	Respons. for imple. sch. financ. proc.	X		X	
VIII.A.1	53	Demon. prof. comit. beyond the school		X	X	
VIII.B.1	54	Demon. pers.-prof. commit. time & eff.	X		X	
VIII.C.1	55	Respons. for sch.-comm. climate	X		X	
VIII.D.1	56	Shall reach out to community	X		X	
VIII.D.2	57	Ident. strategies for comm. involve.	X		X	
VIII.D.3	58	Implement plan for comm. participation		X	X	
VIII.E.1	59 ^a	Establ. recog. prog. ethnic. div. pop.	X			X
VIII.E.2	60	Imple. awards prog.-minority students	X		X	
VIII.E.3	61	Promote minority student responsibility		X	X	
IX.A.1	62	Provide pupil test results-teacher anal.	X		X	
IX.B.1	63	Implementation of comp. testing prog.	X		X	
IX.B.2	64	Direct prog. staff util. of test results	X		X	
X.A.1	65	Imple. student self-esteem-perf. prog.	X		X	
X.A.2	66	Imple. prog. to improve staff-stud. rel.	X		X	
X.A.3	67	Imple. prog. teach.-stud. advise. prog.		X	X	
X.B.1	68	Promote student responsibility	X		X	
X.B.2	69	Promote student responsibility	X			X
X.B.3	70	Personally enf. student discipline	X			X
X.B.4	71	Establ. & Enforce code of conduct	X		X	
X.C.1	72	Promote student respons. thru involve.		X	X	
X.C.2	73	Promote student respons. thru involve.	X		X	
X.C.3	74	Establish student orientation prog.	X		X	
X.D.1	75	Prob. student behavior modifica. plan	X		X	

number fifty-three--The principal shall demonstrate professional commitment extending beyond the school--while the Davis County superintendent commented that it was a good PIC!

Initial PICs Bank

The results of analysis of model PIC quality from field testing and expert jury selection were used for final selection of the model PICs to be included in the initial PICs bank. These results can be used by practicing supervisors of secondary school principals.

The criteria used to establish the initial PICs bank was from the judgments of each PIC quality by the superintendent from field testing and the two superintendents from expert jury selection. A model PIC which received two superintendents' no votes to the question, "Would the PIC help the principal improve who had this identified weakness?", was removed from the original set of 75 suggested model PICs. (See Table 3 titled PIC quality analysis from expert jury.)

Three model PICs were removed from the original set based on the above stated criteria. Model PIC--The principal shall direct a school program for effective levels of pupil achievement (12)--was rejected by both superintendents from expert jury selection. Two PICs--The principal shall hire an effective staff (50), and The principal shall establish a recognition program of technically diverse studentbody (59)--were both rejected by the superintendent from field testing and one superintendent from the expert jury. Copies of the three suggested model PICs removed from the original set of PICs can be found in Appendix H.

Further review of comments made by superintendents from field testing and expert jury selection were judged sufficient to cause the following minor changes to individual PICs: word, or change in terms, for two PICs and typographical corrections to six PICs. Additional adjustments were made in the following PICs. The last procedure of model PIC--The principal is responsible for making the final decision about which students are not allowed to graduate or receive a high school diploma (10)--was deleted from Procedures section of PIC based on comments from two of the three superintendents who judged the PIC to be a helpful suggestion without this particular procedure.

The Procedures within PIC--The principal shall establish a yearly focus on common school needs (16)--were enhanced with the addition of recommended procedures for a school needs assessment study from the recommendation of the Deputy Superintendent of Springfield Missouri Public Schools. The first suggested Procedure of PIC--The principal shall conduct a pre- and post-evaluation conference with teacher (47)--was also expanded to include the suggestion for review of lesson to be observed in relation to the prescribed district curriculum, following recommendation by Dr. Denney, Deputy Superintendent from Springfield. The third Procedure of PIC--The principal shall personally enforce discipline with students (70)--was amended from recommendation of the Deputy Superintendent in field testing to include the responsibility of the principal for final decision about which students are not allowed to graduate within written district standards. This PIC had been rejected by one expert jury superintendent based on question of principal

authority, while the Deputy Superintendent qualified his acceptance of the PIC with sufficient language to clarify the principal's authority to determine student successful completion of requirements for high school graduation.

Three model PICs were judged good PICs by the Deputy Superintendent from Springfield: PIC--The principal shall be responsible to organize the staff to cooperatively develop instructional objectives, within the curricular guides, for each subject area of the schools' curricular offering (5); PIC--The school principal shall establish more focused and demanding academic programs to ensure that students are prepared for work or college (8); and PIC--The principal shall be responsible for the organization of the school faculty to evaluate the curriculum (26). The Davis County superintendent rated the following PICs as good: PIC--The principal shall establish school goals and objectives through staff input and participation (22 and 23); PIC--The principal shall demonstrate professional commitment extending beyond the school (53); and PIC--The principal shall be responsible for fostering a climate that promotes a good school-community relationship (55).

Seven model PICs were identified as good PICs. Three PICs were researcher developed, two were developed from the educational research of practicing principals' effective behaviors or activities, and two model PICs were developed from a basis from a private sector management organization. Table 4 records the record of all remaining general comments received from PIC quality analysis in field testing and expert jury selection.

Table 4. General comments from field testing and expert jury selection

PIC page number	Comments	Source of comments	
		Field testing	Expert jury
2	"consideration for sp. ed. students."	X	
2	"needs staff development work with teachers prior to implementation."		X
4	"The procedure suggests a consideration for a PR plan. I think procedure lacks substance."	X	
7	"However, I like PIC I.D.2 better."	X	
17	"I'm not satisfied with the procedures noted. Will these procedures encourage collegial relationships or promote competitiveness? What does the research say?"	X	
18	"Except I do not like procedure #3. The principal is not a high-priced substitute."	X	
19	"Procedure one, picky, too trite."	X	
22	"Procedure two should include: E. Formal needs assessment instrument, and F. School climate studies."	X	
30	"A little weak--needs more detail for principal to work with development points."		X
45	"An activity needed which addresses the principal's skill in promoting change."	X	
46	"Procedure #1 may reflect a visitation schedule too intense for the principal."	X	
48	"I like the idea, but I don't have adequate time to do this properly."		X
62	"What about a procedure to desegregate test score data (by sex, race, socioeconomic variables, etc.)?"	X	
67	"How about utilizing a formal model (such as TESA) to realize this PIC?"	X	
69	"Procedure needs to be a little more concrete."	X	
73	"OK--since there is only one procedure with this PIC, why not incorporate this PIC with another procedure (such as X.C.1)?"	X	

The remaining general comments in Table 4 were reviewed for possible changes or amendments to existing PICs. The comments ranged from questions, reflections concerning PIC implementation, and suggestions for PIC procedure improvement. There were no comments by two or more superintendents in Table 4 directed at a single PIC that were judged significant to warrant further model PIC adjustment. All fifteen PICs addressed in Table 4 received two or more judgments as helpful suggestions for principal improvement from the three superintendents. It was decided not to change or alter any of the sixteen model PICs for which general comments were recorded in Table 4.

Table 5 represents the distribution of the initial bank of seventy-two model PICs developed for each of Noriega's Item Bank of thirty-seven suggested performance criteria (Appendix A) for secondary principal evaluation.

The developmental process has produced an initial bank of seventy-two model secondary principal Performance Improvement Commitments (PICs) (Appendix B) that should be of use to supervisors of principals wishing to increase or insure a principal's commitment to the school district's established direction for improvement. Guidance for utilization of secondary principal model PICs is provided in Appendix C.

The Initial Bank, or starter set, of seventy-two model PICs is offered for practical assistance for supervisors of secondary school principals to go beyond oral coaching and assistance for improving each principal's performance during his/her next evaluation cycle.

Table 5. Recommended PICs classified by principal performance criteria

Areas of principal responsibilities	Tot PICs	Noreiga's Performance Criteria	PICs within criteria
I. SETS INSTRUCTIONAL STRATEGIES/ EMPHASIZES ACHIEVEMENT	14	A. Emphasizes student achievement on a regular basis.	4
		B. Organizes a system in which teachers work cooperatively to develop instructional objectives.	1
		C. Promotes activities to solve instructional problems.	1
		D. Provides a variety of instructional programs to meet the needs of individual learners.	3
		E. Establishes levels of expectation for student performance.	2 ^a
		F. Encourages all personnel to be effective for all students.	3
II. SUPPORTS TEACHERS	6	A. Encourages collegial relationships among staff members.	4
		B. Utilizes a systematic approach in decision-making.	1
		C. Organizes faculty to solve curriculum problems.	1
III. COORDINATES INSTRUCTIONAL PROGRAM	5	A. Facilitates the development of goals and objectives for the school PROCESS QUALITY.	2
		B. Supervises the implementation of the curriculum.	2
		C. Organizes the faculty to evaluate the curriculum.	1
IV. PROVIDES ORDERLY ATMOSPHERE	11	A. Evaluates the educational program	1
		B. Provides necessary support in carrying out delegated responsibilities.	1
		C. Determines the use of instructional space.	1

^aIndicates a model PIC was removed from PIC item bank for the establishment of Initial PICs Bank.

Table 5. (continued)

Areas of principal responsibilities	Tot PICs	Noreiga's Performance Criteria	PICs within criteria
		D. Designs and implements appropriate measures for addressing problems of students.	5
		E. Encourages collegial relationships among staff members.	3
V. PROMOTES PROFESSIONAL GROWTH	4	A. Identifies staff development needs.	2
		B. Strives for professional growth.	1
		C. Provides staff development activities.	1
VI. MAINTAINS PLANT FACILITIES	2	A. Provides for security of school facilities and safety of all personnel.	2
VII. PERFORMS ADMINISTRATIVE DUTIES	8	A. Develops the schools' budget.	1
		B. Directs the problem-solving efforts of school management team.	1
		C. Evaluates school personnel.	4 ^a
		D. Delegates responsibilities to staff members.	1
		E. Implements organization policies.	1
VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS	8	A. Participates in appropriate community activities.	1
		B. Participates in school-sponsored events.	1
		C. Creates a climate that fosters good school-community relations.	1
		D. Communicates effectively with school-communities.	3
		E. Demonstrates sensitivity and awareness of the diverse cultural groups within the school community.	2 ^a
IX. EVALUATES PUPIL PROGRESS	3	A. Evaluates student progress in relation to instructional	

Table 5. (continued)

Areas of principal responsibilities	Tot PICs	Noreiga's Performance Criteria	PICs within criteria
		objectives.	1
		B. Maintains a well-organized and comprehensive testing program.	2
X. SUPERVISES STUDENT PERSONNEL	11	A. Establishes levels of expectation for student performance.	3
		B. Establishes high standards of conduct for students.	4
		C. Keeps students informed of school goals, policies and activities.	3
		D. Works with problem students in designing appropriate behavior measures and maintains consistent discipline for all.	1

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to develop secondary school principal Performance Improvement Commitments (PICs), for use in school districts which desire to develop thorough principal evaluation systems.

The study recognized that the impetus for school performance improvement, or school effectiveness, lies with the principal of the school, his or her pace setting and leadership. The principal's leadership also has significant impact on the people and environment of the school and the school's direction for improvement of instruction and excellence in education.

A thorough principal evaluation system is envisioned as a system that combines principal summative evaluation with formative evaluation. Formative evaluation addresses performance improvement and professional development. Principal performance improvement can be implemented through ongoing communication between evaluator and evaluatee when the principal evaluation procedure includes mutual development of strategies for improvement. Principal evaluation for performance improvement must be followed by "written agreements" for improvement, called in this study Performance Improvement Commitments (PICs).

The intent was to create an Initial Bank of suggested model PICs aligned with essential criteria used to evaluate secondary school principals.

The Initial Bank of model PICs was developed from studies of

principals directing creative programs and researched effort to link the behaviors and activities of secondary principals to school effectiveness, principal performance indicators, and researcher-developed PICs with suggested activities and behaviors based on twenty-seven years of educational administration experience.

Seventy-five model PICs were developed for pilot testing, field testing and expert jury selection. Twenty-eight PICs were revised from pilot testing in either the activity and Behavior area or Procedure area, with the major revision for restatement of PIC activity or Behavior in measurable terms. Seventy-two PICs, or 96 percent, were judged by the superintendent in field testing to be helpful suggestions to improve the performance of a secondary school principal. The two superintendents, used as the expert jury, respectively approved 87 percent and 91 percent of the model PICs. Procedures adjustments were made in four PICs, with minor changes in terms and typographical corrections to eight PICs, following field testing and expert jury selection. Three PICs were rejected in the final analysis and the original seventy-five PICs, resulting in a bank of seventy-two model PICs.

The initial PICs Bank can be of help to supervisors of secondary school principals for joint development of written agreement(s) PIC(s), for improved principal performance and school performance improvement during the principal's next evaluation cycle. The model PICs are intended to serve as exemplars of suggested strategies for principal and school improvement. They are provided as resource guidance for model PIC(s) selection for use as a basis for writing a performance improvement

commitment (PIC) to the performance area of greatest need. Principals and/or supervisors also have the option of revising the suggested model PIC to better meet local district needs and are strongly encouraged to create new ones.

Conclusions

Due to the exploratory nature of this investigation, the study was directed by questions suggested in Chapter I. In a more general sense, the findings of this study answered the following questions:

1. "What performance criteria cover the range of behavior by secondary school administrators?"

Noriega's Item Bank of thirty-seven suggested criteria and suggested district performance standards for principal evaluation were found to be a good representation of the leadership and management skills needed by secondary school principals. Two recent principal leadership and/or activities studies used for model PIC development, contained similar classification systems to Noriega's Item Bank. This finding indicates that because of shared classification formats, the PICs developed will have wide applicability.

2. "What standards should be used to identify substandard performance?"

Noriega's study contains four suggested levels of principal performance for each of the suggested thirty-seven criteria for principal evaluation. A suggested district standard of performance is established at the third level, with two levels of performance

indicating below standard performance. No additional research for establishment of suggested standards of principal performance was found during the review of literature; therefore, Noriega's suggested standards were accepted for guidance in model PIC development.

3. "What strategies (written agreements for improvement) are suggested by these standards and criteria?"

