

CONSISTENCY OF PRINCIPAL RATINGS
BY CENTRAL OFFICE ADMINISTRATION ACROSS VARIOUS JOB RELATED FACTORS

BY

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the degree of Doctor of Education.

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Abstract

Given the emphasis placed on strong leadership as a condition for high performing schools, identifying and assessing the characteristics of effective school leaders have become essential tasks for local jurisdictions, state departments of education, and the federal government. However, many forms of appraisal have failed to assess the daily work of principals. The conventional form of evaluation in the field of educational leadership has focused on a process whereby a central office administrator, traditionally the direct supervisor, rates principals on some form of evaluation instrument. Among the criticisms of this process is the lack of input from multiple sources. The purpose of this study was to investigate the ratings of principals utilizing multiple perspectives and raters. The study sought to examine the consistency to which central office administrators evaluate principals across a number of job related responsibilities. For this study, six central office administrators employed by a mid to large urban school district were asked to rate 29 building principals in the same district. Principals were rated on eleven leadership responsibilities associated with student achievement using a 5 point Likert scale. Rater agreement was established through the use of a one-way ANOVA and Pearson's Correlation Coefficient. Measures of central tendency and variation were also calculated. Results indicate central office administrators in this study varied significantly in their ratings of principals across job related responsibilities. The magnitude of variation was indicative of an inadequate level of agreement regarding the evaluation of principal performance. This research has important implications for the evaluative process of educational leadership. If central office administrators vary considerably in terms of their ratings of principals, the whole notion of accurate evaluations of principals from central office administration is called into question. Recommendations for future research, as well as alternative appraisal processes are included.

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Table of Contents

Abstract	1
Acknowledgements	2
Table of Contents	3
List of Tables	5
List of Figures	6
Introduction	7
Setting the Stage.....	8
The Modern Principalsip	10
The Impact of Leadership and Evaluation	11
Purpose of Study	12
Review of the Literature	14
Standards of the Profession	17
Evaluation Process	25
Summary	29
Methods	31
Population/Sample	31
Instrumentation.....	38
Procedures	40
Data Analysis	41
Results	44

Population/Sample	44
Instrumentation.....	45
Descriptive Statistics	45
Rater Distribution	47
Rater Agreement	50
Rater Bias	51
Discussion	54
Limitations of Study.....	56
Recommendations	57
Appendix A	95
Appendix B	96
Appendix C	99
Appendix D	100
Appendix E	101
References	104

List of Tables

Table 1: Balanced Leadership Framework: 21 Leadership Responsibilities	20
Table 2: Comparison Table of National Standards with other National Documents.....	24
Table 3: 2010-2011 District Demographic Information	32
Table 4: Framework for Balanced Leadership- Correlation with student achievement	38
Table 5: Descriptive Statistics- Ratings of Principals Across all Scales	46
Table 6: Measures of Central Tendency and Variance- Total Score Across Principal.....	47
Table 7: Measures of Frequency and Distribution by Central Office Administrator	49
Table 8: Pearson's Correlation: Rater Agreement.....	50
Table 9: One-Way ANOVA: Rater Bias.....	52
Table 10: Tukey HSD: Rater Bias by Central Office Administrator	52

List of Figures

Figure 1: Central Office Administrators: Mean of Total Score Across Principals.....	59
Figure 2: Frequency and Distribution: Ratings of Principal Performance	60
Figure 3: Frequency and Distribution: Principal Ratings by Central Office Administrator.....	89

Introduction

Over the past thirty years, evaluating principal performance has become an essential piece of the school improvement process. Despite the increasing attention, criticism continues to exist regarding the adequacy of the processes employed by many districts in the evaluation of principals (Goldring, Cravens, Murray, Porter, Elliott, & Carson, 2009). This criticism stems, in part, from the lack of agreement on performance standards, as well as the validity of the evaluation process itself. Perhaps these concerns continue to be unresolved because school administrators are being held accountable for numerous educational outcomes; because the role of the principal has become increasingly complex over time; or because the evaluation process itself is flawed (Catano & Stronge, 2006; Glassman & Heck, 1992; Lashway, 2003). Most likely, however, the concerns associated with the evaluation of school administrators continue to exist due to a combination of all of these enduring factors in education.

Despite the reasoning, studies show that the formal act of evaluation of principals has been historically unproductive in the development of skills associated with successful schools (Moore, 2009). Reeves (2004) supports this position stating that most leadership assessments are carried out infrequently and are not considered helpful. Lashway (2003) goes a step further, describing them as an “administrative bother”. Clearly, there is a need to examine the characteristics measured, as well as the process utilized, in determining the effectiveness of school leaders (Catano & Stronge, 2006; Goldring, et al., 2009; Moore, 2000). According to Lashway (1998), “principals deserve accurate, relevant feedback that enhances their performance and satisfies the demands of accountability” (p. 1).

Setting the Stage

Over the last three decades, all presidential candidates have included a plan for the reformation of education as a part of their platform. To an even greater extent, gubernatorial races have used educational jargon and proposed reforms. The primary reason behind this interest in educational reform is the apparent desire of policy makers to reduce the historical disparities in educational performance between various social and ethnic groups. This led to unprecedented school reform and restructuring, holding schools accountable for the academic performance of their students (Atkinson, 2002; Harris, Day, Hopkins, Hadfield, Hargreaves, & Chapman, 2003; Lee-Smith & Fey, 2000; O'Day, 2002).

Policies mandating accountability for public schools have been enacted at both the state and national level. The reauthorization of the Elementary and Secondary Education Act of 1965 by President George W. Bush on January 8, 2002, also known as No Child Left Behind Act (NCLB), is a complex law that increases federal funding for education. However, NCLB also mandates that states develop a plan for assessment and monitoring of student achievement if they are to receive federal funding for schools. "The legislation, based on the belief that setting high standards and establishing measurable goals lead to improved individual outcomes in education, also serves to increase the accountability of educators" (Mattingly, 2003). Lack of academic progress may result in decreased funding and a variety of other sanctions, "ranging from public embarrassment to school closure" (Lashway, 2001, p. 1). Prior to this legislation, the effectiveness of schools had never been "monitored so closely and measured by quantifiable standards across schools, districts, and states" (Goldring, et al., 2009, p. 3).

Policy makers not only expect schools to meet academic challenges successfully, but also expect that the school principal be held responsible for improved student learning (Cooley &

Shen, 2000; Delaney, 1997; Ediger, 2001). No Child Left Behind emphasizes the importance of principals to successful schools by establishing a grant program to recruit, retain, and provide continuing professional development to principals and assistant principals in order “to create a high quality school leadership force” (United States Department of Education, 2011).

In 2009, the Obama administration, under the guidance of Secretary of Education Arne Duncan, announced plans to make funds available to states, on a competitive basis, for local education agencies to finance school improvement models. Eligibility for this funding was to be determined through a competitive application process. As part of the application for federal funds, states were required to assure the federal Department of Education that they would put in place “legitimate and transparent evaluation tools for teachers and principals using student achievement as a primary factor in determining the effectiveness of individual teachers and principals” (Glenewinkel, 2011, p. 2).

Most currently, in September of 2011, Arne Duncan sent a letter to State Education Agencies offering them flexibility in meeting specific requirements of NCLB. The flexibility, granted in the form of a waiver, is dependent on a set of “rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction” (U.S. Department of Education, 2011, p. 1). Citing effective principals as the key to strengthening teaching and schools, the Obama Administration identified evaluation of administrators as one of the requirements for granting of the waiver. As such, local education agencies would commit to the implementation of a state-approved evaluation system for administrators that uses multiple rating categories, takes into account student achievement results, and provides meaningful feedback and support for improvement (U.S. Department of Education, 2011). This, as well as past legislative actions,

obviously reflect the contention that school leaders play a vital role in student achievement and school success (Robinson, et al., 2008). “As schools are held accountable for increasingly higher academic standards, it is vital to have high-quality principals leading schools” (U.S. Department of Education, 2011).

The Modern Principalship

For the first time, national policy, in the form of No Child Left Behind, has been legislated that calls for principals to be leaders in the areas of curriculum and instruction. This has resulted in the emerging of new perspectives regarding what it means to be an effective principal (Lashway, 2001). The days of overseeing student discipline, attending to facility improvement, managing the budget, and ensuring that teachers have the necessary resources are long since gone (Fredericks & Brown, 1993). As early as 1992, management-focused theories of school leadership began to lose favor, while instructional leadership theories evolved leaving principals to perform a balancing act that still exists today (Liontos, 1992; Catano & Stronge, 2006). “The political pressure of high-stakes accountability requires principals to improve instruction and student achievement while also fulfilling the need to maintain facilities, supervise student conduct, and manage budgets” (Catano & Stronge, 2006, p. 6).

In addition to this shift of philosophy from principal as manager to instructional leader, today’s principalship requires a diverse set of skills to respond effectively to the numerous, sometimes competing demands of multiple stakeholders. According to state and federal mandates, school leaders should focus on students achieving predetermined benchmarks for academic standards (Glidden, 1999). At the same time, principals are expected to address increasing social issues such as health care, drug and violence prevention, bullying, and the increasing emotional needs of their students. Fullan (2001) agrees and concludes, "the role of

the principal has become dramatically more complex, overloaded, and unclear over the past decade" (p. 144).

The Impact of Leadership and Evaluation

An extended amount of literature exists highlighting the importance of leadership in general, and more specifically, the role that it plays in organizational success and failure (Bennis & Nanus, 1985; Dubrin, 2004; Yukl, 2002; The Wallace Foundation, 2012). This applies to the field of education as well, in which the defining element of organizational success is that of student achievement (Marzano, Walters, & McNulty, 2005). The importance of high performing educational leaders on student performance cannot be underscored. According to Murphy, Elliott, Goldring, and Porter (2006), school-level leadership has been identified as the driving force behind increased student achievement and high performing schools (Goldring, et al., 2009). A study conducted by Marzano, Waters, and McNulty (2005) supports this position by demonstrating that quality school leadership is second only to classroom instruction in regard to impact on educational outcomes, and therefore concludes, "whether a school operates effectively or not increases or decreases a student's chance of academic success" (p. 3). In fact, students in effective schools, as opposed to ineffective schools, have a 44 percent difference in their expected passing rate on a test that has a typical passing rate of 50 percent (Marzano, Marzano, & Pickering, 2003).

Recruitment, training, and supervision of quality teachers appear to particularly impact the instructional process in schools. Further impact occurs when principals provide a focus to the curriculum taught in the classroom, as well as manage the organization in such a manner as to support student and adult learning (Loeb, Kalogrides, & Horng, 2010; Mazzeo, 2003; Murphy, et al., 2006). Research also suggests that "effective school leaders exercise a measureable,

though indirect, effect on school success and student achievement” (Hallinger & Heck, 1996, p. 36). According to Hallinger and Heck (1996), this effect is partially achieved through their work with stake holders to identify and articulate a school’s vision and goals, as well as through the development of organizational structures to support instruction and learning.

The impact of leadership on student performance is crucial due to the high stakes in today’s climate of accountability. Leadership evaluation can be an integral part of this system and the school improvement process (Goldring, et al, 2009; Reeves, 2004). When implemented well, the evaluation process can improve the quality of leadership and school performance. Moore (2000) believes that quality evaluation and supervision are needed to promote principal growth and accountability. In order to do so, the process should be used as a benchmarking tool across time, to provide information for formative and summative feedback, and to assist the principal in setting personal goals and objectives (Goldring, et al., 2009). When behaviors associated with student achievement are assessed, the evaluation process can assist principals in focusing on classroom instruction and student learning (Catano & Stronge, 2006; Goldring, et al., 2009).

Purpose of Study

Given the emphasis placed on strong leadership as a condition for high performing schools, identifying the characteristics of effective school leaders, as well as the most useful approach for assessing these characteristics, have become essential tasks for local jurisdictions, state departments of education, and the federal government. However, many forms of appraisal have failed to assess the daily work of principals. In fact, according to Moore (2009) the continually changing role of the school principal “has created a position of leadership so complex that traditional methods of evaluation or feedback can no longer provide enough data”

to either measure performance or develop required skills (p. 38).

The conventional form of evaluation in the field of educational leadership has focused on a process whereby a central office administrator rates principals on some form of evaluation instrument. Among the criticisms of this process is the lack of input from multiple sources. The practice of using one rater as the only source of evaluation can be faulted due to possible issues of bias, lack of expertise, infrequent observations, and “the inability to provide multiple points of view inherent in determining the merit and value of performance” (Peterson, 1987, p 313). According to Moore (2009), the principal’s role is much too complex to be viewed through a single lens.

The purpose of this study is to investigate the ratings of principals utilizing multiple perspectives and raters. The study will examine the consistency to which central office administrators evaluate principals across a number of job related responsibilities. This research has important implications for the evaluative process of educational leadership. If central office administrators vary considerably in terms of their ratings of principals, the whole notion of accurate evaluations of principals from central office administration is called into question.

Review of the Literature

School administrators are believed to have a significant impact on student achievement and effective schools (Albanese, 2003; The Wallace Foundation, 2012). Stufflebeam and Nevo (1993) suggest that if there is to be school success, then it is dependent on the performance and competence of the building principal. Their position is supported by research that has established a significant link between an effective principal and student outcomes (Bossert, Dwyer, Rowan, & Lee, 1982; Bulach, Malone, & Castleman, 1995; Kelley, Thornton, & Daugherty, 2005; Deal and Peterson, 1990; Valentine and Bowman, 1987; Waters, Marzano, and McNulty, 2003; The Wallace Foundation, 2012). In fact, a comprehensive review of the research on school leadership found that the quality of the principal alone accounts for .25 of a school's impact on student achievement (Marzano et al., 2005). The general pattern of results drawn from this review was statistically significant and meaningful, supporting the belief that "principals exercise a measureable effect on school effectiveness and student achievement" (p. 186).

Research has established that schools which make a difference in students' learning are led by principals who make a significant and measureable contribution to the effectiveness of staff and to the learning of students in their school (Andrews & Soder, 1987; Bossert, et al., 1982; Murphy & Hallinger, 1982). These findings are reinforced by a major study at the University of Minnesota and University of Toronto in which researchers found an empirical link between school leadership and improved student achievement. "Drawing on both detailed case studies and large-scale quantitative analysis, the research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that

can occur is the job of the principal” (The Wallace Foundation, 2012, p. 3). These studies, in combination with more stringent demands by the federal government, have led to the expectation that school principals be held accountable for school success (Ediger, 2001; Sirotnik & Durden, 1996).

In a substantial review of research regarding the role of the principal, Hallinger and Heck (1996) state, “There is relatively little disagreement in either lay or professional circles concerning the belief that principals play a critical role in the lives of teachers, students, and schools” (p. 723). If one accepts, as these researchers and many others do, that the actions of principals can have a substantial impact on teachers and students, it is imperative that school districts pay careful attention to the evaluation of principals (Banta, K. & Sapp, B., 2010; Stine, 2001). In fact, Stufflebeam & Nevo (1993) assert that the success of American schools depends on the “systematic and careful evaluation of principal qualifications, competence, and outcomes” (p. 24).

The two most frequently cited purposes of evaluation are accountability and professional growth (Peterson, 2000). Jones & Walters (1994) agree and add that the evaluation process serves “first to facilitate administrative decisions about personnel and second to guide personnel in performing their duties” (p. 146). In regard to administrative decisions, results of principal evaluation can assist in decisions about personnel, including discipline, demotion, reassignment, termination, promotion, and compensation (McCleary, 1979; Stine, 2001). As for guiding personnel in performing their duties, Thomas, Holdaway, and Ward (2000) describe how districts use evaluation for formative purposes. When utilized in this way, evaluation is related to expected improvement of principals’ performance and identification of ways in which principals can change their administrative style and improve their skills, attitudes, and

knowledge. Stine (2001) elaborates by stating that the evaluation system can be used as a “diagnostic tool used to identify strengths and areas of improvement for the administrator” (p. 4). He goes on to propose that quality principal evaluation systems can commend competent principals, while also providing direction for future growth. Stine states, however, that as with other systems of reinforcement, evaluation is most effective when it serves to motivate leaders, as well as validate performance (2001).

Information obtained from the evaluation process is not solely used at the individual level. In addition to identifying training for individual principals, evaluation can serve to drive district level professional development as well. “Much can be accomplished through the education of women and men who occupy, or will occupy, leadership positions in schools.” (Murphy, et al., 2006, p. 31). In fact, when done correctly, quality evaluation can have many benefits outside that of individual growth. Kathy Weiss notes that the evaluation process “encourages communication within organizations, facilitates mutual goal setting by principals and superintendents, sensitizes evaluators to principals’ needs, and motivates principals to improve” (Peterson, 1991, p. 21). Furthermore, evaluation can serve to communicate the vision and values of the school district, as well as identify the leadership responsibilities that the district deems important (Catano & Stronge 2006). Others summarize the purpose of evaluation as creating a basis for organizational change, as well as improvement in individual effectiveness (Lanigan, 2010; McCleary, 1979). Evaluation may even assist in the selection of graduate students for leadership programs, licensure for graduates, and selection of candidates for new principalships (Stufflebeam & Nevo, 1993). Regardless of theory, researchers unequivocally agree that the ultimate goal of the evaluation process is to assist principals in improving their

performance, thereby improving teacher and student performance (Center for Educational Innovation, 2009).