The suggested criteria and standards of Noriega's study were accepted as the basic foundation for model PIC development. The three levels of suggested performance standard for each criterion, two levels below district standard and the performance level suggested as district standard and the performance level suggested as district standard, were incorporated into the model PIC "worksheets". The model PIC "worksheet", designed to include a criterion and three levels of principal performance standard, was duplicated and placed in reference for model PIC development. A reference of over 100 model PIC "worksheets", a minimum of three worksheets for each of the thirty-seven criteria, was established. Each model PIC was designed, with suggested strategies, to accomplish the suggested criteria and meet or exceed the suggested district standard of performance.

4. "What strategies are suggested by theory, research, and practices in private sector management?"

Management by objectives used in business and industry is finding its way into administrative evaluation procedures, giving substance to evaluation as an affirmative process. During the review of literature, one private sector management organization was located

with experience in training thousands of supervisors, mid- and key-level managers and top leaders in business and industry. This organization had completed an extensive study to identify educational leadership and management skills critical for creating and maintaining outstanding schools. Eleven skill/behavior areas were identified in their diagnostic instrument intended for self-analysis as a basis for initiating professional growth activities and as a way of assessing progress toward developmental goals. The skills and behavior areas addressed in this study were useful for development of eight model PICs for suggested principal behavior or activities and procedures for the following areas of principal responsibilities: Coordinates instructional program; Promotes professional growth; Performs administrative duties; and Maintains school-community relations.

5. "How well do these strategies work when used in actual evaluation of secondary school principals in a selected school district?"

This question was addressed in field testing and expert jury analysis of model PICs when three superintendents were asked to determine if the seventy-five model PICs would help a principal to improve who had an identified principal evaluation criteria weakness. Seventy-two model PICs, or 96 percent, were accepted as helpful PIC suggestions during analysis of quality from field testing. During the expert jury phase, one superintendent selected sixty-five model PICs, or 87 percent selection rate, and the other superintendent selected sixty-eight PICs, for a 91 percent selection rate. The Initial Bank of seventy-two model PICs (Appendix B), selected from

the original seventy-five model PICs submitted for field testing and expert jury selection, represented a 96 percent selection rate for establishing an Initial Bank.

6. "How many strategies are needed for each performance criterion to provide a "starter set" for practicing principal evaluators?"

The intent of this study was to design three model PICs for each of Noriega's thirty-seven suggested criteria for principal evaluation for the establishment of a starter set of 111 suggested model PICs. Seventy-five model PICs were developed. These strategies were limited in the main by time and resources. The Initial Bank of seventy-two model PICs (Appendix B) addresses each of the thirty-seven suggested criteria for secondary principal evaluation. Table 5 represents the number of PICs designed for each performance criterion. At least one and as many as five suggested model PICs were developed for each criterion, which is considered a sufficient "starter set" for use by practicing principal evaluators.

7. "What techniques for the development of and utilization of Performance Improvement Commitments (PICs) can be modified/adopted from teacher performance evaluation?"

The concept of and need for a written agreement (PICs) for principal performance improvement were accepted from researched PICs development for teacher performance evaluation by Rauhauser (73), but the context of principal performance is much broader than that of a classroom teacher; therefore, a direct translation was impossible. Appendix B contains an Initial Bank of suggested Model PICs for

secondary principal evaluation and performance improvement. They are research-based, quality checked and ready for school district application. Guidelines for utilization of model PICs are provided in Appendix C.

Limitations

The conclusions drawn from this study are constrained by the following limitations:

1. Only three major studies of effective administrator behaviors and activities were located during the review of literature for reference and development of model PICs. Only two studies were directed to the study of secondary school principal behaviors and activities to make their schools more productive or focused on school effectiveness. Therefore, the goal for development of a minimum of three model PICs for each principal evaluation criterion was not completed.
2. The design of the study recommended a three person expert jury. One of the three superintendents selected for the jury was unable to respond to the analysis request. Therefore, the final selection of the model PICs for inclusion in the Initial Bank was based on two person analysis from jury selection, tempered with detailed analysis of PIC quality from the field test.
3. The selection of suggested behaviors or activities and procedures from researched findings for inclusion within each suggested model PIC in alignment with suggested criteria and

performance standards for secondary principal evaluation were limited by researcher judgment. The initial PICs Bank has not been used with actual principal evaluation.

4. The model PICs were carefully delimited for use with secondary principals in grades 7-12.

Discussion

The utilization of Performance Improvement Commitments (PICs) approach with a secondary school performance evaluation system permits evaluation of long range issues of school performance. PIC application, with mutual agreement of principal and evaluator, carries the intent of improvement of principal performance through a continuum of leadership effort striving for school improvement.

Rauhauser (73) found that there must be equal participation of the teacher and administrator in the development of teacher job improvement commitments to increase the teacher's perception of its helping them to become more effective teachers. The joint effort for actual PIC development for secondary principals is self-evident. The commitment of the principal to completing the PIC is believed to be closely associated to the perception of the principal of his or her ability to complete the PIC; the principal's perception of PICs ability to help him/her to be a more effective principal and the principal's perception of his/her involvement in developing the Performance Improvement Commitment is a professional expectation.

Principals and principal supervisors are encouraged to accept

suggested model PICs in part, or total, or a combination of PICs for design of principal performance commitments that best address the performance areas of greatest need; i.e., to the lowest marked on principal summative evaluation reports that best meet local district needs. The Initial Bank of Model PICs was established from analysis of three practicing school superintendents as they perceived the PICs as helpful suggestions for secondary principal performance improvement.

Superintendent judgments of PIC quality appeared to vary by school district size. The larger the school district, and the increased number of principals to be supervised, the greater level of acceptance of suggested model PICs for principal improvement. This factor was judged to be true from PIC quality judgment of the superintendent with one secondary principal who approved 87 percent of model PIC; the superintendent with two principals approved 91 percent of model PICs, while the superintendent with thirty-nine secondary principals judged 96 percent of the model PICs as helpful suggestions for principal improvement. It is speculated this acceptance level of suggested PICs is affected by the geographical separation of secondary principals and his/her supervisor. The supervision and the closeness of working relationship is directly affected by district size.

Recommendations for further research

1. An experimental test of model PICs should be conducted. A school district with ten or more secondary school principals should be selected and a principal evaluation plan established.

The researcher should be sure the secondary principal evaluation plan includes formative evaluation. Benchmarks of existing performances are critical work activities, job description, feedback from staff, administrative philosophy and district goals. An initial conference to set objectives is important. It should be followed by a conference devoted to coaching and counseling prior to the monitoring of performance. Summative evaluation involves the analysis of performance and final conference on evaluation reports. In this final conference, a determination can be made of the areas of lowest principal performance. Within this conference, job improvement commitments can be jointly developed for continued principal improvement.

2. A study should be conducted for further identification of successful secondary principal behaviors and activities associated with effective schools.
3. The Initial PICs Bank developed from this study should be reviewed, analyzed, revised and expanded based on further findings of effective school principal behaviors and activities.
4. Research-based administrator training programs for practical PICs writing should be established to improve the quality of local district PICs.

School improvement is directly related to improved principal performance. Principal improvement needs are determined through summative evaluation and judgment of the principal's supervisor.

Suggested strategies for improvement from the principal's supervisor is an expected professional courtesy when performance improvement needs are identified. Formative principal evaluation carries the intent for principal performance improvement with the principal's supervisor in the role of counselor to offer, through ongoing communication, ideas or suggestions of strategies for principal performance growth for performance areas judged in need of improvement. The mutual focus on performance improvement includes the desire for overall educational program or school improvement.

To improve closer secondary principal supervision and meet probable principal expectation for a thorough evaluation system, this study has produced an Initial Bank of researched suggestions for principal improvement called Performance Improvement Commitments (PICs). This depository offers suggested principal behaviors or activities and procedures for mutual selection and development of individual principal PIC(s) to secure performance improvement of identified principal needs.

The model PICs are directed toward application of important secondary principal leadership skills and school management activities. The value for secondary principal improvement, for the school district choosing to use the PIC approach, is only limited to the creativity and expertise of the practicing district principal and his/her supervisor.

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APPENDIX A. ITEM BANK FOR EVALUATION INSTRUMENT
FOR PRINCIPALS

EVALUATION OF SECONDARY SCHOOL PRINCIPALS
(Grades 7-12)

Tino Noriega

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Demands for accountability in education have resulted in an increased emphasis on performance evaluation of educational personnel. Because the principal is the leader of the school and his/her competencies are vital to the program's success or failure, principal performance evaluation is important.

What does a principal do? Ask a thousand principals and you will get a thousand answers. Some studies tell us that principals in successful schools are instructional leaders. These research studies report that principals in effective schools demonstrate instructional leadership by spending time in classrooms to identify programs and work with teachers to develop strategies for dealing with them. Research on how principals spend their time also suggests that principals have little time to be instructional leaders. Principals spend more than 65 percent of the work day in face-to-face exchanges with staff, faculty, and students. This is necessary in order for the principal to conceptualize the state of schoolwide affairs at any given moment.

Because the principal should clearly communicate school values, goals, missions, and objectives, an evaluation system must provide a means to assess performance in the broad range of areas for which he/she is expected to perform. Principals and their evaluators need to have a common understanding of each others expectations and values in the evaluative process.

Identification of research-based discriminating items for use in the evaluation of school principals was the purpose of a doctoral

dissertation on performance criteria for evaluating school principals and headmasters (Ellen Look, 1983).¹

The following is an item bank that can be used in the design of an evaluation instrument for secondary (seventh and eighth grade) principals. They were collected from the research of Dr. Look and others and are offered only as suggestions, not to be interpreted as exhaustive nor conclusive. They are the result of a complete review of the literature and analysis of time logs of actual principal behavior, a review of instruments currently used to evaluate principals, and ratings of over 300 principals by their superordinates and teachers. The selected items have a discrimination power of $\leq .05$.

¹ Look, E. and Manatt, R. "Performance Criteria for the Evaluation of School Principals and Headmasters." Occasional Paper 83-4. Ames, Iowa: Iowa State University, 1983.

(Principal's Name)	(Years Experience in District)	(Building)
(Evaluatee's Signature)	(Date)	(Evaluator's Signature) (Date)

Directions: *Beside each criterion, please check the phrase which best describes the appraisee's performance on that item.

*Each item, must be completed. At the end of each performance area section a comment space is recommended. Use of this space is encouraged, particularly if a low level of performance has been checked for any of the criteria in that section.

I. SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERIA	LEVELS OF PERFORMANCE				COMMENTS
			<u>STANDARD</u>		
The principal. . .					
<p>A. Emphasizes student achievement on a regular basis.</p>	<p>There is no evidence that the principal emphasizes student achievement.</p>	<p>The principal inconsistently requires teachers to make regular reports of student achievement and/or provides feedback.</p>	<p>The principal requires teachers to make regular reports (i.e., for each unit of instruction, monthly, quarterly) of student achievement based on established standards and provides appropriate feedback.</p>	<p>In addition to meeting the standard, the principal challenges the staff to increase expectations.</p>	
<p>B. Organizes a system in which teachers work cooperatively to develop instructional objectives.</p>	<p>There is no evidence that instructional objectives have been developed.</p>	<p>Teachers work to develop instructional objectives with little or no directions from the principals.</p>	<p>Teachers work cooperatively to develop well-written instructional objectives under the leadership of the principal.</p>	<p>In addition to meeting the standard, the principal implements a procedure for systematic revisions of instructional objectives.</p>	
<p>C. Promotes activities to solve instructional problems.</p>	<p>Instructional problems are not solved.</p>	<p>Efforts are made to solve instructional problems, but solutions are not based on principles of learning.</p>	<p>Instructional problems are solved through appropriate application of principles of learning.</p>	<p>In addition to meeting the standard, the solutions are evaluated for effectiveness.</p>	

I. SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT (Continued)

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS	
<p>D. Provides a variety of instructional programs to meet the needs of individual learners.</p>	<p>The instructional programs do not reflect the academic needs of all students.</p>	<p>The principal shows little concern for providing a variety of programs to meet the needs of individual learners.</p>	<p style="text-align: center;"><u>STANDARD</u></p> <p>A variety of instructional programs that meet the needs of individual learners are offered to the students.</p>	<p>In addition to meeting the standard, the principal provides leadership in assessing the effectiveness of the instructional programs and making adjustments as needed.</p>	
<p>F. Establishes levels of expectation for student performance.</p>	<p>The principal provides no evidence that levels of expectation for student performance have been established.</p>	<p>Levels of expectation for students have been established, but student performance is allowed to fall below minimum standards.</p>	<p>The principal provides leadership in establishing levels of expectation for performance in which no student is permitted to fall below minimum, but effective, levels of achievement.</p>	<p>In addition to meeting the standard, the principal provides leadership in making revisions as student performance exceeds established levels of expectation.</p>	
<p>G. Encourages all personnel to be effective for all students.</p>	<p>There is no evidence the principal recognizes the need for bringing all students to a minimum level of mastery of basic skills.</p>	<p>The principal shows no concern for bringing all students to at least a minimum level of mastery of basic skill.</p>	<p>The principal encourages personnel to be instructionally effective by bringing all students to at least minimum level of mastery of basic skills.</p>	<p>In addition to meeting the standard, the principal assists personnel in evaluating instructional effectiveness, and organizes staff development activities to improve performance.</p>	
<p>EVALUATOR'S COMMENTS:</p>				<p>EVALUATEE'S COMMENTS:</p>	

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II. SUPPORTS TEACHERS

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS
<p>The principal. . .</p> <p>A. Encourages collegial relationships among staff members.</p> <p>B. Utilizes a systematic approach in decision-making.</p> <p>C. Organizes faculty to solve curriculum problems.</p>	<p>The principal fails to recognize the faculty as professionals and experts in their fields.</p> <p>There is no evidence that the principal uses a systematic approach to decision-making</p> <p>The principal does not organize the faculty to solve curriculum problems.</p>	<p>The principal is inconsistent in treatment of staff.</p> <p>The principal inconsistently uses a systematic approach to decision-making.</p> <p>The principal organizes the faculty for identifying curriculum problems but solutions are not usually found.</p>	<p style="text-align: center;"><u>STANDARD</u></p> <p>The principal engages appropriate staff in the decision-making process concerning goal setting, problem solving, and conflict resolution.</p> <p>The principal uses a systematic approach in making decisions i.e., seeks input from appropriate staff, evaluates alternatives and consequences, selects the most viable course of action and implements chosen solutions.</p> <p>The principal organizes the faculty for identifying curriculum problems and developing solutions based on stated criteria.</p>	<p>In addition to meeting the standard, the principal encourages staff to function as a team; morale is high and there is evidence of mutual respect between students, teachers, and principal.</p> <p>In addition to meeting the standard, the principal evaluates the impact of decisions by assessing both long and short-term results.</p> <p>In addition to meeting the standard, implemented solutions are usually found to be effective.</p>
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>			

III. COORDINATES INSTRUCTIONAL PROGRAM

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS
The principal. . .	<u>STANDARD</u>			
A. Facilitates the development of goals and objectives for the school.	<u>The principal provides no opportunities for staff input into the development of goals and objectives for the school.</u>	<u>The principal provides opportunities, but is ineffective in obtaining staff participation and/or does not use input obtained.</u>	<u>The administrator provides opportunities for staff input into the development of goals and objectives for the school.</u>	In addition to meeting the standard, the principal seeks faculty participation in assessing progress toward goals and objectives.
PROCESS:				
	<u>There are no goals and objectives for the school.</u>	<u>Goals and objectives are marginally related to school needs.</u>	<u>The goals and objectives address school needs.</u>	In addition to meeting the standard, the goals and objectives challenge the faculty to improve the quality of the educational program.
QUALITY:				
B. Supervises the implementation of the curriculum.	<u>There is no supervision provided for the implementation of the curriculum.</u>	<u>The principal inconsistently supervises the implementation of the curriculum.</u>	<u>Supervision of the curriculum is evidenced by monitoring instructional planning, instructional activities, pupil achievement, etc.</u>	In addition to meeting the standard, recommendations are made to improve curriculum.
C. Organizes the faculty to evaluate the curriculum.	<u>There is no evidence that the principal organizes the faculty to evaluate the curriculum.</u>	<u>The principal organizes the faculty but appropriate tasks for evaluating curriculum are not identified.</u>	<u>The principal organizes the faculty and identifies appropriate tasks for evaluating the curriculum.</u>	In addition to meeting the standard, procedures are developed for implementing suggested changes (modifications, continuation and/or deletions).
EVALUATOR'S COMMENTS:	EVALUATEE'S COMMENTS:			

IV. PROVIDES ORDERLY ATMOSPHERE

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS
<p>The principal. . .</p> <p>A. Evaluates the educational program.</p> <p>B. Provides necessary support in carrying out delegated responsibilities.</p> <p>C. Determines the use of instructional space.</p> <p>D. Designs and implements appropriate measures for addressing problems of students.</p>	<p>The principal does not routinely use information about student performance to identify strengths and weaknesses in the instructional program.</p> <p>The principal delegates responsibilities but provides neither support nor explanation for carrying out the responsibilities.</p> <p>The principal does not consider the total welfare of the school when scheduling instructional space.</p> <p>No efforts are made to address student problems.</p>	<p>The principal routinely uses information about student learning to identify strengths and weaknesses of the educational program, but does not systematically and consistently implement improvement strategies.</p> <p>The principal gives explanation and timelines but does not provide sustained support by supplying resources, monitoring progress, and giving feedback.</p> <p>The principal shows little concern for maximizing the use of instructional space.</p> <p>Measures designed to address student problems are inadequate and outdated.</p>	<p style="text-align: center;"><u>STANDARD</u></p> <p>The principal identifies strengths and weaknesses in the educational program based on the quality of student learning and implements improvement strategies which are grounded in principals of learning, instructional design, curriculum development, and educational research.</p> <p>The principal provides necessary support for carrying out delegated responsibilities i.e., explanation of tasks, timelines, monitoring of progress, and giving feedback.</p> <p>The principal schedules instructional space for maximum utilization and strives for minimum disruption of instruction.</p> <p>Appropriate measures to address student problems are designed and implemented based on staff input.</p>	<p>In addition to meeting the standard, the principal involves the school-community in establishing priorities and strategies for instructional improvement.</p> <p>In addition to meeting the standard, the principal involves the staff in assessing the support provided.</p> <p>In addition to meeting the standard, the principal makes long-range plans for accommodating changing trends.</p> <p>In addition to meeting the standard, the principal challenges the staff to anticipate shifting trends.</p>

IV. PROVIDES ORDERLY ATMOSPHERE (Continued)

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS
<p>E. Encourages collegial relationships among staff members.</p>	<p>The principal fails to recognize the faculty as professionals and experts in their fields.</p>	<p>The principal is inconsistent in treatment of staff.</p>	<p style="text-align: center;"><u>STANDARD</u></p> <p>The principal engages appropriate staff in the decision-making process concerning goal setting, problem solving, and conflict resolution.</p>	<p>In addition to meeting the standard, the principal encourages staff to function as a team; morale is high and there is evidence of mutual respect between students, teachers, and principal.</p>
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>			<p>103</p>

V. PROMOTES PROFESSIONAL GROWTH

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS
<p>The principal. . .</p> <p>A. Identifies staff development needs.</p> <p>B. Strives for professional growth.</p> <p>C. Provides staff development activities.</p>	<p>The principal does not identify staff development needs of individuals.</p> <p>The principal shows no interest in professional growth activities.</p> <p>The principal does not provide staff development activities.</p>	<p>The principal is inconsistent in identifying staff development needs.</p> <p>The principal shows interest in professional growth activities but does not participate.</p> <p>The principal is inconsistent in providing staff development activities.</p>	<p style="text-align: center;"><u>STANDARD</u></p> <p>The principal involves staff in identifying staff development needs based on information from staff performance appraisals, planned curriculum and instructional changes, and interests of individuals.</p> <p>The principal shows evidence of active involvement in professional growth activities, i.e., participation in professional organizations and in-service activities; engages in educational research and professional writing; and reads professional journals; etc.</p> <p>The principal involves the staff in selecting and conducting staff development activities which are based on identified needs, current research, and principles of learning.</p> <p>In addition to meeting the standard, priorities are set and long-range plans for staff development activities are established.</p> <p>In addition to meeting the standard, the principal promotes innovative activities that reflect an exposure to the most recent ideas derived from workshops, reading and/or research.</p> <p>In addition to meeting the standard, the quality of staff development programs is evaluated in terms of the behavioral changes they were designed to create.</p>	
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>			

VI. MAINTAINS PLANT FACILITIES

CRITERIA	LEVELS OF PERFORMANCE			COMMENTS
The principal. . .	<u>STANDARD</u>			
A. Provides for security of school facilities and safety of all personnel.	<u>There is no evidence of plans for security of facilities and safety of personnel.</u>	<u>Plans and procedures for security of facilities and safety of personnel are inadequate and/or obsolete.</u>	<u>Plans and procedures for security of facilities and safety of personnel are appropriate for the school and reflect current needs.</u>	<u>In addition to meeting the standard, the principal modifies procedures and plans for security and safety periodically.</u>
EVALUATOR'S COMMENTS:	EVALUATEE'S COMMENTS:			

VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERIA	LEVELS OF PERFORMANCE				COMMENTS
The principal. . .	<u>STANDARD</u>				
A. Develops the school's budget.	<u>The budget does not reflect the identified needs of the school.</u>	<u>The budget partially reflects the identified needs of the school.</u>	<u>The budget is based on fair, predetermined, and well-understood criteria reflecting the identified needs of the school.</u>	<u>In addition to meeting the standard, a long-range plan for expenditures is developed.</u>	
B. Directs the problem-solving efforts of the school management team.	<u>There is no evidence that a team effort has been used in problem-solving.</u>	<u>The principal inconsistently uses the school management team in problem-solving.</u>	<u>The principal directs the efforts of the school management team in identifying, defining, and working on problems in a systematic way, i.e., collection and analysis of pertinent information, use of talents and resources, and consensus building.</u>	<u>In addition to meeting the standard, the principal sets up and maintains necessary organization structures to support the solution.</u>	
C. Evaluates school personnel.	<u>The principal does not use a systematic process to evaluate staff performance.</u>	<u>The principal collects data on staff performance, but the evaluation is not based on predetermined criteria.</u>	<u>Evaluation is based on predetermined criteria. The principal gives specific and accurate feedback on performance to individuals through conferences and written reports.</u>	<u>In addition to meeting the standard, the principal encourages individual self-analysis of performance.</u>	
D. Delegates responsibilities to staff members.	<u>Responsibilities are not consistently assigned in advance.</u>	<u>Staff members are assigned responsibilities inequitably and/or without regard to skills, interests, and aspirations.</u>	<u>Staff members are assigned responsibilities equitably and/or on the basis of skills, interests, and aspirations.</u>	<u>In addition to meeting, the standard, the principal seeks staff input in determining needs and assigning responsibilities.</u>	

VII. PERFORMS ADMINISTRATIVE DUTIES (Continued)

CRITERIA	LEVELS OF PERFORMANCE		COMMENTS
E. Implements organization policies.	<u>The principal's decisions are often incongruent with organization policies.</u>	<u>The principal inconsistently implements organization policies.</u>	<p style="text-align: center;"><u>STANDARD</u></p> <p>When policy issues are under consideration, the administrator uniformly follows policy but seeks to have unfair or ineffective policies changed.</p> <p>In addition to meeting the standard, the principal solicits input from the staff and presents recommendations for policy changes and/or revision to the superintendent.</p>

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERIA	LEVELS OF PERFORMANCE				COMMENTS
<p>The principal. . .</p> <p>A. Participates in appropriate community activities.</p> <p>B. Participates in school-sponsored events.</p> <p>C. Creates a climate that fosters good school-community relations.</p> <p>D. Communicates effectively with the school-communities.</p>			<u>STANDARD</u>		
	<p>The principal shows no interest or concern for community issues.</p>	<p>The principal's involvement with community issues is limited and only at the suggestion or insistence of the superior.</p>	<p>The principal attends community meetings establishing a positive link between the school and the community.</p>	<p>In addition to meeting the standard, the principal encourages students and staff participation in appropriate community issues.</p>	
	<p>There is no provision made to assure the principal's participation in school-sponsored events.</p>	<p>The principal irregularly participates in school-sponsored events.</p>	<p>The principal arranges a schedule so that at least one member of the administrative team participates in school-sponsored activities.</p>	<p>In addition to meeting the standard, the principal encourages others to participate on a regular basis.</p>	
	<p>The principal fails to recognize the need for good school-community relations.</p>	<p>The principal recognizes the need for good school-community relations but fails to communicate this need to the staff.</p>	<p>The principal communicates to the staff the importance of good school-community relations through modeling behaviors, encouraging staff, assessing the climate, and giving feedback.</p>	<p>In addition to meeting, the principal involves the staff and the community in assessing the school's public relations program.</p>	
	<p>The principal fails to communicate with the school-community.</p>	<p>The principal communicates with the school-community only under adverse conditions.</p>	<p>The principal systematically communicates the school's purposes, accomplishments and needs.</p>	<p>In addition to meeting the standard, the principal involves the staff and the community in assessing the school's public relations program.</p>	

VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS (Continued)

CRITERIA	LEVELS OF PERFORMANCE		COMMENTS
<p>E. Demonstrates sensitivity and awareness of the diverse cultural groups within the school community.</p>	<p><u>The principal fails to recognize the needs of the different cultural groups in the community.</u></p>	<p><u>The principal recognizes the needs of the different cultural groups but fails to communicate this to the staff.</u></p>	<p><u>STANDARD</u></p> <p>The principal recognizes the needs of the different cultural groups in the community attending cultural activities in the community and encouraging the staff to provide and discuss cultural activities in the classroom.</p> <p>In addition to meeting the standard, the principal involves the staff and the community in assessing the schools level of cultural awareness.</p>
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>		

IX. EVALUATES PUPIL PROGRESS

CRITERIA	LEVELS OF PERFORMANCE				COMMENTS
<p>The principal. . .</p> <p>A. Evaluates student progress in relation to instructional objectives.</p> <p>B. Maintains a well-organized and comprehensive testing program.</p>	<p><u>There is no evidence that the principal frequently monitors student progress.</u></p> <p><u>The principal is inconsistent in monitoring student progress.</u></p>	<p><u>STANDARD</u></p> <p><u>The principal frequently monitors and discusses student progress with staff based on reports submitted on a regular basis.</u></p> <p><u>The testing program is organized but is inconsistently maintained.</u></p>	<p><u>The principal frequently monitors and discusses student progress with staff based on reports submitted on a regular basis.</u></p> <p><u>The testing program is well-organized, comprehensive (CRT, NRT, etc.), and administered on a regularly scheduled basis.</u></p> <p><u>In addition to meeting the standard, the principal assists teachers in solving individual student performance problems.</u></p> <p><u>In addition to meeting the standard, decisions and actions are based on the results of the testing program and communicated to the organization level administrators and the school community.</u></p>	<p>110</p>	
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>				

X. SUPERVISES STUDENT PERSONNEL

CRITERIA	LEVELS OF PERFORMANCE				COMMENTS
<p>The principal. . .</p> <p>A. Establishes levels of expectation for student performance.</p> <p>B. Establishes high standards of conduct for students.</p> <p>C. Keeps students informed of school goals, policies and activities.</p>	<p>The principal provides no evidence that levels of expectation for student performance have been established.</p> <p>High standards of conduct for students have not been established.</p> <p>There is no evidence that school goals, policies, and activities are publicized to the student body.</p>	<p>Levels of expectation for students have been established, but student performance is allowed to fall below minimum standards.</p> <p>Conduct of students is inconsistent with high standards established.</p> <p>The principal shows little concern for bringing school goals, policies and activities to the students awareness.</p>	<p style="text-align: center;"><u>STANDARD</u></p> <p>The principal provides leadership in establishing levels of expectation for performance in which no student is permitted to fall below minimum, but effective, levels of achievement.</p> <p>Conduct of students reflects high standards established.</p> <p>School goals, policies and activities are well publicized and displayed for all students to see.</p>	<p>In addition to meeting the standard, the principal provides leadership in making revisions as student performance exceeds established levels of expectation.</p> <p>In addition to meeting the standard, the principal regularly assesses conduct and takes appropriate actions as needed.</p> <p>In addition to meeting the standard, the principal provides leadership in assessing the effectiveness of school goals, policies and activities.</p>	

X. SUPERVISES STUDENT PERSONNEL (Continued)

CRITERIA	LEVELS OF PERFORMANCE		COMMENTS
<p>D. Works with problem students in designing appropriate behavior measures that maintain consistent discipline for all.</p>	<p>No effort is made to work with problem students.</p>	<p><u>STANDARD</u> Measures to work with problem students are inadequate and outdated.</p>	<p>A variety of discipline programs that meet the needs of individual students are evident in the school.</p> <p>In addition to meeting the standard, the principal provides leadership in assessing the effectiveness of the discipline program and making adjustments as needed.</p>
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>		

APPENDIX A: JOB DESCRIPTIONS FOR SENIOR HIGH PRINCIPAL, MIDDLE SCHOOL
PRINCIPAL, AND ELEMENTARY SCHOOL PRINCIPAL

JOB DESCRIPTION

TITLE: Principal - Senior High

QUALIFICATIONS:

1. Masters Degree in school administration.
2. Three years of successful teaching experience.
3. Three years of successful administrative experience.
4. Such alternatives as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

JOB GOAL: The principal is the administrative leader of his school, and as such, assumes full responsibility for all aspects of the school program.