Standards of the Profession

Based on the research cited above, it is well established that principal leadership has a significant impact on student achievement, and evaluation, if done properly, can have a positive effect on principal performance. Given this apparent relationship, it appears important that further research be conducted on quality evaluation for school administrators. The logical first step in studying the evaluation process is the identification of performance expectations and responsibilities required for effective instructional leadership (Bennis & Nanus, 1985; Durbin, 2004; Goldring, et al., 2009; Yukl, 2002; Chell, 2006; Murphy, et al, 2006; Hallinger & Heck, 1996; Cotton, 2003; Leithwood & Riehl, 2003; Waters, et al., 2003; Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Standards and other guidelines specifically related to job responsibilities have been essential components in not only creating effective training programs for principals, but also influential in the process for screening and hiring school leaders (Kobler, 2010). Among the first and most recognized set of standards were those developed in 1996. During that year, the Council of Chief State School Officers (CCSSO) consisting of leading education officials in each of the states and the District of Columbia, in collaboration with the National Policy Board on Educational Administration (NPBEA), published a set of standards coined the *Interstate School Leaders Licensure Consortium (ISLLC) Standards*. These standards were developed to guide the training of candidates for public school administrative positions. Twelve years later, in response to the field's request for updated leadership standards, the CCSSO and its partners revised the ISLLC standards and published a supplemental document that converted the standards into six

performance expectations for school leaders (CCSSO, 2008; Sanders & Kearney, 2008). By the time of this revision in 2008, the ISLLC standards had become a model for leadership programs in at least 43 states and served as guidelines for the success of sitting administrators (Glenewinkel, 2011; Tulipana, 2009). The standards are outlined below (Council of Chief School Officers, 2008):

Standard 1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

According to Murphy (2002), the ISLLC standards are “rooted in student learning, change the focus from management to school improvement, emphasize collaboration as a part of school leadership, and provide a framework for practical application” (p. 23). In developing the standards, the NPBEA research panel asserts it took into account empirical research reports, policy analyses, leadership course materials, and other resources known as “sources of authority” in the field of educational leadership (Council of Chief State School Officers, 2008).

Nevertheless, the standards have been the subject of criticism. It has been suggested that the

authors' emphasis on the "expert model" leads to protocols that vary from one organization to the next (Tulipana, 2009). Waters and Grubb (2004) report some scholars have criticized the standards for lacking depth, breadth, and research. Gray and Streshly (2008) agree, citing the lack of substantial research utilized in their development. They maintain the authors did not gather "significant empirical evidence to support their standards, and that the standards often amount to little more than craft knowledge" (p. xiv). They conclude by stating that the ISLLC standards, "accomplished what they were supposed to accomplish. They are an example of the best we can come up with given our present knowledge base" (p. xix). Despite these criticisms, the ISLLC standards remain the "barometer of effectiveness" for aspiring administrators, and currently serve as a significant component of the licensure requirements for educational leadership in most states (Tulipana, 2009).

In an attempt to more closely align the ISLLC standards with student achievement, the Mid-continent Research for Education and Learning (McREL) group used empirical research to identify the knowledge and skills needed for effective school leadership. Their investigation involved two separate meta-analyses of quantitative research. The results provided practitioners with concrete, rather than theoretical, "curricular, instructional and school practices, that when applied appropriately, can result in increased student achievement" (Waters, et al., 2003, p. 2). Building on their previous work, in 2003 the authors conducted a meta-analysis of 69 studies over 35 years (Waters, et al., 2003). This study resulted in the identification of 21 Leadership Responsibilities and 66 practices proven, using meta-analysis, to correlate significantly and positively with student learning. The responsibilities and practices, referred to as the Balanced Leadership Framework, are comprised of knowledge, skills, strategies, tools, and resources for practicing building principals (Waters, et al., 2003). As a result, "the Framework appears to have become

the most sought after resource for leadership standards at the practitioner level” (Kobler, 2010, p.18). The Framework’s 21 leadership responsibilities are listed in Table 1:

Table 1

Balanced Leadership Framework: 21 Leadership Responsibilities (Marzano, et al., 2005, p. 42).

Responsibility	The extent to which the principal ...	Correlation with Achievement	95% Confidence Interval	No. of Studies	No. of Schools
1. Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.19	.08 to .29	6	322
2. Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	466
3. Contingent Rewards	Recognizes and rewards individual accomplishments	.24	.15 to .32	9	465
4. Communication	Establishes strong lines of communication with and among teachers and students	.23	.12 to .33	11	299
5. Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28	.16 to .39	6	277
8. Focus	Establishes clear goals and keeps those goal in the forefront of the school’s attention	.24	.19 to .29	44	1, 619

Responsibility	The extent to which the principal ...	Correlation with Achievement	95% Confidence Interval	No. of Studies	No. of Schools
9. Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22	.14 to .30	7	513
10. Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669
11. Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.24	.13 to .34	4	302
12. Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	.20	.14 to .27	23	826
13. Knowledge or curriculum, instruction and assessment	Is knowledgeable about current curriculum, instruction and assessment practices	.25	.15 to .34	10	368
14. Monitoring/ Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
15. Optimizer	Inspires and leads new and challenging innovations	.20	.13 to .27	17	724
16. Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456

Responsibility	The extent to which the principal ...	Correlation with Achievement	95% Confidence Interval	No. of Studies	No. of Schools
17. Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27	.18 to .35	14	478
18. Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	.18	.09 to .26	11	505
19. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571
20. Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91
21. Visibility	Has quality contact and interactions with teachers and students	.20	.11 to .28	13	477

Though McREL's work on leadership responsibilities has evolved to be a major source of guidance for schools and local education agencies, additional organizations have developed their own characteristics of effective leadership. In 2001, The National Association of Elementary School Principals (NAESP) developed an updated guide of expectations for effective school principals. This effort was based on the belief that one cannot have a first-rate school without first-rate school leadership (NAESP, 2011). As such, NAESP, with the help of principals throughout the association, identified six standards outlined in *Leading Learning Communities: NAESP Standards for What Principals Should Know and Be Able to Do*. Taken together, these standards define what they believe constitute instructional leadership.

The NAESP standards are listed below (NAESP, 2011):

Standard 1. Lead schools in a way that places student and adult learning at the center.

Standard 2. Set high expectations and standards for the academic and social development of all students and the performance of adults.

Standard 3. Demand content and instruction that ensure student achievement of agreed-upon academic standards.

Standard 4. Create a culture of continuous learning for adults tied to student learning and other school goals.

Standard 5. Use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement.

Standard 6. Actively engage the community to create shared responsibility for student and school success.

A review of the literature makes it appear as if there is a lack of agreement and consistency regarding the definition of expectations/responsibilities that constitute an effective school leader (Tulipana, 2009). However, this apparent inconsistency may be explained by the purpose rooted in the development of each set of standards. The ISSLC standards are considered the premiere list of standards, but were developed to guide training, and as a model for leadership programs (Council of Chief State School Officers, 2008). In contrast, McRel's 21 Leadership Responsibilities were developed as a source of guidance for schools and local education agencies in an effort to improve instruction and learning (Waters, et al., 2003). A third list of standards identified by NAESP was developed by sitting principals based on what they see as their appropriate roll and focus.

Kobler (2010) reviewed both McRel's 21 Leadership Responsibilities and the standards set forth by NAESP in order to assess their alignment with the ISLLC suggested competencies/knowledge. Table 2 represents Kobler's "integration of the various standards,

illustrating how the essential elements of the ISSLC competencies are incorporated throughout national standards and identified leadership characteristics, contradicting the notion of inconsistency” (p. 21).

Table 2
Comparison Table of National Standards with other National Documents (Kobler, 2010, p. 15).

ISLLC Standards	NAESP Standards	McRel’s 21 Specific Leadership Responsibilities
Standard One: A school administrator is an educational leader who promotes the success of students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community	Lead schools in a way that places student and adult learning at the center. Demand content and instruction that ensure student achievement of agreed upon academic standards.	Curriculum, instruction, assessment Focus Knowledge of curriculum, instruction assessment Input
Standard Two: A school administrator is an educational leader who promotes the success of students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	Set high expectations for the performance of all students and adults. Demand content and instruction that ensure student achievement of agreed upon academic standards. Create a culture of continuous learning for adults tied to student learning and other school goals.	Curriculum, instruction, assessment
Standard Three: A school administrator is an educational leader who promotes the success of students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment		Order Discipline Resources Communication Monitors / evaluates

ISLLC Standards	NAESP Standards	McRel's 21 Specific Leadership Responsibilities
Standard Four: A school administrator is an educational leader who promotes the success of students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	Actively engage the community to create shared responsibility for student and school success.	Outreach Relationship
Standard Five: A school administrator is an educational leader who promotes the success of students by acting with integrity, fairness, and in an ethical manner		Ideals / beliefs
Standard Six: A school administrator is an educational leader who promotes the success of students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context		Culture

Evaluation Process

While the content of evaluation is important, the process is even more relevant. Despite the increasing attention devoted to the improvement of leadership, as well as the renewed emphases on principal training and preparation programs, the process of assessment and evaluation has received far less attention and research (Goldring, et al., 2009, p. 20).

Traditionally, employees in most organizations have been evaluated using a ‘top-down’ supervision model. The immediate supervisor rates the performance of the employee at the time of the scheduled evaluation. That’s it- one evaluation by one person. Given the possibility of impacting salaries and promotions, in addition to student achievement, it seems logical that

better, more accurate, and fairer processes for principal evaluation are needed (Epstein, 1985; Ginsberg & Thompson, 1992; Glassman & Heck, 1992).

A nontraditional evaluation process that has not been fully explored in education is that involving multiple raters of performance. Although this type of process has been used for years to evaluate leadership behaviors of executives in the business sector, it has received limited attention in the field of education. The traditional multi-rater system of evaluation includes feedback from individuals with whom the executive works on a daily basis. The most common multi-rater process involves the inclusion of peers, subordinates, and supervisors in rating the person in the leadership role (Mount, Judge, Scullen, Sytsma, & Hezlett, 1998). Regardless of the participants involved in the process, the end goal of the multi-rater system of evaluation is to make a reliable and valid assessment of the person based on input from multiple reporters who have had interaction with that person over the course of time (Elliott, et al., 2008).

A review of the literature reveals a number of benefits to utilizing a multi-rater evaluation process over more traditional systems (Edwards, 1996; Epstein, 1985; Fletcher & Bauldry, 2000; Moore, 2009; Mount et al., 1985; Strong, 2005). According to Fletcher and Bauldry (2000), the use of the multi-rater system provides a much more accurate picture of true job performance as it offers an overall assessment of the individual, as opposed to only that of the immediate supervisor. Still another benefit of this evaluation system is the use of the resulting feedback. Edwards (1996) reported that the use of multiple sources of feedback improves the leader's performance because it enhances the quality of information provided. Assessments that include the collective wisdom of several people provide the opportunity to more effectively improve job performance (Wilkerson, Manatt, Rogers, & Maughan, 2000).

Further, the information gathered from multiple perspectives is more comprehensive and objective than data gathered from only one source (Dyer, 2001; Fleener & Prince, 2007). Single source assessments are subject to the biases and subjectivity of one individual, usually that of the direct supervisor. Because observation-based ratings inherently rely on evaluators' professional judgment, there is always a question of how much the ratings depend on the particular evaluator rather than the educator's actual performance (Graham, Milanowski, & Miller, 2012). As a result, the rating may not provide fair and valid feedback. In fact, research suggests that ratings based on observations are prone to variation, and therefore unreliable (Bill and Melinda Gates Foundation, 2012; Sartain, Stoelinga, & Brown, 2011). However, use of multiple raters increases the reliability of observation-based assessment. In a study of a multi-rater system of evaluation for teachers, results suggest that the fairest evaluations occur when teachers are rated by multiple judges (Epstein, 1985). According to Epstein (1985), "multiple judges are likely to yield the fairest and most comprehensive evaluation" of educators (p. 10).

Few, if any, evaluation processes acknowledge the credibility of the evaluator or the soundness of the process (Lanigan, 2010, p. 39). Given the high stakes of evaluation in educational leadership, perhaps they should. Because job performance is multidimensional, an evaluation process being dependent on a single source of information becomes questionable. Even when multiple raters have the same opportunities to observe performance, they may perceive and evaluate it differently (Mount, et al., 1998). Researchers now recognize the value of multiple raters for evaluating overall performance, as well as the enhanced ability to observe and measure different facets of job performance (Tornow, 1993). In many situations, supervisors do not have detailed knowledge to measure all facets of the job to make a fair evaluation. One study suggests that raters other than the immediate supervisor might be better at evaluating

certain aspects of performance for which they have training and special interest (Epstein, 1985). For instance, in the field of education, different members of the school community undoubtedly have different views of good instruction. Furthermore, raters may have interests in different processes, possess diverse competencies to judge specific leadership behaviors, and have different experiences over time with principals, teachers, and students. A study conducted by Peterson (1987) investigated teacher evaluation with multiple perspectives, sources of data, and evaluators. The results of this study indicate that multiple measures may identify different constructs of teacher quality, suggesting that evaluation data for teachers should be expanded to include “divergent views of performance and merit” (p. 316).

As districts respond to the challenge of meeting state benchmarks, evaluators will increasingly seek multiple sources of data upon which to base ratings and expectations of performance (Wilkerson, et al., 2000). Lanigan (2010) agrees and asserts that evaluators in education must support their findings with multiple sets of data, especially in this period of accountability. The information collected from multiple raters has the potential to provide evaluators with supporting documentation for organizational decisions. This data may well assist in the employee’s acceptance of the decisions as they are based on more complete information (Fleener & Prince, 1997). Supervisors and employees alike are more likely to trust a multi-rater process to gauge performance. “Generally speaking, multi-rater feedback systems are assumed to provide relevant information to the evaluation process that otherwise would not be available.” (Mount, et al., 1998, p. 558)

Fleener and Prince (1997), assert that multi-rater systems enhance the accuracy of data by reducing error and rater variation. In a study by Mount, et al. (1998), researchers found when ratings from seven raters were averaged, the resulting reliabilities were more than 60% higher

than for any single rater's score. Brooks (1999) contends that the multi-rater evaluation process provides results which are wider in scope, giving the process more validity. He reports that the most valid evaluation systems are those that include more than one rater and multiple sources of information. In short, bringing together multiple sources of data to document performance provides for a process of "triangulation, blending low inference and high inference data as well as subjective and objective data, all of which contribute to a richly textured and far more complete portrait" of the employee's performance (Stronge, 2003, p.678).

Summary

School administrators are believed to have a significant impact on student achievement and effective schools (Albanese, 2003). In fact, research suggests if there is to be school success, then success is dependent on the performance and competence of the building principal (Stufflebeam and Nevo, 1993). The pattern of results from a fifteen year review of research on educational leadership was found to be statistically significant and meaningful, supporting the belief that principals exercise a measureable, though indirect, effect on school effectiveness and student achievement (Hallinger and Heck, 1996, p. 186). If the actions of principals have been found to have a substantial impact on teachers and students, then it is imperative that school systems pay careful attention to the evaluation of principals (Banta & Sapp, 2010; Stine, 2001).

Employees in most organizations have traditionally been evaluated using the 'top-down' supervision model in which the immediate supervisor rates the performance of the employee. However, many of these organizations have been moving away from the "classical supervisory designs to participatory teams and restructured leadership roles" (Wilkerson, et al., 2000, p. 179). Assuming this to be true, education has clearly fallen behind in the evolution of the evaluation process of leadership. Although the development of national and state standards for school

principals has narrowed the focus of responsibilities associated with successful and effective school leaders, the evaluation instruments or processes used to assess principal performance are “poorly conceived competency models focusing on technical or task oriented skills” (Moore, 2009, p. 39).

The use of participatory teams in evaluation has been studied in the business sector, and to a smaller extent in the field of education with the evaluation of classroom teachers. However, little research has been conducted on the use of participatory teams or multi-rater evaluation systems for school principals. Like business executives, principals are busy, autonomous professionals with the responsibility for overseeing complex organizations, supervising staff, and managing their organization’s finances (Camburn, Sillane, & Sebastian, 2010). Moore (2009) believes that there is a place for the multi-rater process in the evaluation and supervision of educational leaders. “If developing and growing principals are to become priorities for the 21st century, then educational organizations should reconsider past practice and integrate multi-rater feedback in leadership development programs and evaluation procedures” (p. 40). Although most studies have focused on a multi-rater system comprised of peers, supervisors, and even consumers, few, if any, have focused on the ratings of multiple central office administrators. According to Reboire (1998), superintendents should make the final decisions on the evaluations of principals, but input should be solicited from all appropriate central office administrators.

Methods

Traditionally, school principals have been evaluated using the ‘top-down’ supervision model in which the immediate supervisor rates their leadership performance. There are four overarching issues that have plagued this approach: (1) the invalidity of a single set of ratings that may be based on an incomplete assessment of all relevant job skills (2) no direct observation of job performance (3) the potential unfairness and bias of one rater (4) and, a reliance on a single source of evidence lacking triangulation from secondary sources of information. Multi-rater systems of evaluation seem to address many of these issues and theoretically provide a more accurate assessment of performance than the traditional process typically utilized in the field of education.