PERFORMANCE RESPONSIBILITIES:

1. Interpret and enforce district policy.
2. Establish and enforce school policy.
3. Participate in the selection of school personnel in assignment, evaluation, and inservice training.
4. Lead in the development, determination of appropriateness, and monitoring of the instructional program.
5. Organize and administer the public relations program for Senior High.
6. Supervise the daily use of the school facilities for both academic and non-academic purposes.
7. Provide for adequate inventories of property under his jurisdiction and for the security of and accountability for that property.
8. Be responsible for final approval of the master teaching schedule and for special assignments.
9. Supervise school finances.
10. Supervise the maintenance of all acquired records and reports.
11. Maintain active relationship with students and parents.
12. Supervise all activities and programs that are outgrowths of the school curricula.

Job Description

Principal - Senior High
Page 2

13. Be responsible for all official Senior High School correspondence and news releases.
14. Be an ex-officio member on all school councils and committees.
15. Join and be active in professional organizations.
16. Provide personal and professional self-renewal through inservice work.
17. Attend meetings required by the superintendent.
18. Follow established in-line relationship with superintendent, insofar as that relationship is recognizable and applicable in any particular action.
19. Keep superintendent informed of events/activities of an unusual nature (visits by dignitaries, racial confrontations, bomb threats, fire, vandalism) as well as routine matters related to superintendent's accountability.
20. Attend meetings, scheduled and unscheduled, called by the superintendent.
21. Respond to written and oral requests for information.
22. Report to superintendent the principal's absence for illness and for planned absences of one day or longer for both professional and personal reasons.

TERMS OF EMPLOYMENT: 230 days. Salary and work year to be established by the Board of Education.

EVALUATION: Performance of this job will be evaluated annually.

JOB DESCRIPTION

TITLE: Middle School Principal

QUALIFICATIONS:

1. Masters degree in school administration
2. Three years of successful administrative experience.
3. Such alternatives to the above as the Board of Education may find appropriate.

REPORTS TO: Superintendent

JOB GOAL: Administrative leader of the school and assumes full responsibility for all aspects of the school program.

PERFORMANCE RESPONSIBILITIES:

1. Interpret and enforce district policy.
2. Establish and enforce school policy.
3. Participate in selection of school personnel and supervise them in induction. Supervise all school personnel in assignment, evaluation, and inservice training.
4. Lead in development and monitoring of the instructional program.
5. Organize and administer public relations program.
6. Supervise daily use of school facilities.
7. Provide for adequate inventories.
8. Responsible for developing master schedule and for special assignments.
9. Supervise school finances.
10. Supervise maintenance of all records.
11. Responsible for all official correspondence.
12. Join and be active in professional organizations.
13. Follow established in-line relationship with superintendent.
14. Keep superintendent informed of events of unusual nature.
15. Attend all meetings required by superintendent.
16. Responsible for scheduling students.

TERMS OF EMPLOYMENT: 230 day contract. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually.

JOB DESCRIPTION

TITLE: Elementary School Principal

QUALIFICATIONS: As established by the Department of Public Instruction

REPORTS TO: Superintendent
Director of Curriculum

JOB GOAL: The principal is the administrative leader of his school and assumes full responsibility for all aspects of the school program.

PERFORMANCE RESPONSIBILITIES:

1. Interpret and enforce district policy.
2. Establish and enforce school policy.
3. Participate in the selection of school personnel and supervise them in induction. Supervise all school personnel in assignment, evaluation, and inservice training.
4. Lead in development and monitoring of the instructional programs.
5. Prepare and maintain all reports and records.
6. Conduct kindergarten roundup.
7. Provide adequate inventories.
8. Responsible for annual requisitions.
9. Work with special education department.
10. Direct improvement of instruction and curriculum.
11. Be responsible for student activities.
12. Be responsible for school publicity and public relations.
13. Responsible for maintaining school records.
14. Work with coordinators and special teachers. Also work with student teachers.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board of Education.

EVALUATION: Performance of this job will be evaluated annually.

APPENDIX B. PERFORMANCE IMPROVEMENT COMMITMENTS
(PICs) FOR SECONDARY SCHOOL PRINCIPALS

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: A. Emphasizes student achievement on a regular basis.
(I.A.1)

PIC: The principal shall provide recognition program to emphasize student achievement.

- PROCEDURES:
1. Academic achievement recognition:
 - A. Honor rolls - Right Path Club.
 - B. Academic letter club.
 - C. Recognition assemblies.
 - D. Honor Society, National Organization.
 2. Activity program achievement recognition.
 - A. Letter Club.
 - B. Recognition assemblies.
 3. Personal letter to parents by teacher and/or principal for student recognition of achievement.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher developed.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: A. Emphasizes student achievement on a regular basis.
(I.A.2)

PIC: The principal shall establish formal objective-based system to monitor the progress of students.

- PROCEDURES:
1. For specific discipline(s) a pre-test is administered at the beginning of year to ascertain the objectives students need to learn.
 2. For each objective students fail, they complete two assignments covering the objective and then are retested on the objective using two test items.
 3. If students pass, they move on to the next objective they need to learn.
 4. Post tests are administered to check retention of previously learned objectives.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.36.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: A. Emphasizes student achievement on a regular basis.
(I.A.3)

PIC: The principal shall organize and implement an ongoing system to provide recognition of academic success.

- PROCEDURES:
1. Establish a network for reporting academic success stories to the media:
 - A. Arrangement for reporter coverage to discuss stories.
 - B. Meets with city editor to set up regular means of getting academic success stories printed.
 2. Plans regular awards assemblies in all categories of student performances.
 3. Have teachers submit student achievement on a weekly basis. Give special recognition to the best.
 4. Emphasizes the awards banquet.
 5. Plans annual insert for the high school graduation program to announce scholarships, awards, etc.
 6. Publishes annual report of academic achievement that is mailed to students' homes.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, p.A-1.

AREA: F SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: A. Emphasizes student achievement on a regular basis.
(I.A.4)

PIC: The principal shall make special or unusual efforts to give high quality recognition for academic achievement.

- PROCEDURES:
1. Arranges outstanding speakers for meeting of the National Honor Society.
 2. Requires the student body to attend awards assemblies.
 3. Places academic awards (e.g. debate trophies) in the school trophy case.
 4. Shares pupil test results with staff and parents.
 5. Recognizes scholarship awards at general assemblies, graduation and in letters to parents.
 6. Recognizes student successes, by announcement, newsletter, student newspaper, or billboard.
 7. Arranges for news media coverage of school successes.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, p.A-1.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: B. Organizes a system in which teachers work cooperatively to
(I.B.1) develop instructional objectives.

PIC: The principal shall be responsible to organize the staff to cooperatively develop instructional objectives, within the curricular guides, for each subject area of schools' curricular offering.

1. A five or six year cycle, curricular guide schedule, shall be developed for a perpetual plan for revision of curricular guides and updating of instructional objectives.
2. Teacher committee(s) shall be organized by subject matter-discipline area. The committee shall:
 - A. Review district and school goals.
 - B. Review needs assessment questionnaires from parents & students.
 - C. Study the current research and program trends.
 - D. Develop an understanding and expertise for writing instructional objectives, with consideration for writing instructional objectives in terms of measurable student behavioral objectives.
 - E. Identify instructional and/or behavioral objectives that meet district and/or school goal.
 - F. Develop instructional objectives and curricular guide for scope and sequence for student learning of subject matter-discipline area.
3. The teacher committee may seek assistance from district, county, area education offices, colleges and universities, and research-developmental centers.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Submission of curricular guide(s) to central office for board of director approval.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher developed.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: C. Promotes activities to solve instructional problems.
(I.C.1)

PIC: The principal shall be responsible for the promotion of activities to seek solutions to instructional problems.

PROCEDURES: 1. Provide teacher inservice programs:

- A. Improving instructional problem solving skills.
- B. Planning and teaching curriculum content.
- C. Grading techniques.
- D. Test making, interpretation of results, and design of instructional procedures based on test results.
- E. The diagnosis and handling of student behavior problems.
- F. The identification of alternative educational program plans for students with achievement problems.

2. Develop school schedule. With teacher input decide the appropriate allocation of time for school day for various subject matter areas.

3. Provide teacher release time for:

- A. Professional conferences, workshops, curriculum evaluation revision meetings.
- B. Observation of teaching methods in other schools.

4. Provide a professional library for teachers:

- A. Including a collection of information on new research and methods of instruction.
- B. Including a collection of teacher self-evaluation of effective teaching methods.

5. Inform teachers of available resource materials in school and from
TIMELINE: (to be developed) educational support agencies.
MONITORING: (to be developed)

6. Publish a Faculty Bulletin sharing research
EVIDENCE: A report of actions summaries, journal articles, including teacher
taken & accomplishments. ideas submitted for sharing with staff.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 24, Chad D. Ellett, pp.31-36.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: D. Provides a variety of instructional programs to meet the needs
(I.D.1) of individual learners.

PIC: The principal shall provide appropriate instructional environments for special education, learning disabled, and physically disabled students.

PROCEDURES:

1. Begin to mainstream these students into the school by eliminating pull-out programs. Form separate classes for students needing special attention.
2. To foster greater understanding of these students, by raising the awareness of other students, implement a peer interaction program.
3. Implement use of computers as motivational tools for students with special needs.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Implementation of programs and progress reports.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, pp.55-56.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: D. Provides a variety of instructional programs to meet the
(I.D.2) needs of individual learners.

PIC: The school principal shall establish more focused and demanding
academic programs to ensure that students are prepared for work or
college.

PROCEDURES:

1. Offering advanced courses that are extensions of core programs for academic and vocational students in cooperation with local universities and community colleges. Consideration for advanced placement courses taught at the high school using same textbooks and examinations as the institution of higher learning and vocational student preparation courses at the junior level of high school with senior level course offering on the vocational school campus.
2. Establish early study programs using college, university, or community college level videotaped lessons, with the institution of higher education administering testing and grading.
3. Establish cooperative teacher program with neighboring community college, college, or university.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Program(s) submitted for implementation approval.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.39.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: D. Provides a variety of instructional programs to meet the needs of individual students.
(I.D.3)

PIC: The principal shall provide instructional program services for limited speaking students(English as a Second Language-ESL) and implement remedial programs aimed at students below acceptable achievement levels in the basic core requirements.

- PROCEDURES:
1. Establish separate classes for students needing special attention, or ESL students, if reluctant to pull students from regular classes for part of a class period to receive specialized instruction.
 2. Attempt to combine the concept of separate classes with a program phasing these students into the regular curriculum:
 - A. Remedial programs aimed at underachievers in separate classes with special teachers and schedules arranged to be taught by regular program teachers.
 - B. If a large population of ESL students, establish yearly progression of school programming to enable student progress in school with fewer ESL classes and more regular and elective programs.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of program plan.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, pp.55-56.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: E. Establishes levels of expectation for student performance.
(I.E.1)

PIC: The principal, with staff, shall establish school-wide academic requirements.

- PROCEDURES:
1. Require a minimum of one instructional goal per year from each teacher relating to student performance.
 2. Set goal to improve student attitudes toward the quality of the school.
 3. Review and revise graduation requirements, update district philosophy for board of directors approval and inform students, parents and public of all changes.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, P.A-7.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: E. Establishes levels of expectation for student performance.
(I.E.2)

PIC: The principal will implement a student orientation program for pursuit of academic goals of the school.

- PROCEDURES:
1. Give an inspirational talk to students at a meeting at the beginning of year. Emphasis, "you can perform and must perform".
 - A. Encourage students to take highly challenging courses.
 - B. Explain academic goals of the school, including reasons.
 - C. Encourage students to compete in academic or other contests.
 2. Frequently mention the high academic standing of the school when addressing students.
 3. Provide extra academic programs for outstanding students.
 - A. Enrichment and/or advanced study programs with individual teachers with pass-fail grading.
 - B. Establish school exchange program with other secondary schools. Consider foreign school exchange program.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of program implementation and accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, p.A-7.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: F. Encourages all personnel to be effective for all students.
(I.F.1)

PIC: The principal shall expect the counseling programs of the school to challenge students.

- PROCEDURES:
1. Institute a 'peer' counseling program.
 2. Institute pupil information program for work and college requirement skills. (i.e., implement career education concept within each school course or discipline offered).
 3. Institute a "mastery" program of basic skills for implementation by total teaching staff. (i.e., "a proper English requirement" whereby students in all classes must turn in written work with correct grammar and spelling.) English teachers to provide inservice to all staff regarding program and standards.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of accomplishment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher developed.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: F. Encourages all personnel to be effective for all students.
(I.F.2)

PIC: The principal shall establish and monitor student grading standards

- PROCEDURES:
1. Grading standards for the school shall be developed with staff within district standards.
 2. Teacher grading will be monitored and evaluated by principal with staff.
 3. A summary report of teacher grading issued will be compiled and reviewed with staff.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: F. Encourages all personnel to be effective for all students.
(I.F.3)

PIC: The principal shall direct a program for testing minimum mastery skills for program improvement.