The purpose of this study was to investigate the ratings of principals utilizing multiple perspectives and raters. More specifically, this study sought to examine the consistency to which multiple central office administrators evaluate principals across a number of job related responsibilities. This research has important implications for the evaluative process of educational leadership. If central office administrators vary considerably in terms of their ratings of principals, the whole notion of accurate evaluations of principals from central office administration is called into question.

Population/Sample

The sample consisted of a cross-section of central office administrators and was comprised of central office administrators employed by a mid to large urban school district in the state of Kansas. The identified school district included 18 elementary schools, six middle schools, and five high schools. Three of the district’s high schools are considered to be

comprehensive high schools, while two are classified as alternative schools. The district's demographic and additional descriptive information is provided in Table 3 below:

Table 3
2010-2011 District Demographic Information:

Student Population	Free/Reduced Lunch Status	Students with Disabilities	Graduation Rate	No. Certified Staff	No. of Principals K-12
14,000	75%	15.84%	70.9%	1,333	29

The school district's administrative organizational chart is identified as Appendix A. Six of the central office administrators included on the organization chart were solicited to participate in the study. The job description of the position and the responsibilities of the six pre-selected central office administrators are listed below:

Executive Director of Administration- To provide those management resources and services which are necessary to effectively and efficiently support the District's mission and enable the District to provide the best educational program possible.

Responsibilities:

- Supervise and evaluate elementary, middle school, and high school principals in accordance with district guidelines.
- Oversee implementation of aligned curriculum that supports the district mission.
- Assist in the development and monitoring of school budgets.
- Assist the human resources department with building-level staffing.
- Assist parents, students, staff, patrons, and administrators with the interpretation of school and district policies, regulations, and agreements.
- Help coordinate the purchase of equipment for all schools.
- Assist in the staffing guidelines for all attendance centers.
- Recommend appropriate staff development experiences.
- Communicate with administrators of schools through regularly scheduled meetings.
- Serve on district executive cabinet and works cooperatively with the Superintendent.
- Serve on other district committees as necessary.
- Assist the Superintendent in open meetings and executive sessions of the Board of Education.
- Develop the academic calendar.
- Develop or cause to be developed evaluation instruments and assure the appropriate evaluation of all District administrators.
- Coordinate the comprehensive school reform activities of the District.

- Provide the District with a systematic and accountable system of approving leave and travel.
- Provide an effective student records system and management of Board policies related to student residence and school assignment.
- Ensure the establishment of an equitable and acceptable compensation plan for all non-bargaining unit employees.
- Oversee the efficient operation of assigned areas of responsibility, ensuring compliance with applicable laws, regulations, and school board policy.
- Ensure the functioning of an effective personnel system.
- Assume other duties as directed by the Superintendent.

Executive Director of Teaching & Learning- To coordinate, facilitate and monitor the instruction, learning, and operation activities of the schools in accordance with adopted goals and policies of the district.

Responsibilities:

- Design and implement a district instructional model that is congruent with the district mission.
- Supervise and evaluate building and program administrators in accordance with district guidelines. These positions include General Director of Curriculum and Instruction, General Director of Student Support Services, General Director of Special Education, Director of Early Childhood, and Assessment staff.
- Assist in the development and monitoring of school budgets.
- Assist the human resources department with building-level staffing.
- Assist parents, students, staff, patrons, and administrators with the interpretation of school and district policies, regulations, and agreements.
- Help coordinate the purchase of equipment for all schools.
- Assist in the staffing guidelines for all attendance centers.
- Recommend appropriate staff development experiences.
- Conduct Ed Division meetings.
- Participate in the development and implementation of curriculum by serving on various curriculum and instruction improvement teams.
- Supervise the consulting teachers for Outdoor Education, Indian Education, media, nursing, and the like, and monitor their budgets.
- Supervise the District Athletic Coordinator.
- Supervise the District Tec Prep/Vocation Ed. Coordinator.
- Coordinate district level assignments of middle school activity coordinators and high school athletic directors.
- Monitor the district budget for secondary athletics including addendums for building-level sponsors and coaches.
- Develop and monitor budgets.
- Manage Federal Title programs.
- Supervise Early Childhood Education.
- Communicate with administrators of schools through regularly scheduled meetings.
- Serve on district executive cabinet.
- Serve on other district committees as necessary.
- Coordinate the annual adoption of instructional materials.

- Evaluate or assist in the evaluation of such position holders as Curriculum and Instructional Directors, Building Principals, Consulting Teachers, Administrator of Topeka Education Center and continuing Education, Coordinator of Guidance and Counseling, Second Chance faculty and staff, Tec Prep/Vocational Education Coordinator, Coordinator of Nursing Services.
- Schedule and coordinate facility and communications necessary for the high school commencement programs.
- Assume other duties as directed by the superintendent.

Executive Director of Operations- To coordinate, facilitate and monitor the operational activities of the district in accordance with adopted goals and policies of the district.

Responsibilities

- Supervise and evaluate Directors of the Human Resources, Facilities, Business, Food Service and Informational Technologies Departments.
- Assist in the development and monitoring of the district budget.
- Communicate with administrators of schools through regularly scheduled meetings.
- Serve on the district executive council.
- Serve on other district committees as necessary.
- Oversee the efficient operation of all district support departments ensuring compliance with applicable laws, regulations, and school board policy.
- Coordinate and conduct district professional negotiations efforts.
- Develop and prepare recommendations regarding the district employee health and fringe benefits program.
- Direct the district crisis team and Worker's Compensation Committee.
- Assume other duties as directed by the Superintendent.

General Director of Support Services- To supervise and administer education programs to support student services: athletic program coordination, student guidance, K-12 physical education, truancy & attendance, hearing officer for student grievances and suspensions, supervision of the alternative school and suspension program, Team Leader, liaison for New Directions, nursing services, and commencement programs. Supervise other programs as assigned by the Superintendent.

Responsibilities

- Supervise, evaluate, coordinate and monitor the Sports Park Manager/District Athletic Coordinator and Coordinator of Nursing Services.
- Coordinate building level program administration with school administrators and site program managers.
- Supervise the Second Chance staff and monitor their budgets.
- Enforce procedures for implementation of attendance requirements and determination of valid excuse from school.
- Acting as the District's authorized hearing officer, coordinate and conduct formal and informal student suspension hearings in accordance with State statutes and district regulations.

- Assist in the development and monitoring of program budgets. Monitor the district budget for secondary athletics including addenda for building-level sponsors and coaches.
- Assist the human resource office with program staffing and the scheduling of K-12 Physical Education teachers.
- Coordinate the use of a staff development budget for the support service programs supervised.
- Conduct regularly scheduled meetings with program administrators.
- Serve on various committees such as student transfers, research, staff recognition, IICAP and facility improvement teams.
- Schedule and coordinate district level assignments of middle school activity coordinators and high school athletic directors.
- Supervise and coordinate facility and communications necessary for the high school commencement programs.
- Assist parents, students, staff, patrons and administrators with the interpretation of school district policies, regulations, and agreements.
- Respond to parent, student, and patron complaints in reference to building level concerns.
- Assume other duties as directed by the Superintendent.

Director of School Improvement- Administration- To supervise and administer education programs to support student services: Provide leadership in leading and coordinating the district's school improvement process, including assisting in the supervision of K-12 principals, helping design and facilitate various forms of professional development related to the school improvement process, supervising the implementation of the federal school improvement grant awarded to a district high school and helping to disseminate the high school's successful improvement initiatives to other TPS schools.

Responsibilities:

- Assist in the supervision and evaluation of elementary, middle school, and high school principals in accordance with district guidelines.
- Supervise the implementation of the federal school improvement grant awarded to a district high school.
- Assist with dissemination of the high school's successful improvement initiatives to other TPS schools.
- Assist in the development and monitoring of program budgets.
- Coordinate the use of a staff development budget for the support service programs supervised.
- Assume other duties as directed by the Superintendent.

Director of School Improvement- Teaching & Learning- To supervise and administer education programs to support student services: Provide leadership in leading and coordinating the district's school improvement process, including working with each school's improvement team to achieve their improvement goals, and helping design and facilitate various forms of professional development related to the school improvement process.

Responsibilities:

- Supervise, evaluate and coordinate the district's school improvement process with all TPS schools. Coordinate building level program administration with school administrators and site program managers.
- Assist in the design and support of professional development, as requested, that facilitates the implementation of school improvement goals and strategies.
- Assist in coordinating professional development for P-12 curriculum and assessment programs.
- Coordinate the use of the staff development.
- Conduct regularly scheduled meetings with district administrators.
- Assume other duties as directed by the Superintendent.

The six administrative positions were selected based on their consistent, on-going interaction with each of the district's K-12 building principals. Their knowledge of and experience with each principal is related to the different functions of the principal's role and the corresponding expertise of each central office administrator.

Building level administrators were also included in the study's target population. The district employed 18 elementary principals, six middle school principals, and five high school principals, all of whom are evaluated on an annual basis. The role of the principal in this particular school district is described below:

Building Principal- To use leadership, management, supervisory and monitoring skills to promote the educational development of each student.

Responsibilities:

- Lead and direct the school leadership team.
- Lead in the development, determination of appropriateness, and monitoring of the instructional program.
- Supervise the school's co-curricular and educational programs
- Establish and maintain an effective learning climate in the school and insure that the staff follows effective school tenants.
- Plan, organize, and direct the implementation of school activities.
- Keep the General Director of Secondary Education informed of the school's activities and problems.
- Prepare and administer the school budget and supervise school finances.
- Supervise the preparation of the maintenance and distribution of reports, records, lists, and other paperwork required or appropriate to the school's administration.
- Work with various members of the central administrative staff on school problems such as transportation, food services, special services, and the like.

- Interpret and insure compliance with district policies and state and federal regulations.
- Maintain ongoing communications with staff, students, parents and community.
- Maintain appropriate and consistent standards of student conduct and enforce discipline, as necessary, according to due process concerning the rights of students.
- Attends events held to recognize student achievement, as well as school-sponsored activities and functions.
- Monitor and control the various local funds generated by student activities.
- Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with other appropriate individuals.
- Supervise (directly or through others) all professional, paraprofessional, administrative, and nonprofessional personnel assigned to the school.
- Assist in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.
- Approve the master teaching schedule and any special personnel assignments.
- Assure the orientation of newly assigned staff members and assist in their development, as appropriate.
- Conduct meetings of the staff as necessary for the proper functioning of the school.
- Recommend, according to established procedures, the removal of a staff member whose work is unsatisfactory.
- Assure arrangements are made for special conferences between parents, teachers, community members, agencies and the like.
- Assume responsibility for the safety and administration of the school facilities including security personnel.
- Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs, to interpret Board policies and administrative directives, and to discuss and resolve individual student problems.
- Assert leadership in times of civil disobedience in school in accordance with established Board policy.
- Provide for adequate inventories of property under his/her jurisdiction and for the security and accountability for that property.
- Facilitate and monitor the school accreditation process.
- Facilitate the servicing and placement of students with special needs.
- Insure that the building(s) and grounds are safe and that drills, evacuations and the like conform to state directives.
- Participate in principals meetings, negotiations meetings, and such other meetings as are required or appropriate.
- Serve or designate a member of the leadership team to serve as an ex officio member of all committees and councils within the school.
- Delegate authority to assume responsibility for the school in the absence of the Principal.
- Assure the proper educational placement of students.
- Assure and allocate instructional resources for optimum teaching and learning. (supplies, equipment, space, etc.)
- When appropriate, insure a quality food service program.
- Performs other duties as assigned by the Superintendent or his/her designee.

Instrumentation

An instrument composed of a five point Likert scale was designed to rate building principals across a number of leadership behaviors or responsibilities. The rating instrument was based on the Framework for Balanced Leadership consisting of the 21 leadership responsibilities identified by Waters, Marzano, and McNulty (2003). This set of professional responsibilities was chosen for the development of the rating instrument due to the significant correlation that it has with student achievement, as well as its alignment with the highly regarded ISLLC training standards. Further, the Framework for Balanced Leadership is considered to be the leading resource for leadership standards at the practitioner level (Kobler, 2010).

In order to narrow down the 21 responsibilities, the researcher selected those responsibilities identified as having a .25 or greater correlation with student achievement. Thus, the rating instrument included 11 of the Framework's 21 leadership responsibilities identified to improve student achievement as indicated in Table 4.

Table 4

Framework for Balanced Leadership- Responsibilities identified as having a .25 or greater correlation with student achievement (Marzano, 2005).

Responsibility	The extent to which the principal ...	Correlation with Achievement	95% Confidence Interval	No. of Studies	No. of Schools
1. Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	466
2. Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
3. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437

Responsibility	The extent to which the principal ...	Correlation with Achievement	95% Confidence Interval	No. of Studies	No. of Schools
4. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28	.16 to .39	6	277
5. Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669
6. Knowledge of curriculum, instruction and assessment	Is knowledgeable about current curriculum, instruction and assessment practices	.25	.15 to .34	10	368
7. Monitoring/ Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
8. Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456
9. Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27	.18 to .35	14	478
10. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571
11. Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91

Each of the 11 items on the scale asked the rater to consider the extent to which the principal carries out the identified responsibility. The rater was asked to circle one of five descriptors for each item/responsibility:

1= Never 2= Rarely 3= Sometimes 4= Often 5= Always

A copy of the rating instrument developed for this study is identified as Appendix B.

Procedures

Prior to the writing of this proposal, the researcher completed and submitted the Application to Conduct Research for the selected school district, as well as the required application to The University of Kansas Human Subjects Committee. Both applications for the research study were approved. Copies are identified as Appendices C and D.

The six pre-selected central office administrators from a school district of nearly 14,000 students were asked to complete a short rating instrument of 11 items based on the performance of each of the district's twenty-nine K-12 building principals. Due to the confidential nature of the evaluative process, the rating instrument was provided to the central office administrators with a cover sheet to ensure anonymity of each principal. The cover sheet listed the central office administrator's position, as well as the principal's name and a randomly assigned corresponding number. The rating instrument itself identified the central office administrator by position and the principal by number only. Following the completion of the rating scale, the provided instructions asked the central office administrator to discard the cover sheet in order to ensure anonymity. A copy of the instructions provided to the central office administrators, as well as the cover sheet and consent form, are included in Appendix E.

Data Analysis

Statistical analyses of raw data are reported as measures of central tendency including the mean, as well as measures of variability including range, standard deviation, and variance.

Taken together, these measures are referred to as descriptive statistics. Results are reported in data table and graph form for the following measures.

Mean- Average of the Ratings

Range- Difference Between the Highest Number and Lowest Number (+1)

Standard Deviation- Square Root of the Variance

Variance- Degree of Spread Throughout the Distribution

Skew- Measure of Symmetry or Lack of Symmetry

Correlational data analysis was then conducted using the statistics above to reveal the level of agreement between central office administrators in regard to their ratings of a principal's performance. In this study, rater agreement will serve as the correlational measure of agreement across the central administrator's ratings of principal performance. Rater agreement is defined as the correlation or extent to which two or more raters agree in their respective observations. However, according to Ubersax (2010), three different measures should be used when analyzing rater agreement with data gathered from interval level ratings such as those on a Likert Scale.

Rater Distribution- The similarity of each rater's distribution and the distribution of all ratings.

Rater Agreement – The extent to which two or more raters agree.

Rater Bias- The tendency of a rater to make ratings generally higher or lower than those of other raters.

Rater Distribution- Although knowledge of rater distribution is not necessary in assessing rater agreement, it is useful in clearly displaying the rater's differences from the group norm and in facilitating interpretation of the data. Rater Distribution was measured using raw data, as well as measures of central tendency, and results are displayed in table and graph form (Ubersax, 2010).

Rater Agreement- Rater agreement was assessed using Pearson's Correlation Coefficient, a measure representing the linear relationship between two variables. Pearson results in values ranging between -1.00 and 1.00. A value of 1.00 represents a perfect linear relationship, while values smaller than 1.00 imply a less than perfect relationship. For the purpose of this study, Pearson's Correlation Coefficient measures the extent to which two or more raters agree. Results indicate how much homogeneity, or consensus, exist in the ratings given by observers.

Pearson's correlation was calculated to assess rater agreement between each pair of central office administrators as measured by both total score of principal performance, as well as each of the 11 items/job related responsibilities. Rater agreement is represented by the mean correlation of the pairs. A correlation of .700 or greater represents an adequate level of agreement in this study.

Rater Bias- Rater bias refers to the tendency of a rater to make ratings generally higher or lower than those of other raters. Rater bias may occur for many reasons, including the following: (1) the tendency to rate most individuals as average (2) a generally positive or negative opinion of the individual rather than a focus on isolated attributes (3) the tendency to be more lenient than other raters across the group or in regard to one individual (4) the tendency to focus on recent behavior rather than that across time (5) the tendency to attribute success or failure only to individual effort and ability rather than a combination of factors (6) different experiences or expertise (7) different opportunities to observe the individual (8) and/or a different understanding of the constructs measured or the measurement process itself (Wang, 2010).