- PROCEDURES:
1. Implement a pupil norm-referenced achievement testing program with teacher analysis of results and for program emphasis and changes for improvement.
 2. Implement a criterion referenced pupil achievement testing program to measure attainment of major pupil behavioral objectives for school assessment of minimum levels of mastery. Results to be used for; program revision during curriculum revision cycle, for identification of teacher in-service program needs, and determination of reteaching needs of selected students.
 3. Implement the utilization of all pupil testing included in the school testing program.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of actions taken and assessment of success.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: II SUPPORTS TEACHERS

CRITERION: A. Encourages collegial relationships among staff members.
(II.A.1)

PIC: The principal shall establish a yearly focus on common school needs.

PROCEDURES: 1. May be a new curricular program.
2. May be a new district program.
3. May be on students themselves (i.e., student-teacher interaction).
4. Conduct a needs assessment study.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A list of staff developed school goals.

STANDARD: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

Fully
Partially
Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.9.

AREA: II SUPPORTS TEACHERS

CRITERION: A. Encourages collegial relationships among staff members.
(II.A.2)

PIC: The principal shall recognize and support teachers' efforts.

- PROCEDURES:
1. Publicize teachers' achievements in weekly newsletter to parents.
 2. Award prizes for good performance.
 3. Organize recognition breakfasts and other social functions.
 4. Nominate teachers for state, region, or departmental awards.
 5. Recognize teachers for their abilities, move for dismissal of the teacher who has not met the district standard.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A record of completion of tasks.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.11.

AREA: II SUPPORTS TEACHERS

CRITERION: A. Encourages collegial relationships among staff members.
(II.A.3)

PIC: The principal shall implement a comfortable teaching climate by taking a personal approach with the teaching staff.

- PROCEDURES:
1. Take a personal interest in each individual, with humanistic treatment. Respect and accept each as they are.
 2. Maintain an 'open door' policy for office operation to facilitate teacher-principal communication.
 3. Recognize teachers' needs by covering their classes when emergencies arise or for medical appointments.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Assessment through staff opinion survey.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.11.

AREA: II SUPPORTS TEACHERS

CRITERION: A. Encourages collegial relationships among staff members.
(II.A.4)

PIC: The principal shall support teachers decisions and needs with direct action.

- PROCEDURES:
1. Listen intently to teacher complaints as evidenced by clearing desk of work, taking notes, paraphrasing and giving feedback.
 2. Defend a teacher who is criticized for a perceived wrong in a classroom. (i.e., supports teacher in a conflict over grades.)
 3. Requests an end-of-year report from each teacher listing school problems, shortcomings, with written suggestions for improvement.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A summary report from survey, opinion survey.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, p.A-6.

AREA: II SUPPORT TEACHERS

CRITERION: Utilizes a systematic approach in decision-making.
(II.B.1)

PIC: The principal shall actively solicit the opinion of teachers when making decisions.

- PROCEDURES: 1. Develop a separate governing body or an organized structure, to allow teachers a voice in school affairs. (i.e., a faculty senate, elected members by departments, with written procedures for input and implementation of recommendations.)
2. Suggested decision areas:
- A. Allocation of portions of the school budget.
 - B. Scheduling classes and lunchtime periods.
 - C. Organizing discipline programs.
 - D. Establishing programs for elimination of tardiness.
 - E. Determining homework and grading policies.
 - F. Assistance when hiring new staff members.
 - G. Establishing procedures to reduce classroom interruptions.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of program plan with assessment of success.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.10.

AREA: II SUPPORTS TEACHERS

CRITERION: Organizes faculty to solve curriculum problems.
(II.C.1)

PIC: The principal shall organize the school faculty to solve curriculum problems.

- PROCEDURES:
1. The total staff, or staff committee(s), shall review the strengths and weaknesses of the curriculum and recommend actions for short and long range improvement of weaknesses. (Reference criteria III.C.)
 - A. Secure agreement of the weaknesses identified.
 - B. Utilize resource assistance personnel from district, county, area offices, colleges-universities, publishers, and research-developmental centers.
 - C. Develop action plans for solution to correct identified weaknesses based on state criterion. Include a method for measuring levels of success.
 - D. Determine priority of need for choice of action plan(s) to be implemented.
 2. Assign staff responsibilities for implementation of priority action plans. Include:
 - A. A time-line for completion.
 - B. Evaluation of plan(s).

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Submit periodic report of progress including final report of accomplishment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: III COORDINATES INSTRUCTIONAL PROGRAM

CRITERION: A. Facilitates the development of goals and objectives for the
(III.A.1) school.

PIC: The principal shall establish school goals and objectives through staff input and participation.

- PROCEDURES: 1. The school goals and objectives are to be established with the collaboration of staff. (e.g., raising reading scores, adding or deleting courses).
(Reference Criteria II.A.1, IV.E.)
2. The quality of goals and objectives for the school are to be determined by the needs of the school. Determined from:
- A. Questionnaires to graduate from previous one and five years.
 - B. Questionnaires to parents.
 - C. Questionnaires to students.
 - D. Results from standardized-norm referenced achievement tests and criterion referenced tests.
(Reference Criteria II.C.1, IX. A.,B.)

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of accomplishment of current year goals and objectives goals and objectives established for next year.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, p.A-9.

AREA: III COORDINATES INSTRUCTIONAL PROGRAM

CRITERION: A. Facilitates the development of goals and objectives for the
(III.A.2) school.

PIC: The principal shall establish school goals and objectives through staff input and participation.

- PROCEDURES:
1. The school goals shall be broad based statements about what the school is to make happen in the future.
 2. The school objectives will become the checkpoints, short-term steps which must be reached along the way to achieve the school goals. An objective shall address WHO is responsible to do WHAT, by WHEN, and HOW it will be done.
 3. The process for development shall involve:
 - A. Review of the list of current district, school, and/or department(s) goals & objectives through discussion with staff for clarity and understanding.
 - B. Involve staff for identification of additional goals to school list.
 - C. Through small and/or large group staff effort prioritize the school goals for development of a final, ranked, master list. Reach consensus.
 4. The principal shall provide coaching, encouragement, and support for implementation and achievement.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of accomplishment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp.11-14.

AREA: III COORDINATES INSTRUCTIONAL PROGRAM

CRITERION: B. Supervises the implementation of the curriculum.
(III.B.1)

PIC: The principal shall take the following actions for insuring implementation of the school curriculum.

- PROCEDURES:
1. Directly observe lessons being presented in classrooms. Frequent classroom observations can motivate teachers to work at the maximum potential.
 2. Monitor teaching practices:
 - A. Require teachers to complete and turn in lesson plans.
 - B. Read and review lesson plans for alignment with the school curricular guides.
 - C. Make comments and suggestions to teachers following review of lesson plans.
 3. Develop inservice training programs for teachers to introduce new competencies, new methods, and strategies aimed at increasing teacher effectiveness.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p.7.

AREA: III COORDINATES INSTRUCTIONAL PROGRAM

CRITERION: B. Supervises the implementation of the curriculum.
(III.B. 2)

PIC: The principal shall determine curriculum scope and sequence exists and is being adhered to.

- PROCEDURES:
1. Talks to district superintendent for district plan for curriculum development to ensure a scope and sequence for each subject taught by discipline.
 2. In the absence of a district plan, meets with all elementary and junior high schools feeding into the secondary school to write and publish a school scope and sequence curriculum guide.
 3. Expects teachers to be aware of the school's various curricula.
 4. Demonstrates knowledge and interest in each curriculum.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of progress and final report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al, p. A-5.

AREA: III COORDINATES INSTRUCTIONAL PROGRAM

CRITERION: C. Organizes the faculty to evaluate the curriculum.
(III.C.1)

PIC: The principal shall be responsible for the organization of the school faculty to evaluate the curriculum.

- PROCEDURES:
1. Teachers' shall have the opportunity to voice their opinion of curriculum effectiveness and make suggestions for curriculum change.
 2. The total staff, or staff committee, shall be formed for curriculum evaluation.
 - A. Review of student and community opinionaires.
 - B. Evaluation of student-standardized testing (NET) and criterion referenced testing (CRT) results in fulfillment of school goals.
 - C. Utilization of resource personnel for measurement evaluation assistance, from district-county-area-offices, colleges, universities, publishers, and research-developmental centers.
 - D. Review district and/or school curricular guides for behavioral objective teaching level and mastery results of student testing program.
 3. Draw conclusions of strengths and weaknesses of the curriculum with recommendations for short and long range improvements of weaknesses (modifications, continuations, and/or deletions).

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of progress and final report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: A. Evaluates the educational program.
IV.A.1.)

PIC: The principal shall be responsible for the evaluation of the school's educational program.

PROCEDURES: Assessment to measure if school meets or exceeds;

- A. State standards.
- B. Area Accreditation Agency (i.e., North Central Association) standards that school might hold membership or accreditation status.
- C. District and/or school goals.
 - (1) Survey a community opinion toward all aspects of the school's program and curriculum.
 - (2) Surveys recent graduates and students for opinion toward all aspects of the school's program and curriculum.
 - (3) Collects information about teachers' opinions of curriculum effectiveness and suggestions for curriculum change.
 - (4) Collects relevant student testing-evaluation data from guidance personnel:
 - a. Evaluate standardized testing (NET) and criterion referenced testing (CRT) results in fulfillment of school goals.
 - b. With faculty, or faculty committee, and possible consultant input, draw conclusions of strengths and weaknesses of the educational program.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Submit a report of evaluation to the central office.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 24, Chad D. Ellett, pp. 30-38.

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AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: B. Provides necessary support in carrying out delegated
(IV.B.1) responsibilities.

PIC: The principal shall be responsible to provide necessary support in carrying out delegated responsibilities.

- PROCEDURES:
1. Assignment of a responsibility.
 2. Clarification of responsibility:
 - A. Objective(s)
 - B. Coordinating responsibilities.
 - C. Procedures to be followed.
 - D. Expected outcome-standard.
 - E. Time line and target date for completion.
 - F. Performance monitoring procedures.
 - G. Indicators of accomplishment.
 3. Types of support;
 - A. Financial.
 - B. Frequent monitoring.
 - (1) Confidence in attainment of objective(s)
 - (2) Specific and timely assessment-feedback.
 4. Appraisal of accomplishment to staff and central office.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of delegated responsibility and assessment of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: C. Determines the use of instructional space.
(IV.C.1.)

PIC: The principal shall be responsible for scheduling instructional space.

- PROCEDURES:
1. Goals:
 - A. For maximum use of instructional space in support of housing the schools' educational program.
 - B. For minimum disruption of instruction.
 - C. For safety of students and staff.
 2. The principal will analyze building utilization in report form.
 - A. Building sketch with all instructional spaces identified.
 - B. An accounting of class occupancy of each space, by period.
 - C. Estimate of percent of day room occupied.
 - D. Additional analysis available from external organizations.
 - (1) Reports from accreditation, visitation teams.
 - (2) Reports from fire marshall visitation.
 3. With staff input, list improvements or alterations needed and projections to future needs for possible program changes.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of use of instructional space.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: D. Designs and implements appropriate measures for addressing
(IV.D.1.) problems of students

PIC: The principal shall develop a prescribed method or process for dealing with student infractions of school rules.

- PROCEDURES:
1. When a student meets the criteria for administrative intervention, the teacher writes a referral (keeping a copy), then sends the student with the referral to the dean, vice principal or principal.
 2. The administrator and the teacher hold a conference before the student is allowed to return to the classroom.
 3. The teacher is consulted about how he or she would like the situation to be handled and the parent may be invited to the conference.
 4. The student may be assigned to a one-or two-day in-house detention, which involves work with a counselor, writing, and self-analysis.
 5. Afterwards, administrators evaluate the detention to see whether it was valuable.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al, p. 24.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: D. Designs and implements appropriate measures for addressing
(IV.D.2.) problems of students.

PIC: The principal shall develop a prescribed method or process
for dealing with student infractions. Asterik discipline code.

- PROCEDURES:
1. Devise a categorized system of misbehaviors.
 2. Type A the least serious to Type D the most serious.
 3. The code includes a series of steps to be taken when a student misbehaves, such as conferences with the teacher, the parent, the counselor, and so on.
 4. The code also includes a detention policy that requires teachers to take turns staying after school with detained students.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Adoption and implementation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce S. Barnett et al, p. 24.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: D. Designs and implements appropriate measures for addressing
(IV.D.3.) problems of students.

PIC: The principal shall develop a school discipline policy.

- PROCEDURES:
1. Determination of rules and regulations to adopt:
 - A. Formal or informal discussion with administration staff, teachers and parents for setting objectives and structuring policy.
 - B. Establish staff inservice plans for current research; "assertive discipline", "school climate", etc.
 2. Secure staff and Board of Education approval
 3. Communicating the policy to students, teachers and parents:
 - A. Distribution of policy handbook.
 - B. Discussion in home rooms by teachers and student assembly.
 - C. Reviewed with parents-pupil/parent orientation programs.
 4. Implement and supervise the policy in a consistent manner.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Developed Policy. Monitoring Report (discussion, intention, communication) Effectiveness Measurement: questionnaires,

STANDARD: Please check one or more of the following: faculty, students and parents.

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE.

CRITERION: D. Designs and implements appropriate measures for addressing
(IV.D.4) problems of students

PIC: The principal, with teachers assistance, will find solutions
to problems of loitering, vandalism and fighting.

- PROCEDURES:
1. Develop a policy or procedure for teachers to stop and question students who are hanging out in the hallways.
 2. The teacher to take a student's name and send him, or her, to the office where the principal extracts a commitment to attend class.
 3. All classes to start on time.
 4. Review the scheduled day, classes and activities, to insure faculty supervision and time allocation that permits loitering.
 5. Develop a policy or procedure dealing with students who fight.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Review of plans developed: obscuration data.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 25.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: D. Designs and implements appropriate measures for addressing
(IV.D.5.) problems of students

PIC: The principal shall develop a prescribed method for dealing
with student infractions of school rules. (A Process)

- PROCEDURES:
1. Teachers and Administrators may exercise considerable judgment in discipline problems, even though there is an established sequence of alternatives.
 2. The philosophy of the discipline policy stems from tenants of common sense and fairness.
 3. Administrators may use discipline, counseling or other methods in attempts to modify a students' behavior.
 4. The teacher decides whether to deal with the student problem in the classroom, or to send the student to the administrator.
 5. Teachers and administrators have flexibility in their options, but they are required to listen to the students and to be open to mitigating circumstances.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 24.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: E. Encourages collegial relationships among staff members.
(IV.E.1.)