Although the measurement of rater bias is not necessary to determine inter-rater agreement, it is useful in identifying sources of possible disagreement. Rater bias was measured through a one-way Analysis of Variance (ANOVA) which compares the mean of one or more groups based on an independent variable (Avolio, Yammarino, & Bass, 1991). The ANOVA form of statistical analysis assessed whether bias differences existed among raters considering all raters simultaneously. A variance equal to zero indicates that a form of bias is not present in the ratings.

Results

This chapter presents the analysis of the data collected from central office administrators' ratings of principal performance. The purpose of this study was to investigate the ratings of principals utilizing multiple perspectives and raters. It was designed to examine the consistency to which central office administrators evaluate principals across a number of job related responsibilities. Data was collected through the central office administrators' completion of an evaluation instrument designed by the researcher. Each of the identified central office administrators completed the evaluation instrument in its totality for the 29 principals in the school district. This resulted in 100% participation in the study.

Population/Sample

The target population(s) for the study was central office administrators and building-level principals in mid to large school districts. The sample consisted of a cross-section of central office administrators employed by a mid to large urban school district in the state of Kansas. The identified school district includes 18 elementary schools, six middle schools, and five high schools. Three of the district's high schools are considered to be comprehensive high schools, while two are classified as alternative schools.

The school district's administrative organizational chart is identified as Appendix A. Six of the central office administrators included on the organizational chart were solicited to participate in the study. The administrators held the following positions: Executive Director of Administration; Executive Director of Teaching and Learning; Executive Director of Operations; Director of School Improvement- Administration; Director of School Improvement- Teaching and Learning; and Director of Support Services.

Building level administrators were also included in the study's target population. The district employs 18 elementary principals, six middle school principals, and five high school principals, all of whom are evaluated on an annual basis as outlined by district policy.

Instrumentation

A rating instrument composed of a five-point Likert scale was designed to rate building principals across a number of leadership behaviors or responsibilities. The rating instrument was based on the Framework for Balanced Leadership consisting of 21 leadership responsibilities identified by Waters, Marzano, and McNulty (2003). This set of professional responsibilities was chosen for development of the rating instrument due to the significant correlation that it has with student achievement, as well as its alignment with the highly regarded ISLLC training standards. Further, the Framework for Balanced Leadership is considered to be the leading resource for leadership standards at the practitioner level (Kobler, 2010).

The rating instrument included 11 of the Framework's 21 leadership responsibilities identified to improve student achievement. The 11 responsibilities included on the rating scale each have a .25 or greater correlation with student achievement.

Descriptive Statistics

Measures of central tendency and variability were computed in order to summarize ratings of principal performance across job related responsibilities by central office administrators. Table 5 displays the mean ratings made by the central office administrators for each principal, as well the range, standard deviation, variance, and skew. Table 6 displays the mean, range, standard deviation, variance, and skew of the central office administrators' ratings across all 29 principals. This data is also represented visually in Figure 1. A principal's total score on the rating instrument can range from that of 11 to 55.

Table 5

Descriptive Statistics: Ratings of Principals Across all Scales

	N	Range			Mean	St. Dev.	Variance	Skewness	
			Minimum	Maximum				Statistic	St. Error
Principal 1	6	18.00	27.00	45.00	38.3333	7.96660	63.467	-.572	.845
Principal 2	6	9.00	46.00	55.00	50.3333	4.13118	17.067	-.024	.845
Principal 3	6	18.00	34.00	52.00	39.0000	6.87023	47.200	1.776	.845
Principal 4	6	15.00	30.00	45.00	37.5000	4.92950	24.300	.030	.845
Principal 5	6	15.00	26.00	41.00	36.6667	5.75036	33.067	-1.607	.845
Principal 6	6	14.00	31.00	45.00	38.6667	5.88784	34.667	-.286	.845
Principal 7	6	10.00	42.00	52.00	46.0000	3.57771	12.800	.825	.845
Principal 8	6	12.00	24.00	36.00	30.0000	5.69210	32.400	.000	.845
Principal 9	6	7.00	38.00	45.00	42.6667	2.94392	8.667	-1.063	.845
Principal 10	6	13.00	38.00	51.00	43.8333	4.26224	18.167	.637	.845
Principal 11	6	12.00	28.00	40.00	33.0000	5.21536	27.200	.723	.845
Principal 12	6	13.00	34.00	47.00	41.6667	4.92612	24.267	-.573	.845
Principal 13	6	13.00	35.00	48.00	40.6667	4.32049	18.667	.765	.845
Principal 14	6	10.00	39.00	49.00	43.5000	3.39116	11.500	.554	.845
Principal 15	6	5.00	42.00	47.00	45.5000	1.97484	3.900	-1.285	.845
Principal 16	6	10.00	44.00	54.00	49.1667	4.21505	17.767	-.535	.845
Principal 17	6	8.00	32.00	40.00	35.0000	2.96648	8.800	.965	.845
Principal 18	6	9.00	36.00	45.00	41.8333	3.37145	11.367	-1.053	.845
Principal 19	6	13.00	36.00	49.00	41.8333	5.19294	26.967	.027	.845
Principal 20	6	10.00	41.00	51.00	46.0000	3.58771	12.800	.118	.845
Principal 21	6	10.00	39.00	49.00	44.0000	4.00000	16.000	.141	.845
Principal 22	6	9.00	29.00	38.00	33.3333	3.50238	12.267	.380	.845
Principal 23	6	7.00	45.00	52.00	49.3333	2.58199	6.667	-.759	.845
Principal 24	6	12.00	37.00	49.00	44.1667	5.15429	26.567	-.327	.845
Principal 25	6	13.00	29.00	42.00	38.6667	5.04645	25.467	-1.850	.845
Principal 26	6	13.00	39.00	52.00	46.1667	5.19294	26.967	-.489	.845
Principal 27	6	6.00	44.00	50.00	47.5000	2.42899	5.900	-.754	.845
Principal 28	6	11.00	35.00	46.00	41.0000	4.24264	18.000	-.471	.845
Principal 29	6	14.00	38.00	52.00	45.1667	4.57894	20.967	-.142	.845

Table 6
Measures of Central Tendency and Variance- Total Score Across Principals

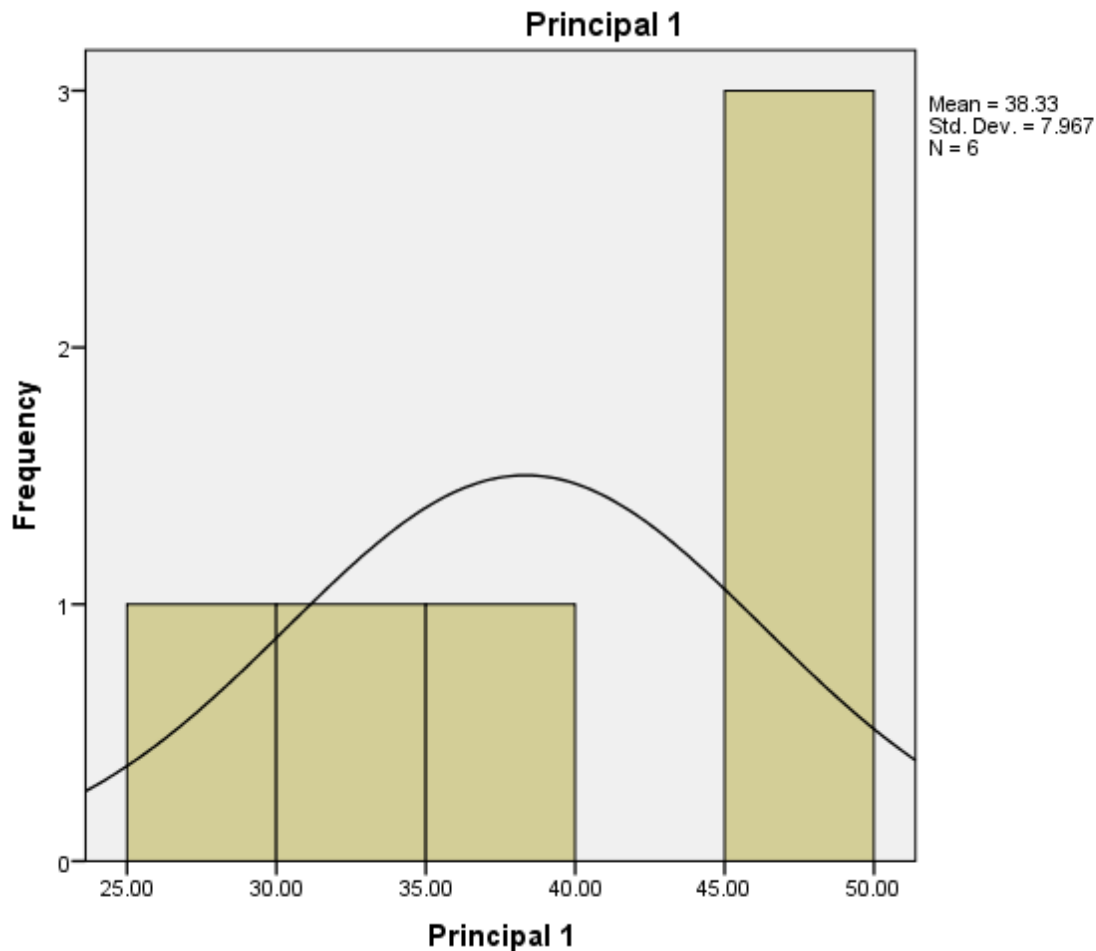
	N	Range			Mean	St. Dev.	Variance
			Minimum	Maximum			
Administration	29	27.00	27.00	54.00	44.1034	6.36028	40.453
Teaching & Learning	29	21.00	33.00	54.00	43.0000	5.03559	25.357
Operations	29	22.00	24.00	46.00	39.1034	6.00205	36.025
SI- Administration	29	27.00	28.00	55.00	45.8966	5.87577	34.525
SI- Teaching & Learning	29	26.00	24.00	50.00	38.3103	6.58518	43.365
Support Services	29	21.00	29.00	50.00	40.0345	6.29332	39.606

Based on the data, the Director of School Improvement- Administration produced the highest mean rating across principals on the performance of job related responsibilities ($M = 45.9$, $SD = 5.88$). The Director of School Improvement- Teaching and Learning produced the lowest mean rating ($M = 38.3$, $SD = 6.59$). The Director of School Improvement- Teaching and Learning rated principal performance lower overall than the remaining central office administrators. The range associated with the mean scores from these two raters is 7.59.

Rater Distribution

Measures of frequency and distribution were computed in order to assist in the understanding of variability in the ratings of principals made by central office administrators. The frequency and distribution data summarizing the ratings of each of the 29 principals is visually represented in Figure 2 in the form of histograms labeled 1-29. These graphs depict the results of the rating scale for each principal as completed by the six central office administrators,

as well as report the mean score and standard deviation of the ratings. The ratings for principal 1 are represented in the Histogram for Principal 1.



The graph indicates this principal received total scores from six central office administrators falling into four different ranges. One of the six central office administrators' ratings of this principal fell into each of the following ranges of total score: (1) 25.00-30.00 (2) 30.00-35.00 (3) and 35.00-40.00. The remaining three central office administrators' ratings fell into the same total score range 45.00-50.00. Taking into account all six ratings, principal 1 has a mean rating of 38.33 with a standard deviation of 7.97. The data represented by the graph has a negative skew or a long tail on the left side. This graphical representation of the ratings of

principal 1 suggest a lower level of agreement by central office administration, possibly due to inconsistencies in the rating process. Again, Figure 2 illustrates the ratings of all 29 principals.

The six central office administrators' ratings across the 29 principals in the study are summarized in Table 7. In addition, this data is graphically represented in Figure 3.

Table 7
Measures of Frequency and Distribution by Central Office Administrator

		Admin.	Teaching & Learning	Operations	SI-Admin	SI-Teaching & Learning	Support Services
N	<u>Valid</u>	29	29	29	29	29	29
Mean		44.1034	43.0000	39.1034	45.8966	38.3103	40.0345
Mode		45.0000	41.0000	44.0000	45.0000	36.0000	36.0000
Variance		40.4530	25.3570	35.0250	34.5250	43.3650	39.6060
Skewness							
	Statistic	-.795	.213	-1.035	-1.267	-.116	-.116
	<u>St. Error</u>	.434	.434	.434	.434	.434	.434
Percentiles							
	25	41.5000	40.5000	37.0000	44.0000	34.5000	34.5000
	50	45.0000	42.0000	41.0000	47.0000	38.0000	40.0000
	75	49.0000	45.5000	44.0000	49.0000	43.5000	45.5000

Analysis reveals that ratings made by the Executive Director of Administration are distributed over a wider range than those of the other central office administrators ($range = 27$, $SD = 6.36$). The ratings are not normally distributed with a skew of $-.795$ ($SE = .434$). The smallest distribution is observed in ratings made by the Executive Director of Teaching and Learning ($range = 21$, $SD = 5.04$) and the Director of Support Services ($range = 21$, $SD = 6.59$). Ratings made by these two central office administrators are only slightly skewed, $-.116$ ($SE = .434$) indicating closer alignment with the expected normal distribution for the target population.

Rater Agreement

Rater agreement was assessed using Pearson's Correlation Coefficient, a measure representing the linear relationship between two variables. Pearson results in values ranging between -1.00 and 1.00. A value of 1.00 represents a perfect linear relationship, while values smaller than 1.00 imply a less than perfect relationship. For the purpose of this study, Pearson's Correlation Coefficient measures the extent to which two or more raters agree. Results indicate how much homogeneity, or consensus, exist in the ratings given by observers.

Pearson's correlation was calculated to assess rater agreement between each pair of central office administrators as measured by both total score of principal performance, as well as each of the 11 items/job related responsibilities. Rater agreement is represented by the mean correlation of the pairs. A correlation of .700 or greater represents an adequate level of agreement in this study. Table 8 summarizes the rater agreement in this study.

Table 8
Pearson's Correlation- Rater Agreement

Responsibility	Correlation	Responsibility	Correlation
Change Agent	.497	Monitors & Evaluates	.469
Culture	.515	Order	.474
Discipline	.434	Outreach	.367
Flexibility	.372	Resources	.497
Input	.322	Situational Awareness	.441
Knowledge of Curriculum, etc.	.511	Total Score	.668

Results indicate a positive correlation between central office administrators and their rating of principal responsibilities as measured by total score, although it did not reach a level that is considered adequate for this study ($r = .668$). This level of correlation is suggestive of an

inadequate level of agreement between central office administrators and their ratings of principals based solely on overall performance of job related responsibilities.

Results also indicate a positive correlation between central office administrators and their rating of each job related responsibility, although no item came close to approaching a level that would be considered adequate for this study. The level of correlation associated with all items suggests an inadequate measure of agreement between central office administrators and their ratings of principals based purely on performance of the identified job related responsibility.

Rater Bias

Rater bias may occur for many reasons, including the following: (1) the tendency to rate most individuals as average (2) a generally positive or negative opinion of the individual rather than a focus on isolated attributes (3) the tendency to be more lenient than other raters across the group or in regard to one individual (4) the tendency to focus on recent behavior rather than that across time (5) the tendency to attribute success or failure only to individual effort and ability rather than a combination of factors (6) different experiences or expertise (7) different opportunities to observe the individual (8) and/or a different understanding of the constructs measured or the measurement process itself (Wang, 2010). Although the measurement of rater bias is not necessary to determine rater agreement, it is useful in identifying possible sources.

A one-way Analysis of Variance (ANOVA) was utilized to assess differences in central office administrators' ratings of principals across all job related responsibilities. These differences could be explained by forms of rater bias. Findings of the analysis are summarized in Table 9 on the next page.

Table 9
One-Way ANOVA: Rater Bias

	Sum of Squares	df	Mean Square	F	Sig
Between Group	1336.121	5	267.224	7.310	.000
Within Groups	6141.241	168	36.555		
Total	7477.362	173	43.222		

Results indicate a significant difference in the mean ratings of central office administrators on principal job related responsibilities ($F(5, 168) = 7.310, p < .001$) at the $p < .05$ level. This suggests that the mean ratings made by central office administrators differ more than would be expected by chance alone. As applied to the present study, these results suggest that a form of rater bias may explain the lack of agreement between central office administrators' ratings of principals across job related responsibilities.

In order to further understand the source of disagreement in the study, Tukey HSD post-hoc comparisons of the six central office administrators' ratings were conducted. The results are summarized in Table 10 below.

Table 10
Tukey HSD: Rater Bias by Central Office Administrator

Central Office Administrator	Admin.	Teaching & Learning	Operations	SI- Admin.	SI- Teaching & Learning	Support Services
Admin.		1.103	5.000	-1.793	5.793	4.069
Teaching & Learning	-1.103		3.897	-2.897	4.690	2.966
Operations	-5.000	-3.897		-6.793	.793	-.931
SI- Admin.	1.793	2.897	6.793		7.586	5.862
SI- Teaching & Learning	-5.793	-4.690	-.793	-7.586		-1.72
Support Services	-4.069	-2.966	.931	-5.862	1.724	

Post-hoc comparisons indicate the mean total score of the Director of School Improvement- Teaching and Learning is significantly lower than that of three other central of

office administrators, the Executive Director of Administration ($M = -5.793, p = .005$), Executive Director of Teaching & Learning ($M = -4.690, p = .041$) and the Director of School Improvement- Administration ($M = -7.586, p < .001$). Furthermore, the mean total score of the Director of School Improvement- Administration was significantly higher than three of the other five central office administrators, including the Executive Director of Operations ($M = 6.793, p < .001$), the Director of School Improvement- Teaching and Learning ($M = 7.586, p = .001$), and the Director of Support Services ($M = 5.862, p = .004$). The mean total scores of the Executive Director of Teaching and Learning and the Director of Support Services were most consistent among the group, differing significantly with only one other central office administrator, the Director of School Improvement- Teaching and Learning ($M = -4.690, p = .041$) and the Director of School Improvement- Administration ($M = 5.862, p = .004$) respectively.