PIC: The principal shall provide resources and a supportive environment for collaborative planning.

- PROCEDURES:
1. Provide off-site premises, time, supplies and a supportive environment for collaborative planning.
 2. Provides release time to allow the entire staff to plan how to deal with a problem.
 3. Schedules planning meetings at end of each year.
 4. Provides faculty in the same disciplines the opportunity to work on class preparations at same time.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., p. A-9

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: E. Encourages collegial relationships among staff members.
(IV.E.2.)

PIC: The principal shall actively seek advice and input from staff and create opportunities for staff to express ideas.

- PROCEDURES:
1. Listens actively to staff and faculty ideas including critical comments and suggestions.
 2. Establishes planning sessions to discuss learning ideas with staff, and/or elicit learning ideas of staff meetings. Conveys philosophy; "I'm making the decisions but I want your input".
 3. Periodically reviews administrative staff decisions with teachers.
 4. Establishes and meets with building-administrative team regularly.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Results of opinion. Survey of staff

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., p. A-9.

AREA: IV. PROVIDES ORDERLY ATMOSPHERE

CRITERION: E. Encourages collegial relationships among staff members.
(IV.E.3)

PIC: The principal shall demonstrate support for the teaching staff, and recognize maintenance of district standard for quality instruction, by taking a firm stand with teacher(s) who consistently perform below or less than district standard.

PROCEDURES: 1. Recognize below standard teacher performance by taking necessary steps for dismissal of a teacher who has not performed to standard after exercising individual plans for improvement and due process procedures.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Review of formal teacher evaluation reports.

STANDARD: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:
Fully
Partially
Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 11.

AREA: V. PROMOTES PROFESSIONAL GROWTH

CRITERION: A. Identifies staff development needs.
(V.A.1.)

PIC: The principal shall provide training and assistance for new teachers.

- PROCEDURES:
1. General orientation during which information about the job and school policies and procedures is presented in a concentrated dose.
 2. Weekly meetings for new staff members during the first six weeks of school. Cover expectations on effective teaching methods and classroom performance.
 3. Frequent classroom observations and uses of clinical supervision as a way of providing assistance to new teachers.
 4. Pair new teacher with master, experienced teacher for a buddy or monitor system for answering questions and providing informal day-to-day assistance during first few months of employment.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of accomplishment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 4.

AREA: V. PROMOTES PROFESSIONAL GROWTH

CRITERION: A. Identifies staff development needs.
(V.A.2.)

PIC: The principal shall determine staff development needs.

- PROCEDURES:
1. Identification of staff development needs will be determined from:
 - A. School goals and objectives.
 - B. Teacher performance appraisal system.
 - C. Student testing program.
 - D. Input from staff (individuals and committee) for inservice program suggestions.
 2. School support of release time and travel reimbursement for staff for out-of-district inservice program attendance. Secure district approval for program granting equivalent credits (in lieu of college credit) in support of wage scale educational requirement for wage increase.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of school staff development plan.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: V. PROMOTES PROFESSIONAL GROWTH

CRITERION: B. Strives for professional growth.
(V.B.1.)

PIC: The principal shall demonstrate interest for professional growth.

PROCEDURES: 1. Involvement in educational organizations at the local and national levels.

A. National Organizations:

- (1) National Association of Secondary School Principals.
- (2) Association for Supervision and Curriculum Development.
- (3) National Staff Development Council.
- (4) National and/or are school accreditation associations.

B. State Organizations:

- (1) Comparable to 1.A above.
- (2) State associations in support of extra curricular activities.

C. Participant in organizations of membership:

- (1) Attendance at conferences, study sessions and meetings.
- (2) Service on editorial boards or interest in seeking elected positions.

2. Engagement in both formal and informal learning activities throughout his or her career.

- (1) Attendance at workshops, conferences, and inservice programs.
- (2) Enrollment in graduate courses even though the principal has earned his or her terminal degree.
- (3) Personal research on a topic of interest or concern.
- (4) Meetings with area or regional professional principal groups for mutual problem-solving and discussion.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of membership, attendance, and learning points.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp. 44-47.

AREA: V. PROMOTES PROFESSIONAL GROWTH

CRITERION: C. Provides staff development activities.
(V.C.1.)

PIC: Principal provides in-house development activities.

- PROCEDURES:
1. Use teachers as inservice trainers. Teachers with specific skills released for teacher training of other teachers.
 2. Personally conduct inservice training for their staff.
 - A. Modeling lessons in own area of expertise.
 - B. Suggesting changes in teaching style and other preferred forms of instruction.
 3. Provide teachers with opportunities to visit and observe other teachers, within and outside their own schools. Arrange for teachers to exchange duties, hire substitutes, seek out special grants.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of actions taken with assessment of success.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 5.

AREA: VI. MAINTAINS PLANT FACILITIES

CRITERION: A. Provides for security of school facilities and safety of all
(VI.A.1.) personnel.

PIC: The principal shall implement procedures for security (vandalism, burglary, arson) of school facilities.

- PROCEDURES:
1. Formulate a school code of rights and responsibilities. Involve parents, patrons, and especially students. Address:
 - A. Constitutional rights of total educational community.
 - B. Operating procedures of the school.
 - C. Develop "fair" rules, in clear language, with explanation of the various punishments that might be implemented for violations.
 - D. Develop an incident report form that can be utilized for study of nature and extent of school crime problem.
 2. Establish liaison with school and district law enforcement officials. Include procedures to be followed for possible types of vandalism or strategies to deal with crimes if they occur. Compare statistics with those of community law enforcement officials.
 3. Preventive measures to be implemented after assessment of need:
 - A. Implement a well planned community education program for people use of buildings nights and weekends.
 - B. Switch all lights on in school during closed hours.
 - C. Establish neighborhood watch, for citizen telephone reporting of suspicious activities to a security center.
 - D. Installation of physical security systems, locks systems, electric surveillance, etc.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of actions taken with assessment of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 28, ERIC School Security, pp.1-4.

AREA: VI. MAINTAINS PLANT FACILITIES

CRITERION: A. Provides for security of school facilities and safety of all personnel. (VI.A.2.)

PIC: The principal shall implement procedures for security (disruptions, teacher-student victimization, fighting-violence, and gang activities) in school facilities.

PROCEDURES: 1. Formulate a school code of rights & responsibilities. Involve teachers, parents, patrons and especially students. Address:

- A. Constitutional rights of total educational community.
- B. Operating procedures of the school.
- C. Develop "fair" rules, in clear language, with explanation of the various punishments that might be implemented for violations.
- D. Develop an incident report form that can be utilized for study of nature and extent of school crime problem.

2. Establish liaison with school and district law enforcement, social-human services, juvenile justice officials and community based crime prevention organizations.

3. Preventive measures to be implemented after assessment of need:

- A. School strategy responses to rumors, bomb threats, drug problems, minor and mass disruptions.
- B. Secure cooperation between staff and administration, law enforcement, etc. Solicit community support.
- C. Rule enforcement is firm and clear.
- D. Pay special attention to school social atmosphere; learning environment. Situations that may foster student fear or frustration:
 - (1) Students scheduled & unscheduled time.
 - (2) Opportunities for extra curricular participation.
 - (3) Opportunities for recreational activities.
 - (4) School drop-out rate.
 - (5) Staff supervision schedules.

TIMELINE: (to be developed) E. Steps to counter gang activity:

MONITORING: (to be developed) (1) Keep up with building maintenance. Immediately paint over grafite.

EVIDENCE: A report of actions taken with assessment of accomplishments. (2) Prohibit student identification with gang activity in school (insignias, special

STANDARD: Please check one or more of the following: District policy wearing apparel, or behavior that would denote presence of gang in school).

Building procedures

Research-based model (3) Gather information about gang activities from law enforcement officials, special community organizations. Assess street activity on way to school

Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT: Fully (4) Develop inservice program for staff. Include intervention skills.

Partially

Not accomplished F. Install physical security systems; locks systems, electronic surveillance, security patrols, etc.

RESEARCH EVIDENCE: 28, ERIC School Security, pp. 1-4.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: A. Develops the school's budget.
(VII.A.1.)

PIC: The principal shall determine the budget for the school.

- PROCEDURES: 1. The budget shall reflect the needs of the school through staff input for:
- A. The educational program plan cost of operation, including short and long range financial needs.
 - B. The evaluation of pupil enrollment within the educational program plan course offerings.
 - C. The evaluation of the educational program plan staffing needs.
2. The Principal shall submit a tentative school budget to the district central office in sufficient time for evaluation and inclusion in the district budget proposal.
- A. The School program needs shall be prioritized addressing the program emphasis of any district program changes of emphasis. (i.e., district efforts for curriculum revision or discipline-program emphasis).
 - B. Allocating available funds to those parts of the school's educational programs that are of higher priority. Emphasis to be given to promoting safety and building maintenance.
3. The Principal shall be prepared to communicate the unique budget needs of the school to staff and the district central office.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The formulation and filing of the school budget.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp. 24-26.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: B. Directs the problem-solving efforts of the school management team.
(VII.B.1.)

PIC: The principal shall identify and direct the problem-solving efforts of the school management team.

- PROCEDURES:
1. The Principal shall keep informed about the decisions being made at different levels and the different areas within the school, including developing information sources and keeping communications open.
 2. The Principal shall define and clarify the school management team's role and membership responsibilities:
 - A. Determine how decisions will be made: information collection analysis, time limits.
 - B. The delegation or sharing of authority, seeking achievement of decisions made at the lowest appropriate level.
 3. The Principal shall use the talents and resources of staff members with:
 - A. Strategies to involve staff in decision making.
 - B. Strategies for developing commitment, implementation, and responsibilities for actions necessary to carry out the decisions made.
 4. The Principal shall make application of value system with problem solving efforts:

A. The ethics of the situation	E. The quality of the decision.
B. The feelings of others.	F. The acceptability of the decision.
C. The welfare of others.	G. His or her image as a professional.
D. The impact on the school	

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of major problem(s) encountered-with school resolution, and/or analysis of a most recent problem-decision with analysis of

STANDARD: Please check one or more of the following: above points.

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41. Human Synergistics, pp. 20-23.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: C. Evaluates school personnel.
(VII.C.1.)

PIC: The principal shall implement a systematic process to evaluate staff performance.

PROCEDURES: Strategies: interpretation subject to district policy-contract.

1. Visitation-visit every classroom each day. Teachers can come to appreciate Principals' presence in the classroom as a concern and support for quality teaching.
2. Observation-tenured teachers two-five times before formal evaluation, conferring about what was observed.
-probationary teachers three-six times before formal evaluation, conferring about what was observed.
3. Formal Evaluation-tenured teachers at least once a year.
-probationary teachers two-four times a year.
4. Review & critique of teacher lesson plans.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of principal visitations, observations, formal evaluations.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett, et al., pp. 6.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: C. Evaluates school personnel.
(VII.C.2.)

PIC: The principal shall conduct a pre and post evaluation conference with teacher.

- PROCEDURES: 1. Pre-evaluation conference.
- A. Points to be observed.
 - B. Review of lesson objectives and techniques teacher proposes to utilize.
 - C. Review lesson to be observed in relation to prescribed district curriculum.
2. Post-evaluation conference.
- A. Review what was observed.
 - B. Comment on good aspects of the lesson. Productive behavior and effective teaching.
 - C. Make specific, concrete suggestions for improvement.
 - D. Jointly develop written strategy(ies) for improved performance.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Filed copy of evaluation report.

STANDARD: Please check one or more of the following:
District policy
Building procedures
Research-based model
Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:
Fully
Partially
Not accomplished

RESEARCH EVIDENCE: b, Bruce G. Barnett et al., pp. 6.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: C. Evaluates school personnel.
(VII. C.3.)

PIC: The principal will increase the amount of time devoted to supervision-evaluation activities by 10% as evidenced by time log data and artifacts of the evaluation process.

PROCEDURES:

1. Review the time logging of the previous evaluation period.
2. Review the teacher operational procedures in the handbook.
3. Conduct time logging while implementing the teacher procedures, i.e. data gathering, conferring, and completing the forms.
4. Submit time log data and artifacts of the evaluation process to the superintendent and discuss them.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Time log and artifacts.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION:
(VII.C.4.) C. Evaluates school personnel.

PIC: The principal shall monitor personnel performance.

- PROCEDURES: 1. Review of weekly teachers' lesson plans to ascertain whether teachers' plans coincide with school goals determined at the beginning of the school year and instructional goals of curricular guide.
2. Structure classroom visits into principals schedule. Visiting at least once a week and conferring with teachers and/or a visit to every classroom each day making "Madeline Hunter walk throughs" with consecutive days visits in order to get a sense of continuity of lessons.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., pp. 35

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: D. Delegates responsibilities to staff members.
(VII.D.1.)

PIC: The principal shall delegate part of his or her work load to reduce the principal's work load

- PROCEDURES:
1. Get to know the school staff.
 - A. Find out their prior work assignments, professional interests, and their future work goals, and their unique skills and talents.
 - B. Observe them closely for possible assignment skills.
 2. Delegate what staff members like to do and what they will be good. Delegate tasks principal performs effectively to permit ease of monitoring progress.
 3. Develop clearly defined expected outcomes.
 4. Supervise and monitor performance.
 - A. Use target dates and time lines for sub-tasks where practical.
 - B. Give specific and timely feedback.
 - C. Recognize closure of delegated task(s).

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of task(s) delegated and task(s) accomplished.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp. 31-34.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: E. Implements organization policies.
(VII.E.1.)

PIC: The principal shall be responsible for implementation of the school and district financial procedures.