When taken together, these results indicate a significant amount of variation between central office administrators in their ratings of principals across a variety of job related responsibilities. Some of this variation may be due in part to a form of rater bias, most notably associated with the Director of School Improvement- Teaching and Learning and the Director of School Improvement- Administration. Rater bias is suggested due to the significant differences in their ratings when compared with those of multiple other central office administrators.

Discussion

The importance of high performing educational leaders on student performance cannot be underscored. According to Murphy, Elliott, Goldring, and Porter (2006), school-level leadership has been identified as the driving force behind increased student achievement and high performing schools (Goldring, et al., 2009). Marzano, Waters, and McNulty (2005) support this position by demonstrating that quality school leadership is second only to classroom instruction in regard to impact on educational outcomes, and therefore concludes, “whether a school operates effectively or not increases or decreases a student's chance of academic success” (p. 3).

Given the emphasis placed on strong leadership as a condition for high performing schools, identifying the characteristics of effective school leaders, as well as the most useful approach for assessing these characteristics, have become essential tasks for local jurisdictions, state departments of education, and the federal government. However, many forms of appraisal have failed to assess the daily work of principals. In fact, according to Moore (2009) the continually changing role of the school principal “has created a position of leadership so complex that traditional methods of evaluation or feedback can no longer provide enough data” to either measure performance or develop required skills (p. 38).

The conventional form of evaluation in the field of educational leadership has focused on a process whereby a central office administrator, traditionally the direct supervisor, rates principals on some form of evaluation instrument. Among the criticisms of this process is the lack of input from multiple sources. The practice of using one rater as the only source of evaluation can be faulted due to possible issues of bias, lack of expertise, infrequent observations, and “the inability to provide multiple points of view inherent in determining the merit and value of performance” (Peterson, 1987, p 313). According to Moore (2009), the

principal's role is much too complex to be viewed through a single lens.

Analyses of data in this study indicate the ratings of principals among the central office administrators varied significantly across job related responsibilities. The magnitude of variation led to an inadequate level of agreement regarding the evaluation of principal performance in this study. Further analysis indicates that this lack of agreement in the rating of principal performance is due in part to a form of rater bias. Rater bias refers to the tendency of a rater to rate subjects generally higher or lower than that of other raters.

Rater bias may occur for many reasons, including the following: (1) the tendency to rate most individuals as average (2) a generally positive or negative opinion of the individual rather than a focus on isolated attributes (3) the tendency to be more lenient than other raters across the group or in regard to one individual (4) the tendency to focus on recent behavior rather than that across time (5) the tendency to attribute success or failure only to individual effort and ability rather than a combination of factors (6) different experiences or expertise (7) more or fewer opportunities to observe the individual (8) and/or a different understanding of the constructs measured or the measurement process itself (Wang, 2010). In this study, it is suspected that rater bias is associated with different training or expertise (Director of School Improvement- Teaching and Learning), the tendency to be more lenient than other raters (Director of School Improvement- Administration), and differences in the opportunity to observe individual principals (Director of School Improvement- Teaching and Learning).

Given that multiple central office administrators lacked agreement in the ratings of principals across job related responsibilities in this study, the conventional practice of using one rater as the only source of evaluation would seem to be an unreliable system. Therefore, based on

the outcome of this study, the whole notion of accurate evaluations of principals from central office administration is called into question.

Limitations of Study

The research question explored in this study will contribute to existing research designed to improve the evaluation process for educational leaders. With this knowledge, appraisal systems can be designed to more accurately measure principal performance and develop or improve skills associated with quality leadership. However, additional studies are needed to address the primary limitations of the study at hand and further contribute to the knowledge base in the area of evaluation process.

The results of the study suggest that the conventional practice of using one rater as the only source of evaluation would seem to be an unreliable system. The current study was conducted utilizing district and building level administrators from a single district. If replicated or built upon, future studies should include a larger sample size across several school districts of varying size and demographic. This increase in sample size would serve to increase the reliability of the results, as well as the ability to generalize them across settings.

In addition, the reliability of the rating instrument utilized for the assessment of principals should be considered. Modifications could be made to increase the probability that the results of the study are due to variation in rater, rather than the instrument itself. A scoring rubric with more specific and observable practices for each item should be considered, as well as the use of less ambiguous quantifiers to measure the standard of the practice associated with each item.

Finally, converting raw scores derived from the rating scale to z-scores might assist in standardizing the scores of the different raters. Z-scores provide more precise information

regarding the standing of a score relative to the distribution, therefore making the comparison of scores more efficient.

Recommendations

The results of this study suggest that the use of one rater, typically the direct supervisor, as the only source of evaluation in educational leadership is an unreliable system. This would seem to support the use of multiple raters in the assessment of overall performance. However, given that multiple raters in the current study resulted in inconsistent ratings of principal performance; additional factors should be considered in the implementation of a multi-rater system.

It has been noted that data gathered from multiple sources in the evaluation process is more comprehensive and objective than that gathered from a single source. If multiple raters will be utilizing the same rating scale to measure performance, research suggests several steps be taken to decrease the presence of rater bias and improve the consistency of raters (Gates, 2012; Graham, et al., 2012; Sartain, Stoelinga, & Brown, 2011). Rater training may be an important piece of implementing a multi-rater system. Rater training should focus on developing a common understanding among evaluators so that they apply the rating system as consistently as possible. Rater agreement is optimized when criteria are explicit and raters are trained to apply the criteria. Raters must be trained how to make a decision that an event has occurred, or how to determine which point on a scale measuring strength or degree of a behavior (e.g., a 5 point scale measuring performance) should apply. In order to ensure that the effects of training persist over time, it would be important to re-train observers and monitor their performance. Finally, multiple rater systems of evaluation can be computerized to allow for statistical analysis in an attempt to measure consistency and identify sources of bias (Boice and Kleiner, 1997).

Choice of raters and the procedure for compiling information may also be important in establishing consistency. It would seem that rater expertise and consistency should be linked. As suggested earlier, evaluators other than the immediate supervisor might better evaluate different facets of job performance for which they have training and special interest. An alternate multi-rater system of evaluation may consist of several evaluators completing the rating instrument, assigning different weights to those items measuring skill sets associated with raters' areas of interest or expertise. In this type of appraisal system, the data gathered would seem to be more accurate and reliable for the use of evaluation of overall performance. It would also serve to enhance the quality of information provided during the feedback process used to establish goals for improvement. Other constituents such as teachers, students, parents, and community members may also provide feedback on performance of practices for which they have direct knowledge, observation, or participation. In doing so, the evaluation process becomes similar to that of a 360-Degree feedback system utilized most frequently in the business sector.

Figure 1
Central Office Administrators: Mean of Total Score Across Principals

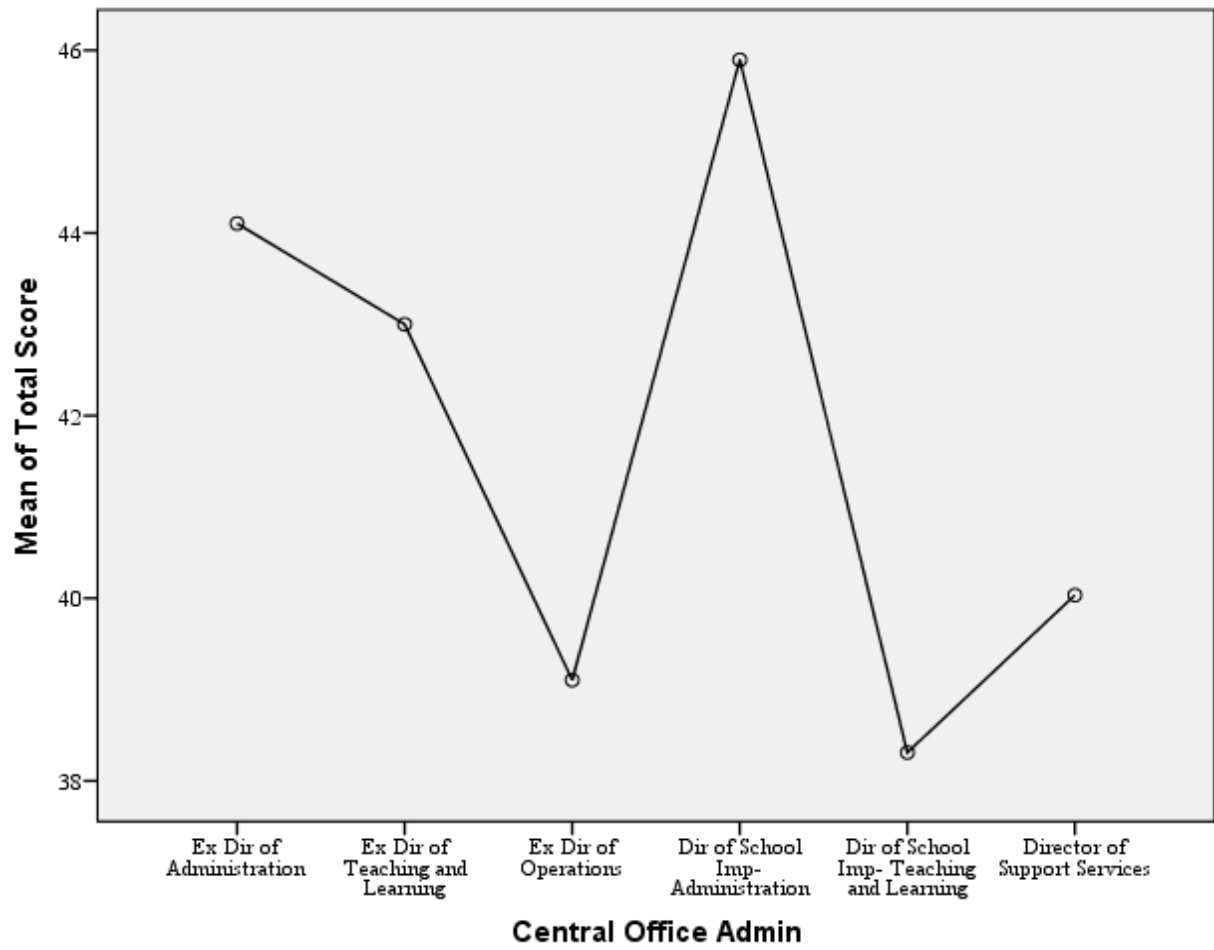
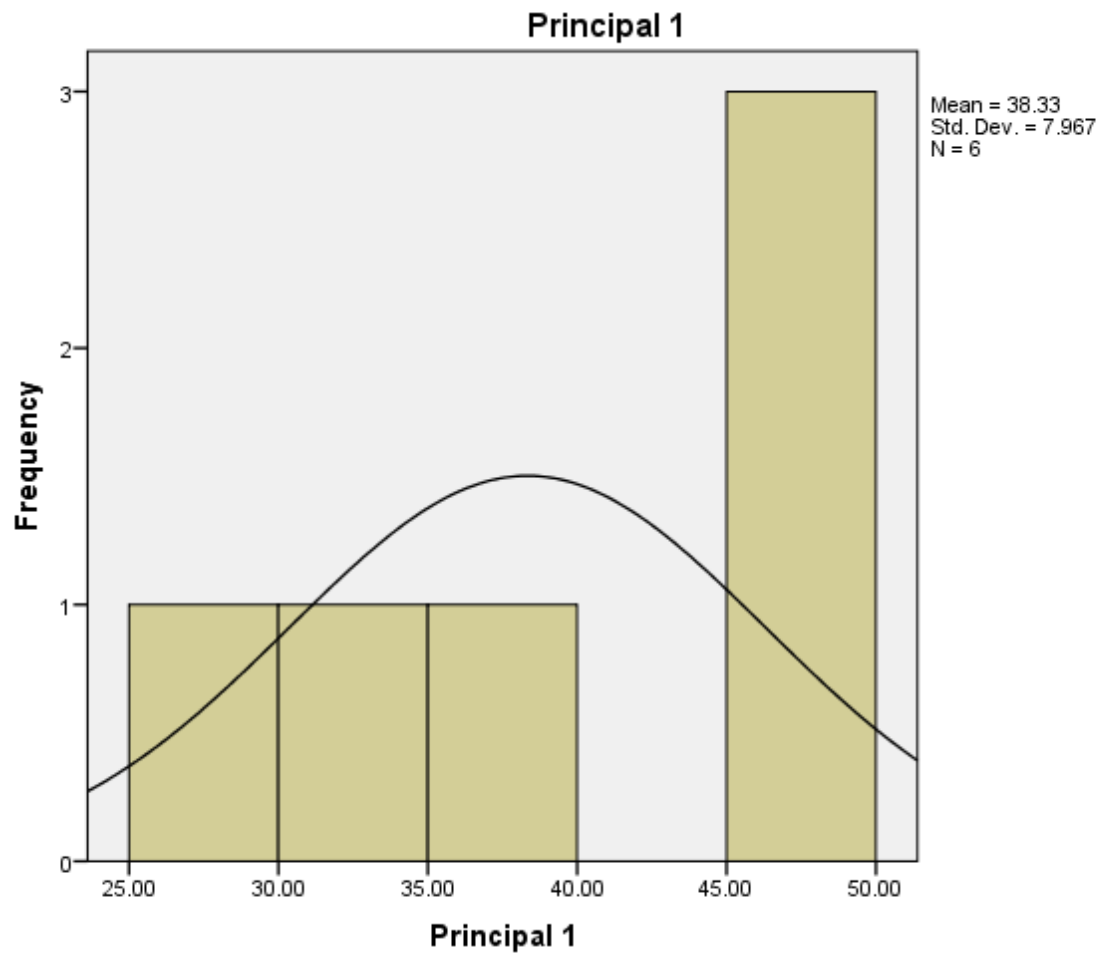
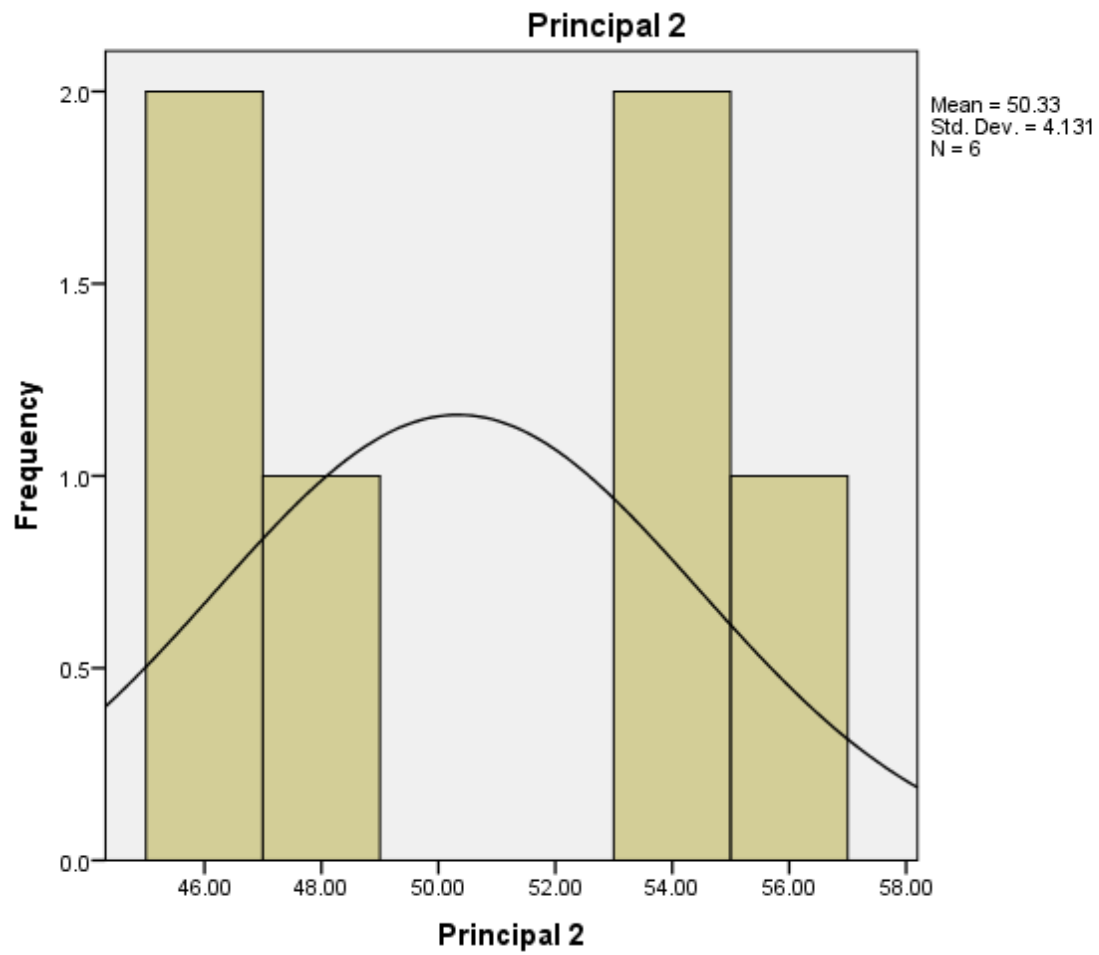
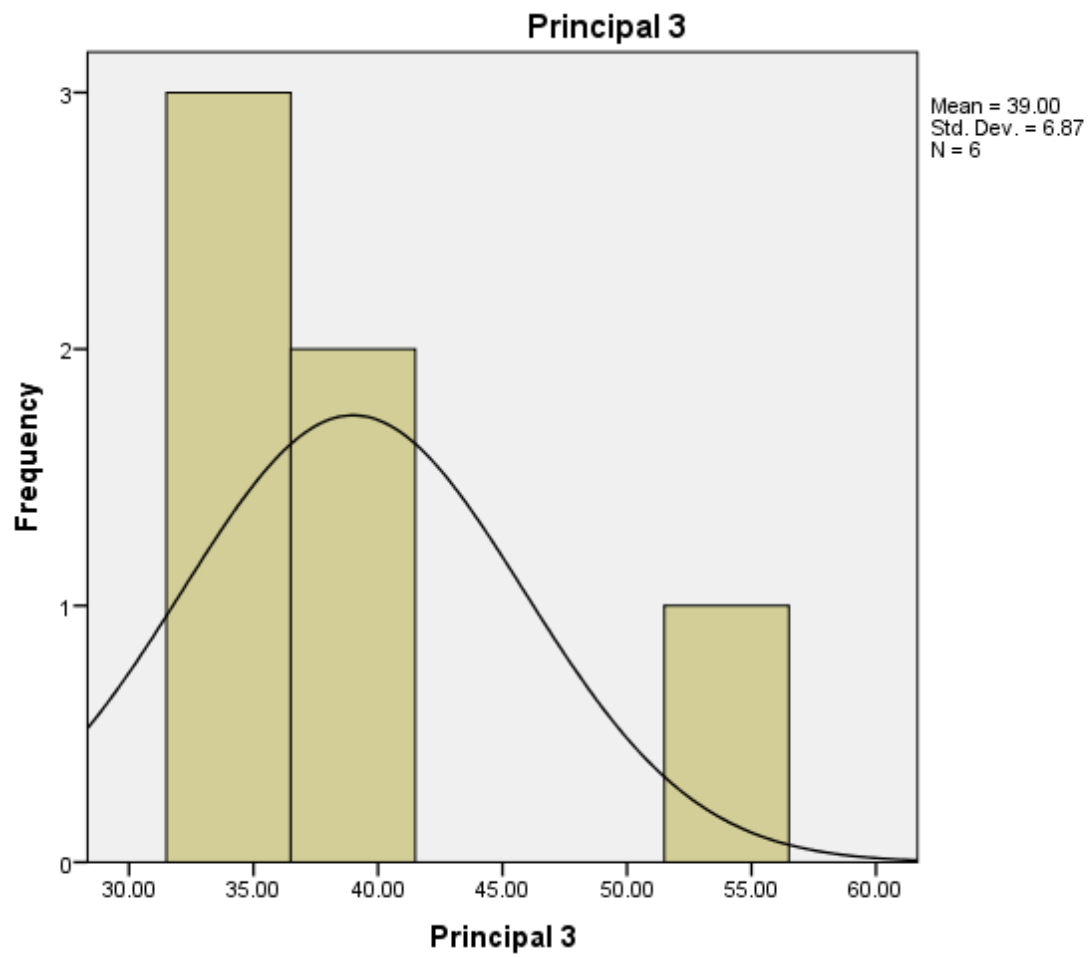