- PROCEDURES:
1. Communicate to staff of fiscal procedures and procedures rationale:
 - A. Reviewed with existing staff.
 - B. Orientation of new employees.
 2. Closely monitoring implementation of procedures by staff, with emphasis on new employees.
 3. Staff orientation of school budget reflecting the priority needs of the school.
 - A. Periodic reporting to staff, during the school year, of budgeted vs expenditures in support of the educational program plan.
 4. Monitoring the fiscal procedures for expenditure of funds to insure that all legal requirements are met including keeping accurate records that provide a clear "audit trail" of expenditures.
 5. Strategic planning to organize and orchestrate school resources available to support the school's educational program plan.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Ongoing evidence for compliance with district financial procedures policies.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp. 24-26.

AREA: VIII.MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: A. Participates in appropriate community activities.
(VIII.A.1.)

PIC: The principal shall demonstrate professional commitment extending beyond the school.

- PROCEDURES: 1. To join community service organization and community organizations in support of youth programs comparable to principal assignment area.
- A. For community service support.
 - B. To establish important links between school and business-employers.
2. To become involved in governmental and political affairs:
- A. in political campaigns as active supporters of candidates (or as a candidate, if within district policy).
 - B. Participation in lobbying efforts.
 - C. Service on juries and local governmental boards.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A summary report of participation in community and governmental activities.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp. 45-46.

AREA: VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: B. Participates in school-sponsored events.
(VIII.B.1.)

PIC: The principal shall demonstrate a personal and professional commitment to devote time and effort.

- PROCEDURES:
1. Through attendance at school sponsored events (i.e. athletic, speech, music, and parent support groups of activities).
 2. By volunteering to do extra jobs that benefit school and/or community.
 3. Through commitment to a professional work ethic recognizing that personal behavior is highly visible and provides a model for what is to be expected of others.
 4. Through recognition that a dedicated staff will be a by-product of principal, not of their words.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of professional personal commitment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 41, Human Synergistics, pp. 46-47.

AREA: VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: C. Creates a climate that fosters good school-community relations.
(VIII.C.1.)

PIC: The principal shall be responsible for fostering a climate that promotes a good school-community relations.

PROCEDURES: 1. Identification of community organizations and leadership for school support. Civic, service and social organizations:

- A. governmental bodies
- B. churches and ministerial organizations
- C. service clubs.
- D. social groups
- E. businessmen's and women's organizations.
- F. health and medical organizations.

2. Staff and community input for development of school-community relations program.

- A. Staff member speakers bureau.
- B. Student groups available for community programs.
- C. Linkage possibilities, school educational programs (groups-clubs) with business, industry and health care organizations.
- D. Identification of school events of interest to community.

3. School sponsored programs with advertised invitation for community involvement.

- A. School open house
- B. Parents-grandparent emphasis at school activity events (sports, plays, speech, music & club activities)
- C. School, pupil directed, observance of special day events (Veterans, Memorial Day)

TIMELINE: (to be developed) D. Student exchange programs.
MONITORING: (to be developed) E. International Educational Program Exchange program-student group exchange with foreign country, secondary school, student groups.

EVIDENCE: A report of school community relations activities.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)
- 4. School public information program.
 - A. Staff, parent, bulletins highlighting school public relations activities.
 - B. Procedure plan-release of news articles to community media.
 - C. Procedure plan for media (newspaper, radio, TV, cable TV) coverage of school events.

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: D. Communicates effectively with the school-communities.
(VIII.D.1.)

PIC: The principal shall reach out to his or her community in one or both of two ways:

- PROCEDURES:
1. Written communication for purpose of improving their school's image or reputation, communicate information about their school and its accomplishments:
 - A. Newspaper articles, news releases, news section written by students.
 - B. Newsletter(s) to parents.
 - C. Solicit information from community through surveys and questionnaires (example) school concerns, opinion of school success, perceptions of teacher performance.
 2. Oral communication to disseminate or solicit information by talking directly to parents or community. Especially useful for improving the school's climate:
 - A. Dialogue dinners; parents host four-five teachers and principal for dinner and conversation.
 - B. Parent counseling sessions.
 - C. School night open house.
 - D. Parent-pupil orientation for school entering grade level.
 3. Implement school program for closed circuit cable TV:
 - A. Principal interview of each senior student, current and future plans.
 - B. Daily schedule of school events.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: List of accomplishments

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 60.

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AREA: VIII.MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: D. Communicates effectively with the school-communities.
(VIII.D.2.)

PIC: The principal shall identify strategies for community involvement with school decision making for input and feedback regarding school affairs, (e.g. curricular and extra-curricular
PROCEDURES: activities, school structure, academic standards and/or reward systems).

1. Establish special decision-making groups such as community council(s), school site council(s), advisory committee(s), and special ad hoc committee(s)
2. Recruitment suggestions.
 - A. Select five people in the community "who are very interested in education". These five select five others, who, in turn, select five more for a total committee of fifteen members; include both parents, patrons, pupils and teachers.
 - B. Involve officers of existing organizations, community civic-social organizations, elected officials for membership recommendations.
3. Setting the agenda.
 - A. By principal, principal's cabinet, teacher representation.
 - B. Solicit agenda topics from decision-making group.
 - C. The tasks (purposes) of decision-making group shall be understood at the outset with time-line understanding for closure of purpose.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 60.

AREA: VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: D. Communicates effectively with the school-communities.
(VIII.D.3.)

PIC: The principal shall implement plans for community participation in school activities, to obtain community support for the school.

- PROCEDURES:
1. Develop parent-faculty organizations. PTA or similar type organization, for coordination of parent involvement within the school with fund-raising activities after school mini-classes taught by parents and other community volunteers assistance to school program.
 2. Organize volunteer groups for help with school's academic program or clerical assistance.
 3. Implement special program activities:
 - A. Assembly programs to which parents and community invited.
 - B. Assembly programs as a forum for community speakers.
 - C. Assembly program with program emphasis by community minority groups.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other(please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., pp. 63-64.

AREA: VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: E. Demonstrates sensitivity and awareness of the diverse
(VIII.E.1.) cultural groups within the school community.

PIC: The principal shall develop and implement incentives and rewards program to students who constitute a minority in the school.

PROCEDURES:

1. Establish minority high-achievers list that recognizes minority students who do well. Student photos can be used with posted accomplishment list.
2. Minority students club, activities to emphasize cultural heritage.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Success report for plan of implementation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 14.

AREA: VIII. MAINTAINS SCHOOL-COMMUNITY RELATIONS

CRITERION: E. Demonstrates sensitivity and awareness of the diverse
(VIII.E.2.) cultural groups within the school community.

PIC: Throughout the school year the principal shall promote minority student responsibility by involving students in decision making.

- PROCEDURES: 1. In addition to a student council (X.C.) a "minority affairs committee" shall be developed composed of 10-15 minority students nominated by the faculty and/or student government. The committee:
- A. Has the quasi-function of operating as a minority student government to deal with the issues of structuring minority organizations to be a part of the school, structuring school activities to include minorities, and helping non mainstreamed students to feel that the school is open and available to them.
2. In addition to a student council (X.C.) a "fairness" committee, composed of six students and five teachers nominated by the shared governance school site council hears complaints by any member of the school who feels that he or she has been dealt with unfairly. Committee members in closed session:
- A. Review the complaints
 - B. Do fact finding
 - C. Make recommendations to the principal and the parties involved.
Confidentiality is stressed.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The schedule of meetings and report questions-topics and assessment of success.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 17.

AREA: IX. EVALUATED PUPIL PROGRESS

CRITERION: A. Evaluated student progress in relation to instructional objectives.
(IX.A.1.)

PIC: The principal shall provide pupil test results for teacher review and analysis.

PROCEDURES:

1. Norm referenced tests, measurement against program offerings.
2. Criterion referenced tests, analysis of meeting pupil behavioral objectives.
3. Reviews of teacher made tests, for measurement of course and pupil objectives.
4. Teachers will be encouraged to utilize pre and post tests of units or course with pupils, for their measurement of learning.
5. Teachers will provide counseling sessions with pupils who are achieving below expectation.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of implementation and accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

ARFA: IX. EVALUATES PUPIL PROGRESS

CRITERION: B. Maintains a well-organized and comprehensive testing program.
(IX.B.1.)

PIC: The principal shall be responsible for implementation of a well organized, comprehensive testing program administered on a regularly scheduled basis.

PROCEDURES:

1. Norm referenced testing:
 - A. Student abilities.
 - B. Student and grade achievement.
 - C. Notice of need, testing (dates-time-place) for ACT-SAT testing.
Purpose: to measure student growth and achievement.
to assess curriculum strengths and weaknesses.
for college admission and scholarship competition.
 - D. Career planning and interest inventories.
Purpose: to provide students with personal information for long range-career planning.
2. Criterion referenced testing of major-selected student behavioral objectives of curriculum.
Purpose: to measure student achievement.
to assess strengths and weaknesses of curriculum.
to be utilized for curriculum revision.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of school testing program.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: IX. EVALUATES PUPIL PROGRESS

CRITERION: B. Maintains a well-organized and comprehensive testing program.
(IX.B.2.)

PIC: The principal shall develop and direct the program for staff utilization results of testing student academic performance.

- PROCEDURES:
1. Inservice staff showing ability tests are important yardsticks of student performance.
 2. Establish a school testing schedule to evaluate and measure student achievement. Shares results with staff.
 3. The school testing schedule will utilize standardized testing for subject areas and/or staff development of criterion referenced tests for measuring achievement of most important pupil behavioral objectives for subject areas.
 4. The test results will be used for staff inservice education, school goal setting, and curriculum revision.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of school testing program including utilization

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., p. A-2.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: A. Establishes level of expectation for student performance.
(X.A.1.)

PIC: The principal shall implement a program to raise student self-esteem and performance.

PROCEDURES: 1. Establish "Right Path Club" in which teachers give buttons to students who are performing well. Treat top scholars to special field trips.

2. Publicize student accomplishments, local news media, parent letter, etc.

3. All teachers to install a "wow board" in each classroom to be used to recognize students who have done something exceptional. Two awards also given daily for good behavior and each student who wins gets a ticket that is good for an end-of-the-week prize drawing.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Success report for plan of implementation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 14.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: A. Establishes levels of expectation for student performance.
(X.A.2.)

PIC: The principal shall direct a school program to improve staff-student relationships.

PROCEDURES: 1. Implement the goal for improving principal-student interacting:
A. Make it a point to talk to students before and after school and at lunch time.
B. Encourage students to come to talk to Principal.

2. Encourage teachers to interact with students:
A. Urge teachers to stand outside of the classroom door to talk to students as they enter or leave the room.
B. Encourage students to pick one teacher whom they can talk to about problems.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Report of accomplishment.

STANDARD: Please check one or more of the following:

District policy
Building procedures
Research-based model
Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

Fully
Partially
Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 15.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: A. Establishes levels of expectation for student performance.
(X.A.3.)

PIC: The principal shall implement a teacher-student advisement program for development of student positive self-image on an individual basis.

PROCEDURES:

1. Assign 10-15 students, with a teacher, two times a week for 20 minute sessions.
2. The program will be designed to help students on an individual basis, understand themselves; ability, performance, expectations, future planning.
3. Design a program goal emphasis for each school year.
4. Teacher coordination with school counseling program.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The submission yearly schedule plan with mid-year assessment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 15.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: B. Establishes high standards of conduct for students.
(X.B.1.)

PIC: Throughout the school year, the principal will promote student responsibility through the school curriculum.

- PROCEDURES:
1. Institute a citizen education program (i.e., Freedom's Club of America).
The primary objective is to uphold and perpetuate "the individual freedoms" (i.e., every student has the right to learn and freedom to achieve) and to promote social responsibility.
 2. Develop homeroom curriculums and themes (i.e., "Be helpful, considerate and friendly to others", "be trustworthy and reliable"). Students encouraged to propose own projects that "makes you, the school, and the community better off by you being in it".
 3. Implement a number of civic theme assemblies (i.e., generally patriotic in nature that encourage good citizenship).

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The report of schedule of events, organization and observation data.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 16.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: B. Establishes high standards of conduct for students.
(X.B.2)

PIC: Throughout the school year, the principal will promote student responsibility through the school curriculum.

- PROCEDURES:
1. Establish an ethics education program that is based on democratic principles established by school or district. (e.g., "a free society requires respect for a person's property and principles" and "problems are solved through reason and orderly processes").
 2. Incorporate principles into curricular materials developed by a teacher advisory program and are used in the regular lesson plans in each subject area (i.e., in math, a lesson on how to compute income taxes would deal with issues such as taxpayer responsibility and the social consequences of cheating. also including non-sexist/multi-cultural concepts).

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The schedule of organization and observable data

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 16.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: B. Establishes high standards of conduct for students.
(X.B.3.)

PIC: The principal shall personally enforce discipline with students.

- PROCEDURES:
1. Establish a friendly relationship with student body. Chat with students in hallways, outer office, etc. (i.e., stop and talk to a student personally about an excuse for being absent after overhearing conversation between student and office worker). Eat lunch with students in the cafeteria. Be visible in all parts of the building and campus.
 2. Tell student what is expected for student conduct (i.e. forthcoming assembly, visiting tours, etc.); praise them in advance for being orderly.
 3. Be responsible for making the final decision about which students are not allowed to graduate by written district standards.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., p. A-3.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: B. Establishes high standards of conduct for students.
(X.B.4.)

PIC: The principal shall establish and enforce a clear code of conduct regarding school rules (i.e. attendance and absence policies).

PROCEDURES:

1. Publish the guidebook for "code of conduct" for students. Distribution to students and parents including a review during student orientation.
2. Post attendance rules in building.
3. Develop an attendance plan that allows a clear response for reporting absences.
4. Develop plan for home contact for excessive tardiness and absences.
5. Implement a reporting system to inform counselors immediately about absent students for each class period during the day.
6. Provides support and back-up for enforcement of discipline.
 - A. Enforces progressive discipline.
 - B. Sets up an in-school "suspension room" for disciplining problem students.
 - C. Makes suspension-stick. Including parent conferencing.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., p. A-3.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: C. Keeps students informed of school goals, policies and
(X.C.1.) activities.

PIC: Throughout the school year, the principal shall promote student responsibility by involving students in decision making.