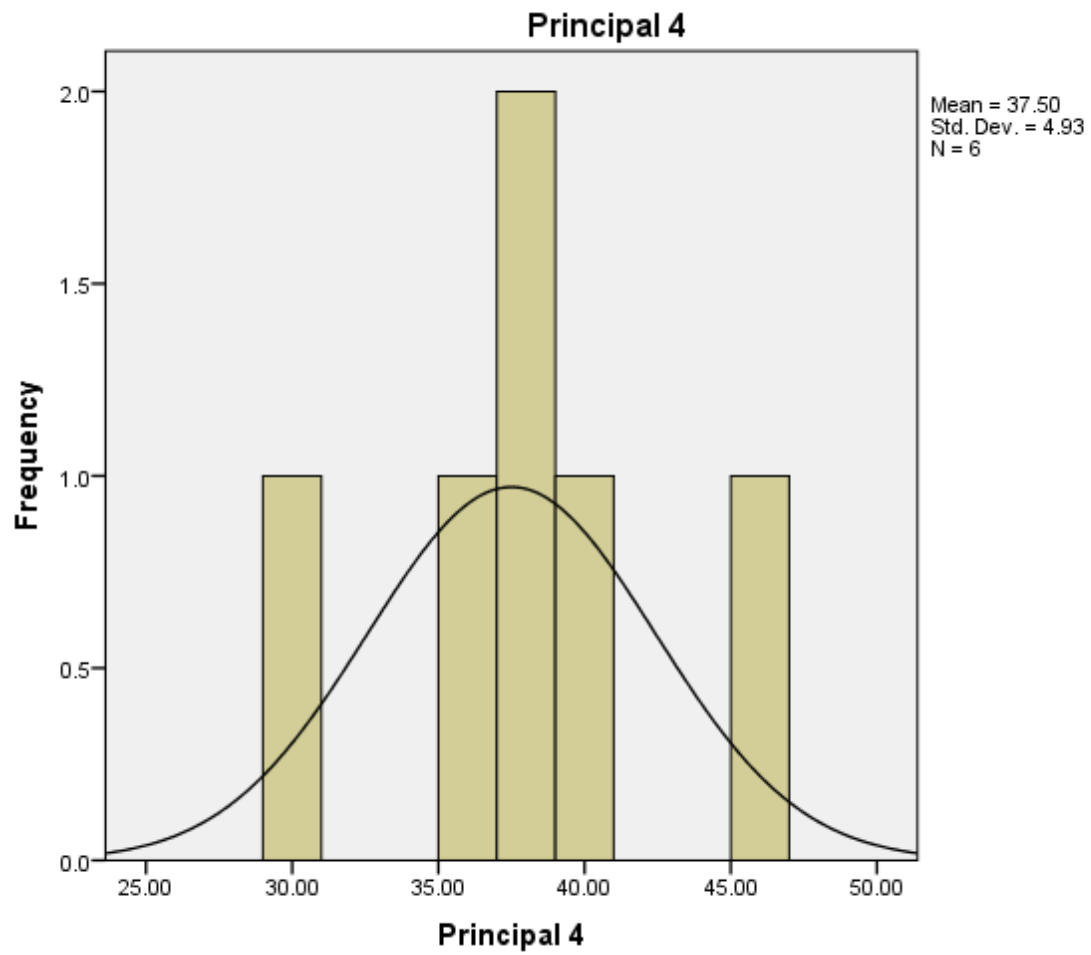
Figure 2

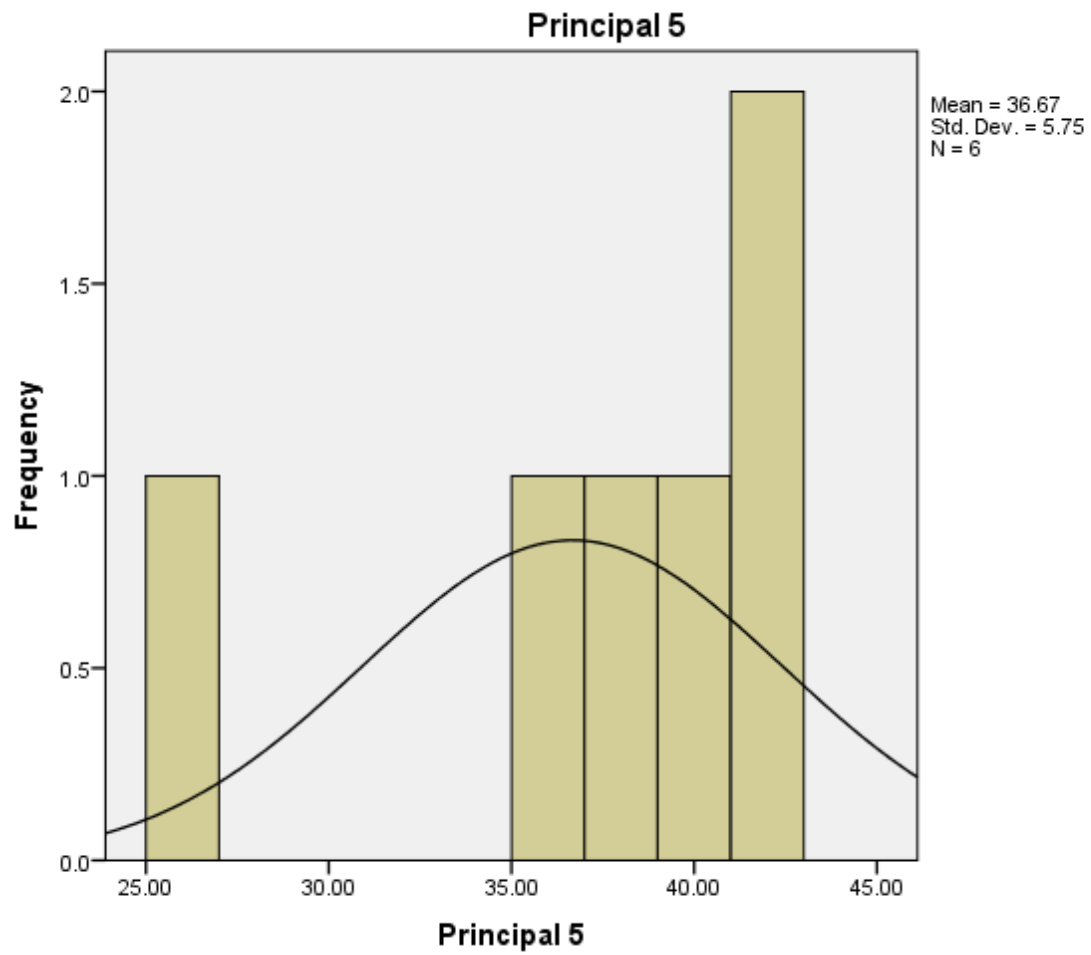
Frequency and Distribution: Ratings of Principal Performance