PROCEDURES: 1. Create a student council of elected homeroom representatives, the president of each grade, and a school president, vice-president, treasurer, and secretary.
2. Within the council, create a student management team that consists of all the officers except the homeroom reps.
3. The Mgt. team meets once a week with the Principal to talk about school activities, items of general interest, or student council agendas.
4. Connected with council and management teams, separate committees are established, including a teacher representative who act as advisors and helpers, and homeroom representatives.
5. Each committee focuses on an area commonly associated with school affairs; publicity, finances, student activities, dances or assemblies. Committees meet whenever they have an idea for an activity or event for the school.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The schedule of organization and observable data

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 17.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: C. Keeps students informed of school goals, policies and
(X.C.2.) activities.

PIC: Throughout the school year, the principal shall promote student responsibility by involving students in decision making.

PROCEDURES:

1. Select two students each grade and two students from the student council to meet with Principal.
 - A. To help make decisions about the activities associated with school's citizenship education program.
 - B. To hear their recommendations about the school curriculum.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: The schedule of organization; observable data including student ideas.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., p. 18.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: C. Keeps students informed of school goals, policies and
(X.C.3) activities.

PIC: The principal shall establish a student orientation program.

PROCEDURES: 1. Explain school rules of conduct school goals in person
of an orientation convocation.

2. Give reasons for rules along with rules.

3. Establish a student mentor program with existing students
to instruct new students on the high expectations of the
school

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of accomplishment.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., pp. A-3, A-7.

AREA: X. SUPERVISES STUDENT PERSONNEL

CRITERION: D. Works with problem students in designing appropriate
(X.D.1.) behavior measures that maintain consistent discipline
for all.

PIC: The principal shall be responsible to work with problem
students in designing appropriate behavior measures that
maintain consistent discipline.

- PROCEDURES:
1. Determine potential problem students:
 - A. Establish a monitoring system of students consistently failing as a result of regular classroom instruction.
 - B. Establish a monitoring system of students consistently absent from school.
 2. For the potential problem students:
 - A. Implement a special guidance-counseling program to establish "someone cares". Consideration for psycho-educational appraisal.
 - B. Implement principal-student counseling to establish appropriate student behavior expectations and understandings of school rules. (i.e. serious misconduct, levels of suspensions).
 3. Identify, for future use, community services that may lend assistance for problem students.
 4. Identify, for future use, alternative educational plans for problem students
 - A. In-school
 - B. Home bound programs
 - C. Alternative schools
 5. Disciplinary actions taken, with problem students, shall be administered under district and school policies and procedures in a consistent manner.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of progress.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 24, Chad D. Ellett, pp. 33-57.

APPENDIX C. GUIDELINES FOR UTILIZATION OF SECONDARY
SCHOOL PRINCIPAL PERFORMANCE IMPROVEMENT
COMMITMENTS (PIC) FOR JOB IMPROVEMENT

Preface

The purpose of this guidance is to provide models or suggested strategies of secondary principals Professional Improvement Commitments (PICs). These PICs are selected samples that can be used as the basis for writing job improvement targets (or professional growth plans) (or objective strategies) or simply as suggested strategies for improvement.

Supervisors and evaluators of secondary school principals are expected to help principals improve performance and assist with individual professional development. All too often, the evaluator is hard pressed to create strategies for improvement due to geographical separation, due in part to the organizational structure of school districts, and the probable lack of close supervision by school principal by evaluator.

The utilization of Performance Improvement Commitments is expected to offer an approach to principal evaluation which includes cooperative, written agreements between evaluator and evaluatee for improved performance during the next evaluation cycle. It is an approach to help supervisors of secondary school principals more effectively perform his/her responsibilities for joint development of principal job improvement targets as a continuum for principal performance improvement for effective school improvement.

The PICs approach will provide practical assistance for supervisors of secondary school principals to go beyond oral coaching and assistance sessions for improving each principal's performance and will be useful to supervisors wishing to increase or assure a principal's commitment to the school district's established direction for improvement.

Improvement

It is recognized through research and review of the literature the effectiveness of schools lies with the principal of the school, his or her pace setting, leadership, and he or she is the connection to effectiveness.

There is an increasing need for a thorough evaluation of principal professional performance and effectiveness from the expectation of the principal, his or her supervisor, district administrative-teamwork policy, or mandated by the legislative process.

The use of objective strategies for principal improvement are recognized by researchers as the important facet for principal performance improvement. This type of approach for principal improvement can be the connecting link for principal performance improvement that transforms the process of principal evaluation from the goal of accountability to the goal for personal improvement, or a movement from summative evaluation to a formative evaluation system.

The research of Look and Manatt (53) identified research-based discriminating items for use in evaluation of principals that can be selected for use by local school districts. The discriminating items

recognize the leadership behaviors associated with school effectiveness developed by Sweeney (84) as well as the necessary management activities which may or may not have a direct and measurable effect on student achievement: 1) Sets instructional strategies/emphasizes achievement; 2) supports teachers; 3) coordinates instructional program; 4) provides orderly atmosphere; 5) promotes professional growth; 6) maintains plant facilities; 7) performs administrative duties; 8) maintains school-community relations; 9) evaluates pupil progress; and 10) supervises student personnel.

Noriega (67) incorporated these research-based discriminating items into an item bank of 37 criteria with suggested four levels of measured performance that can be used in design of an evaluation instrument for secondary (seventh through twelfth grade) principal evaluation.

Suggested strategies, or Professional Improvement Commitments (PICs), for secondary school principal improvement were written to serve as exemplars and to aid in the coaching and counseling of principals by their supervisors/evaluators. Each model PIC includes these elements:

- (1) Performance Area--discriminating items recognizing the principals leadership behaviors and management activities most commonly associated with secondary school administration.
- (2) Criterion--the principal behavior on which the PIC is based. Secured from the principals' summative evaluation form.
- (3) PIC--the statement of intent expressed in specific, measurable, behavior.
- (4) Procedures--a plan-of-action which includes a step-by-step

description of how the PIC will be accomplished. Accompanying the procedures a timeline space is provided, recognizing the need for cooperative planning between evaluator and evaluatee when each step of procedure must be completed.

- (5) Monitoring--a space provided for development of a progress check which is used to determine how things are going as the PIC is being accomplished. (Monitoring is requested by the principal when he/she determines that the progress should be discussed with the evaluator.)
- (6) Evidence--the documentation that indicates how the evaluator (and the principal) will know that the PIC was accomplished. (The evidence will be generated as the procedures are accomplished.)
- (7) Standard--the model that the finished PIC should look like. (How good is enough?)
- (8) Appraisal method--space provided for mutual agreement between evaluator and principal as to how the final judgment on the accomplishment of the PIC will be made. Included is final judgment of accomplishment of the PIC on a three-point scale.
- (9) Research evidence--refers to source of data used for PIC development.

Selection and Use of Performance Improvement Commitment (PIC)

The local district will develop its personal plan for secondary principal performance evaluation for improvement including: job description(s), philosophy and purpose for evaluation, items to be

description(s), philosophy and purpose for evaluation, items to be evaluated, and the criteria to measure these items in terms of district standard for each criterion.

The enclosed compendium of suggested Performance Improvement Commitments (PICs) is provided as resource guidance with the selection of a PIC to be used as a basis for writing a job target (or professional growth plan) (or objective strategy) or simply as a suggested strategy for improvement to the performance area(s) of greater need(s).

The selection of PICs from among the models provided should be a cooperative endeavor between the principal and evaluator. The evaluator should be cautious and refrain from "assigning" PICs without principal involvement.

Principals and/or evaluators also have the option of revising the PICs to better meet local district needs and are strongly encouraged to create new ones.

APPENDIX D. PROFESSIONAL IMPROVEMENT COMMITMENT (PIC) ANALYSIS FOR
SECONDARY PRINCIPAL JOB IMPROVEMENT TARGETS

1. Activity/Behavior

- A. Not written as a target (0 pts.)
- B. PIC stated in vague terms (1 pt.)
- C. PIC stated in terms of a specific behavior,
but is not measurable (2 pts.)
- D. PIC stated in terms of a specific,
measurable behavior (3 pts.)

_____ X 5 = _____

2. Procedures

- A. Procedures not included (0 pts.)
- B. Procedure is incomplete or vague (1 pt.)
- C. Procedure is complete and clear (2 pts.)

_____ X 2.5 = _____

3. Appraisal method for PIC accomplishment

- A. Appraisal method not included (0 pts.)
- B. Appraisal method is incomplete or vague (1 pt.)
- C. Appraisal method is complete and clear (2 pts.)

_____ X 2.5 = _____

TOTAL _____

APPENDIX E. COMPARISON OF SPRINGFIELD, MISSOURI, PUBLIC SCHOOLS
SECONDARY PRINCIPALS EVALUATION SYSTEM WITH MODEL PERFORMANCE
IMPROVEMENT COMMITMENTS (PICs)

<u>Springfield Performance Areas & Criteria</u>	<u>Model PIC Number(s)</u>
I. Management Skills:	
A Utilized effective time management practices.....	51.
B Demonstrates effective personnel management practices.....	38,39,41,45.
C Demonstrates financial responsibility.....	44,52.
D Writes a systematic plan for attainment of goals and objectives.....	22,23,28.
E Demonstrates appropriate decision making skills..	28,45.
F Implements board policies and directives and communicates these policies to the staff.....	44.
II. School and Community Relations:	
A Seeks to establish positive relationships with teachers.....	16-20, 35-37,53.
B Seeks to establish positive relationships with parents and teachers.....	54-58.
III. Professional Responsibilities:	
A Demonstrates employee responsibilities.....	none.
B Strives to improve performance.....	40.
Secondary Principal: Criteria	
1. Utilizes effective plant management practices.....	6,29,42,43.
2. Utilizes effective practices to promote desirable student conduct.....	30-34,68-75.
3. Seeks to establish positive relationships with students.....	1,3,11,59-61.
4. Promotes a school environment which encourages positive interaction.....	16-18.
5. Emphasizes student achievement.....	1-4,8,10-13.
6. Sets instructional strategies.....	5,6,9,65,66.
7. Coordinates instructional programs.....	5,6,14,27.
8. Evaluates student progress/needs.....	7,12,14,15,62-64,67.
9. Provides leadership in curriculum development.....	5,8,9,13,21,24-27.
10. Supervises and evaluates for improvement of instruction.....	46-49.
11. Coordinates pupil services and activities.....	75.
12. Formulates proposals and grants.....	none.
13. Develops and maintains effective community interest and participation.....	55-58.

APPENDIX F. ANALYSIS OF QUALITY PRINCIPAL
PERFORMANCE IMPROVEMENT COMMITMENT (PIC)

- | | YES | NO |
|--|-------|-------|
| 1. Would the PIC help a principal improve who had this identified weakness?..... | _____ | _____ |
| 2. Have we left out any activities or behaviors?..... | _____ | _____ |
| Please indicate _____ | | |
| _____ | | |
| 3. Have we left out any procedures?..... | _____ | _____ |
| Please indicate _____ | | |
| _____ | | |
| 4. Please line out erroneous item or items on the model PIC. | | |

APPENDIX G. ANALYSIS OF QUALITY PRINCIPAL PERFORMANCE
IMPROVEMENT COMMITMENT (PIC)

Please respond with Yes or No to the question: Would this model PIC help you, jointly develop with a secondary principal, a Performance Improvement Commitment (PIC) to help the principal improve who had this identified weakness?

PIC			Comments	PIC			Comments
NO.	Yes	No		NO.	Yes	No	
1				41			
2				42			
3				43			
4				44			
5				45			
6				46			
7				47			
8				48			
9				49			
10				50			
11				51			
12				52			
13				53			
14				54			
15				55			
16				56			
17				57			
18				58			
19				59			
20				60			
21				61			
22				62			
23				63			
24				64			
25				65			
26				66			
27				67			
28				68			
29				69			
30				70			
31				71			
32				72			
33				73			
34				74			
35				75			
36							
37							
38							
39							
40							

Signed: _____

Date: _____

APPENDIX H. PRINCIPAL PERFORMANCE IMPROVEMENT
COMMITMENTS (PICs) NOT INCLUDED IN
INITIAL PICs BANK

AREA: I SETS INSTRUCTIONAL STRATEGIES/EMPHASIZES ACHIEVEMENT

CRITERION: E. Establishes levels of expectation for student performance.
(I.E.3)

PIC: The principal shall direct a school program for effective levels of pupil achievement.

- PROCEDURES:
1. Teachers shall establish minimum pupil competency levels of behavioral objectives within the school criterion refereced testing program of curriculum.
 2. Teachers shall implement a pupil orientation program for each course taught within the curriculum to include student learning expectations.
 3. School counseling program shall include pupil counseling to review individual potential, achievements, and mutual agreement for establishment of pupil performance goals.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: A report of implementation and accomplishments.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: Researcher Developed.

AREA: VII. PERFORMS ADMINISTRATIVE DUTIES

CRITERION: C. Evaluates school personnel.
(VII.C.5.)

PIC: The principal shall hire an effective staff.

PROCEDURES: 1. Hires different types of staff to reach all types of students.
2. Will not hire a person unless all references are contacted.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Review of annual teacher evaluation reports.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 79, James S. Russell et al., p. A-12.

- AREA: MAINTAINS SCHOOL-COMMUNITY RELATIONS
- CRITERION: E. Demonstrates sensitivity and awareness of the diverse
(VIII.E.1.) cultural groups within the school community.
- PIC: The principal shall establish a recognition program of ethnically diverse student body.
- PROCEDURES: 1. Institute a rainbow theme for the school, (i.e. all colors are necessary to make up the whole).
2. To raise students' self-images have teachers incorporate the theme into different subject areas, always striving for an "integrated" curriculum.

TIMELINE: (to be developed)

MONITORING: (to be developed)

EVIDENCE: Success report for plan of implementation.

STANDARD: Please check one or more of the following:

- District policy
- Building procedures
- Research-based model
- Other (please specify)

APPRAISAL METHOD: (to be developed)

INDICATORS OF ACCOMPLISHMENT:

- Fully
- Partially
- Not accomplished

RESEARCH EVIDENCE: 6, Bruce G. Barnett et al., pp. 13-14.