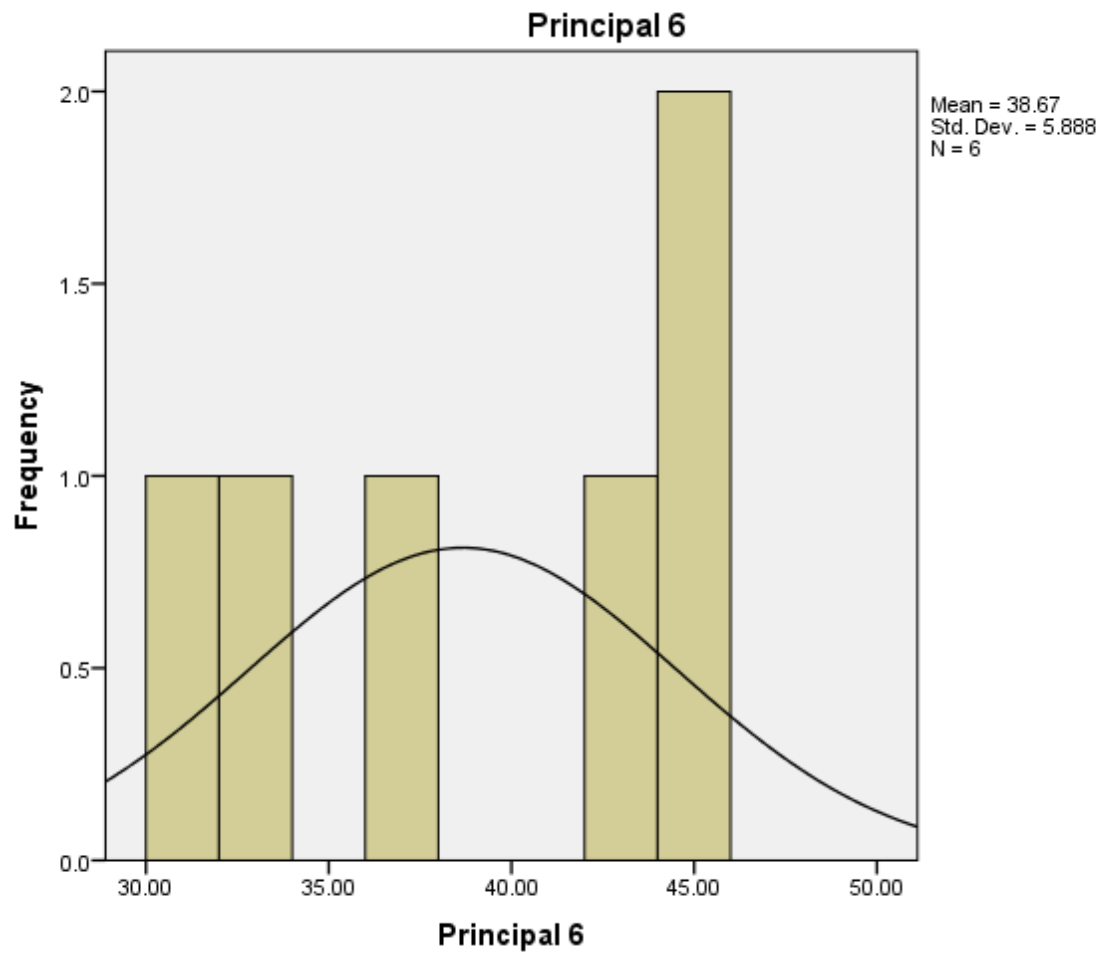


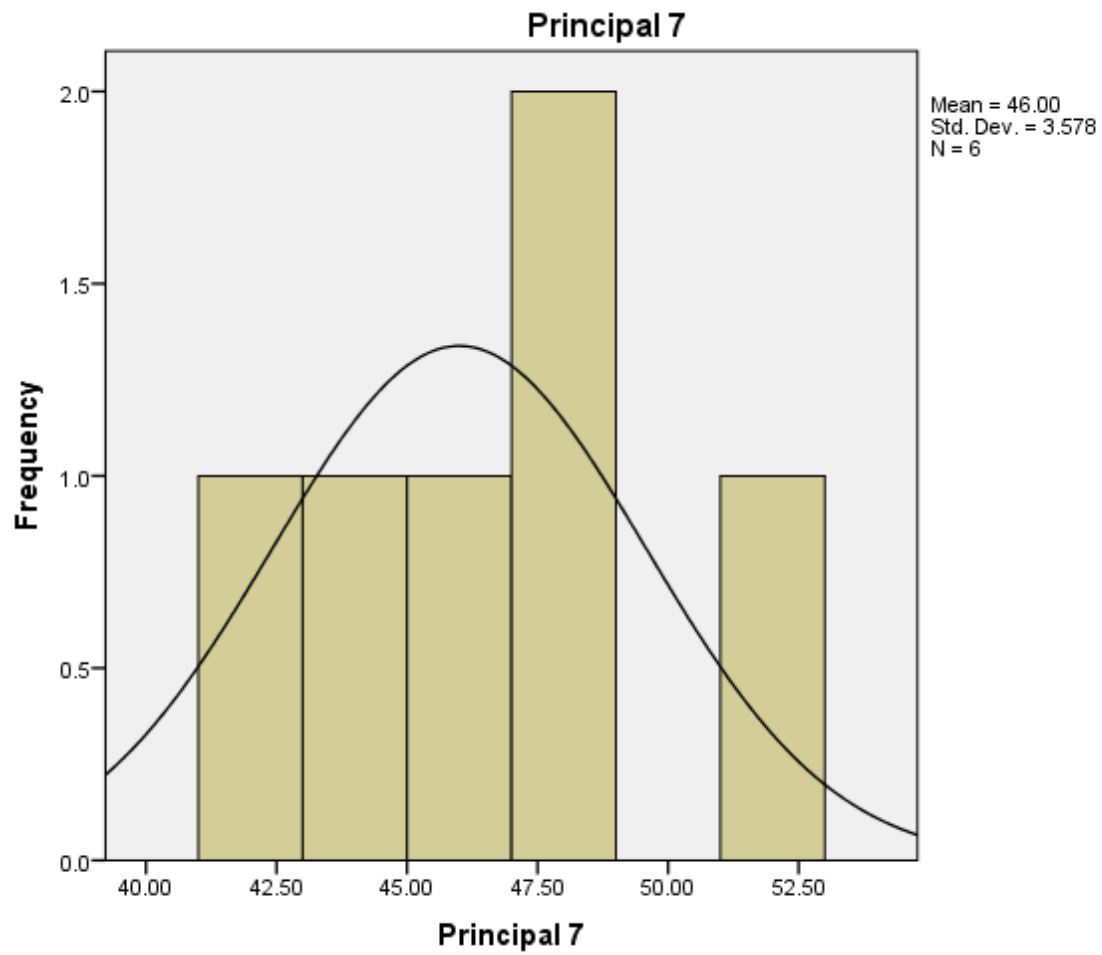


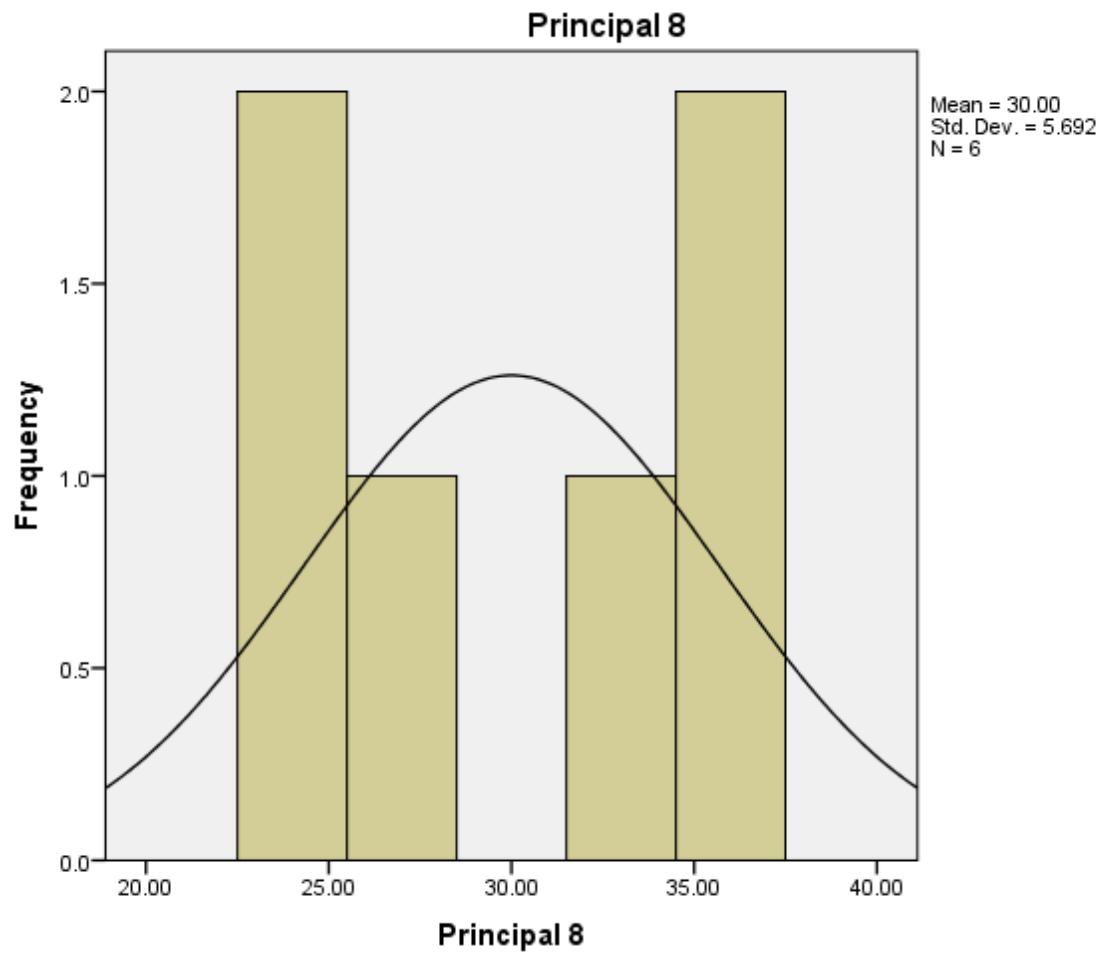


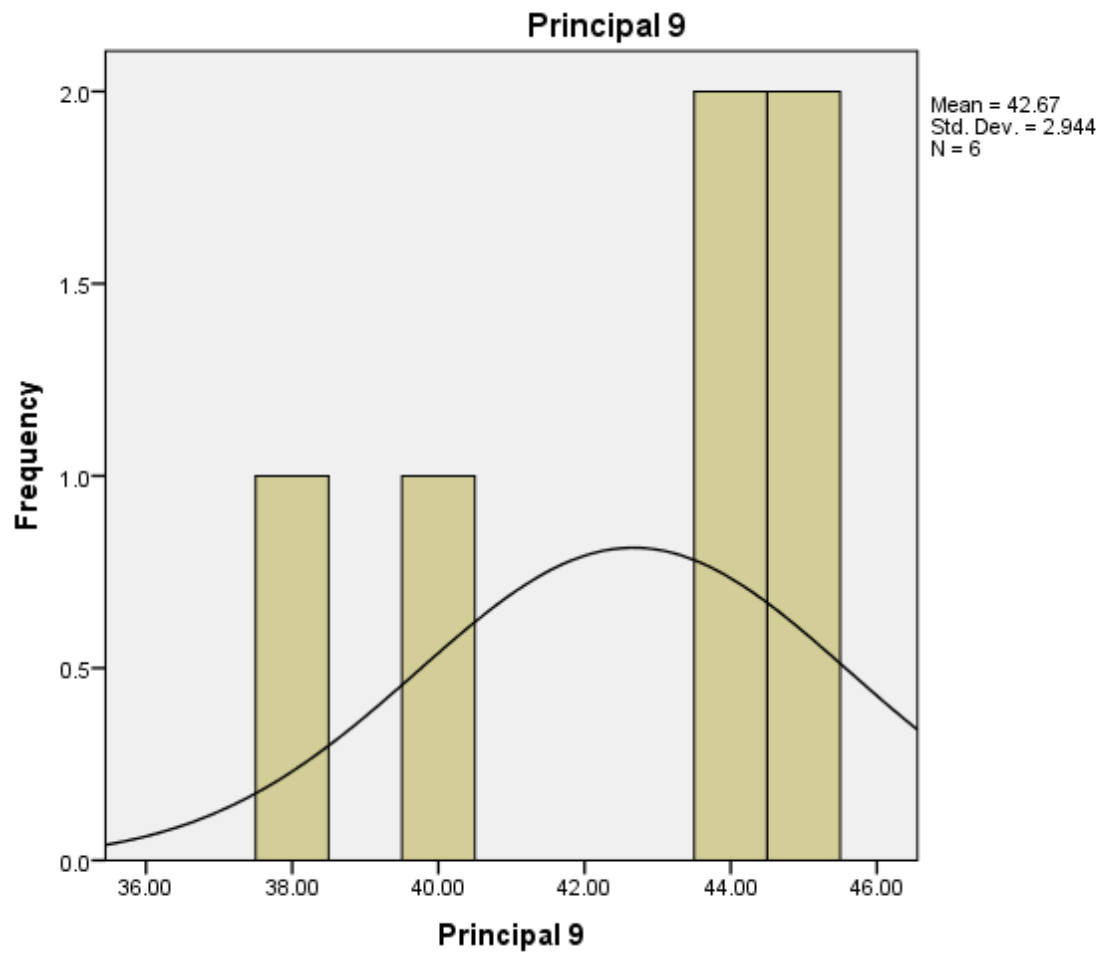


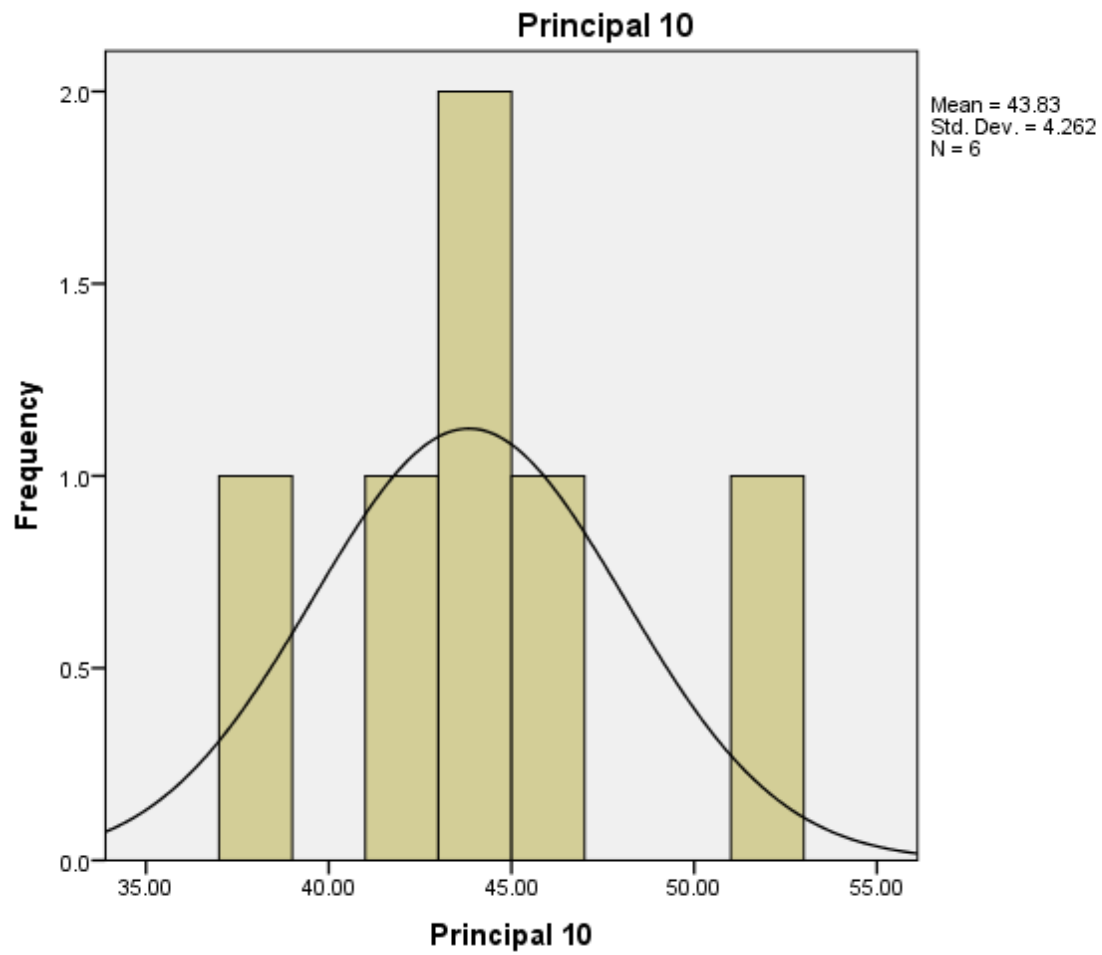


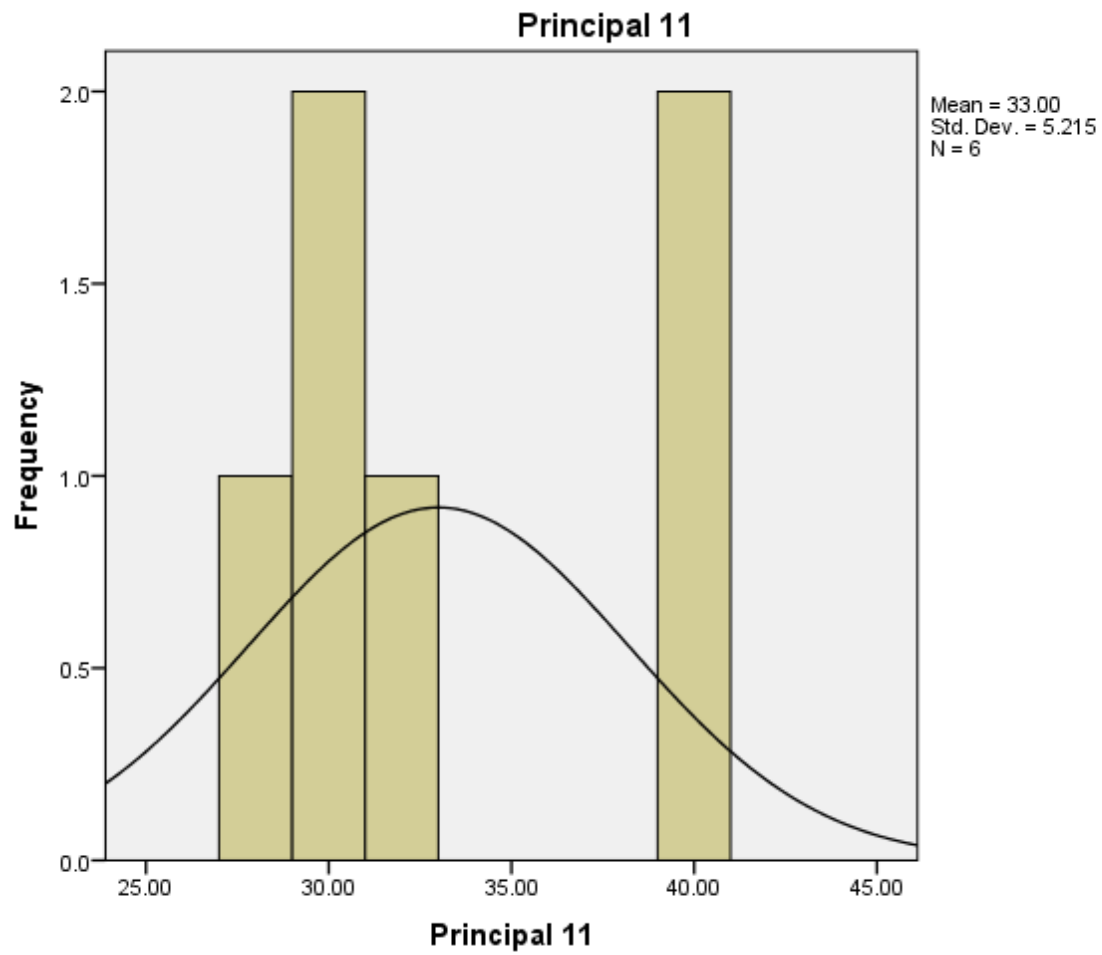


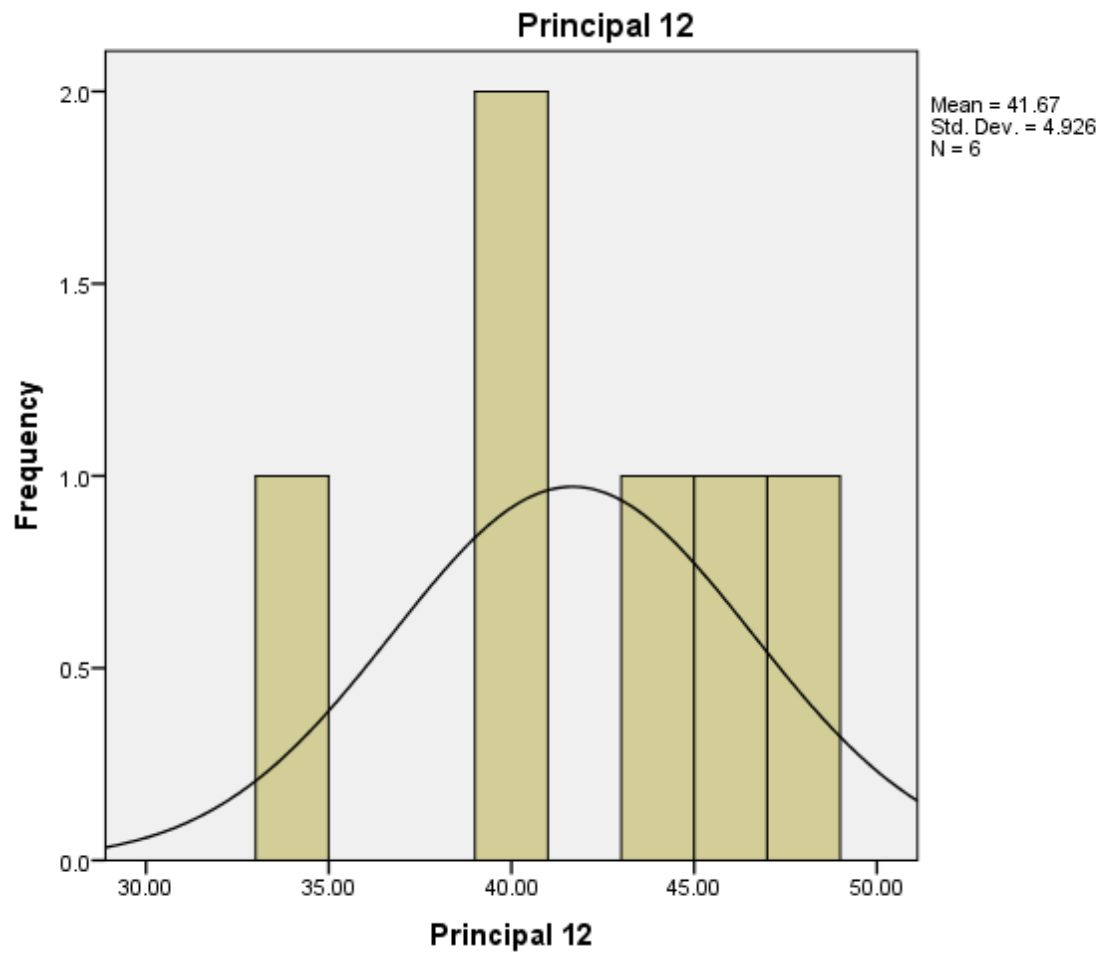


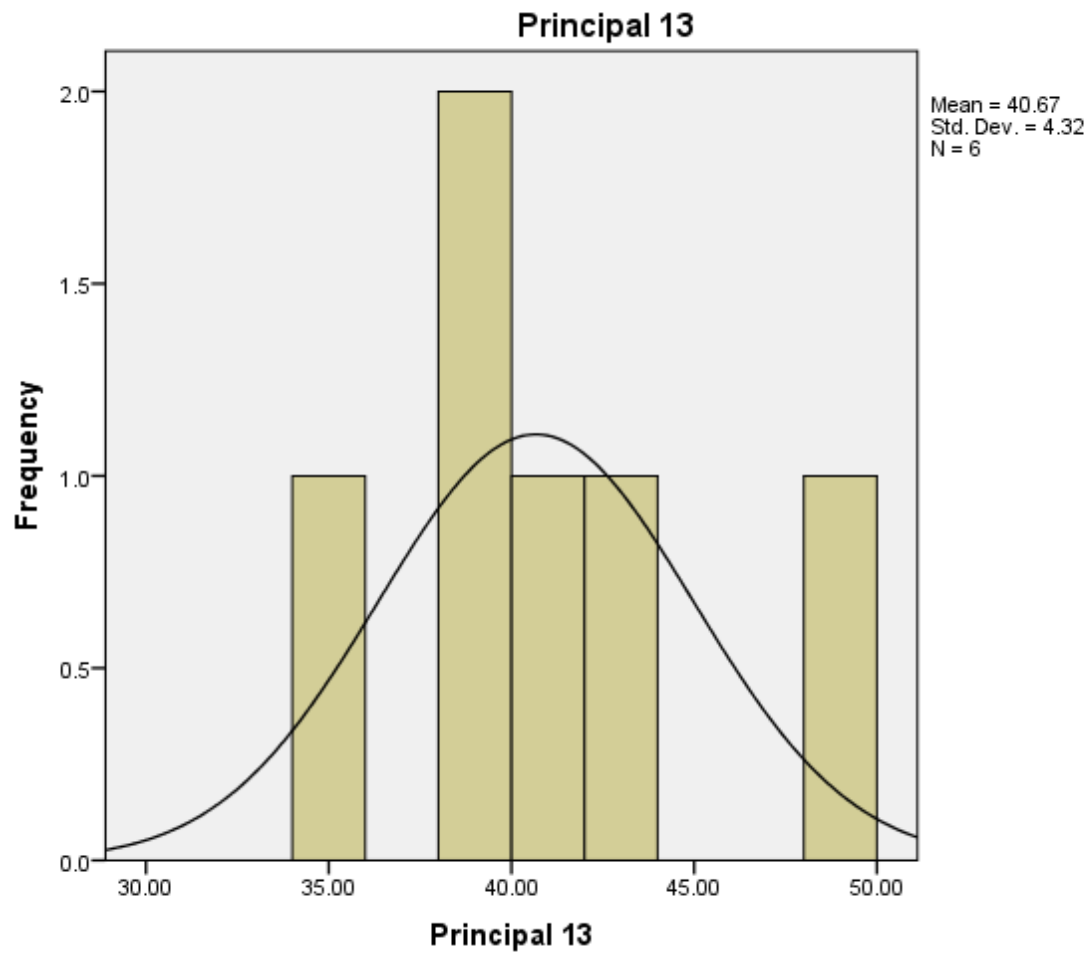


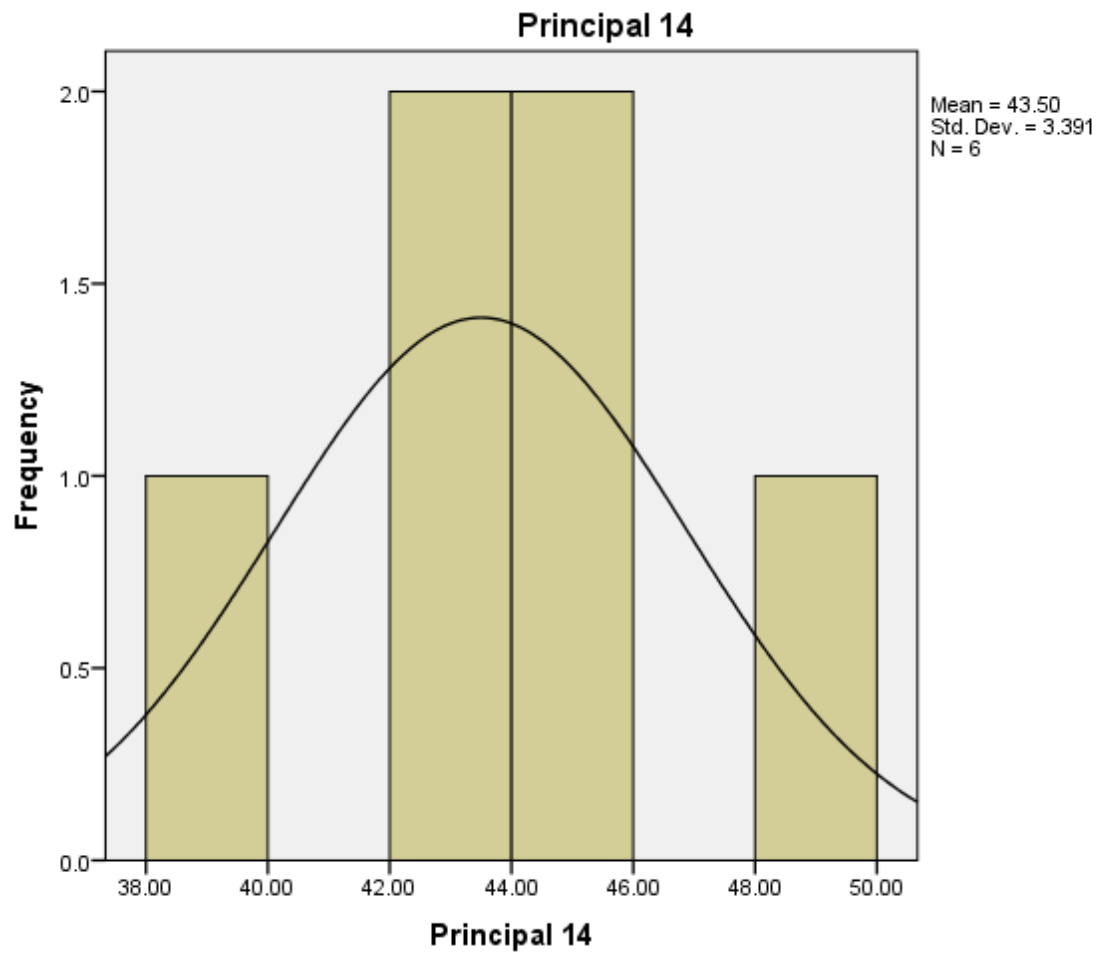


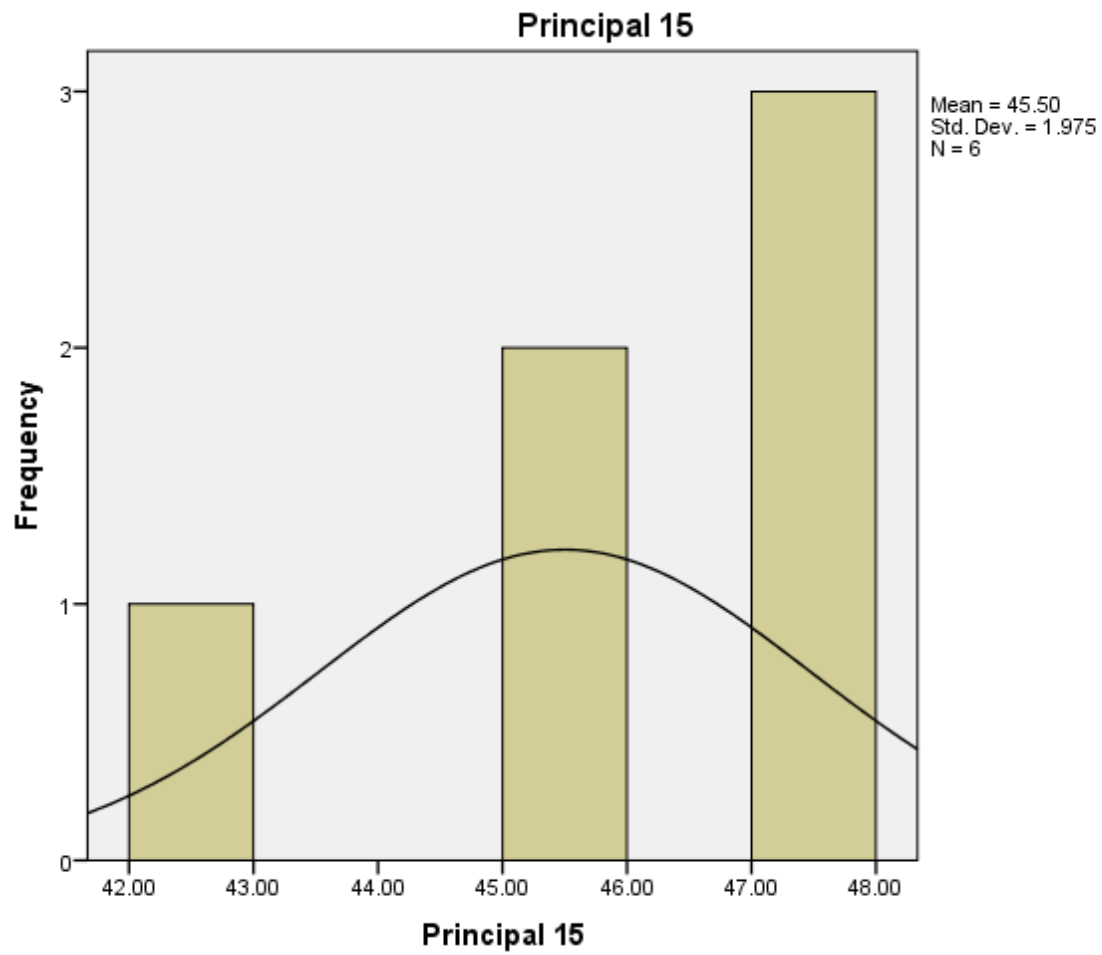


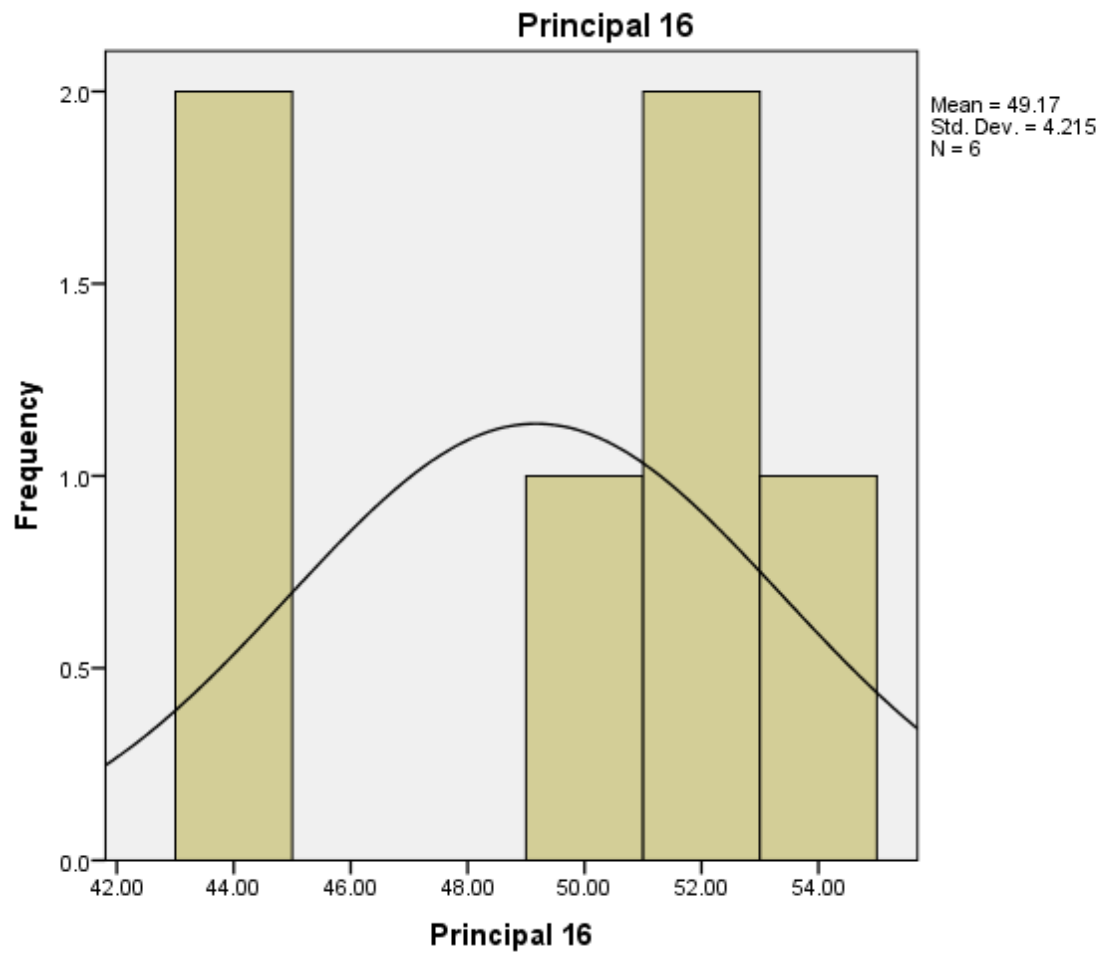


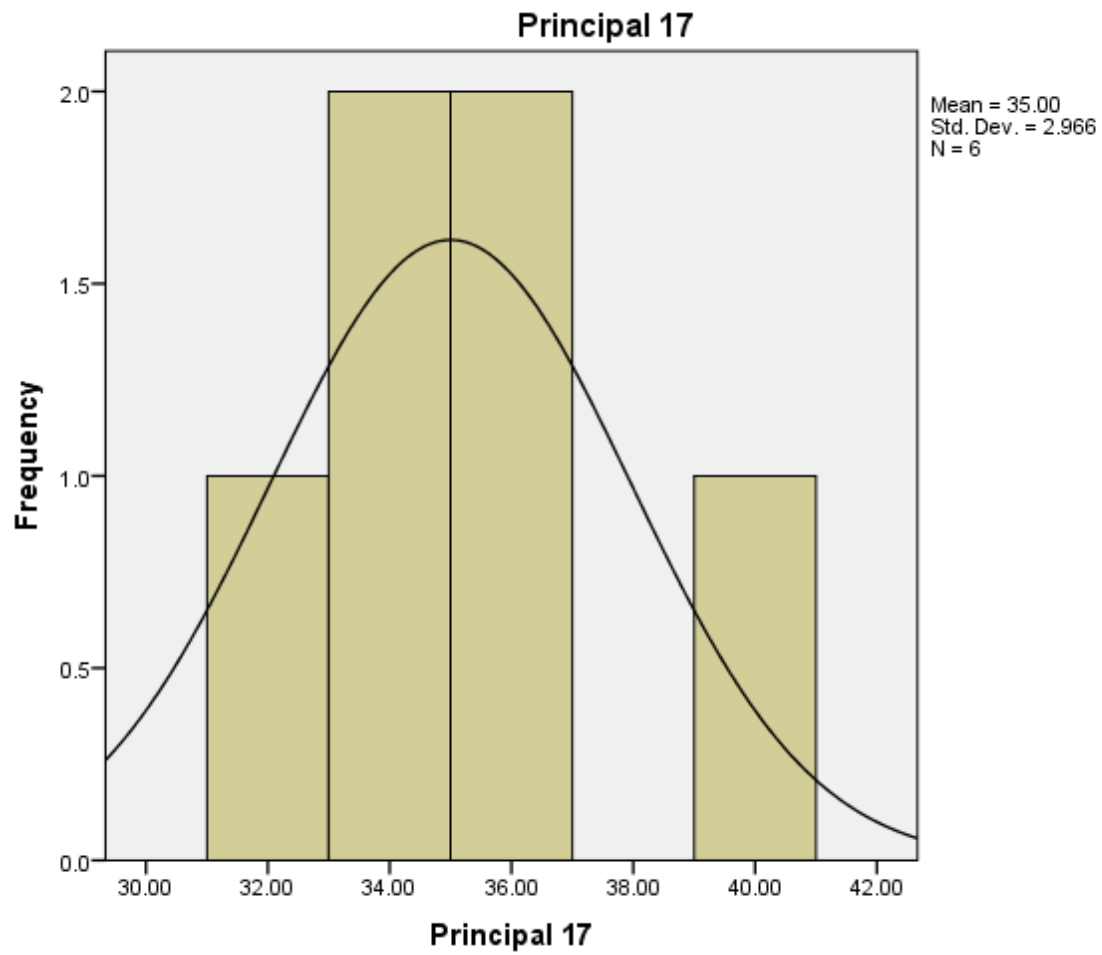


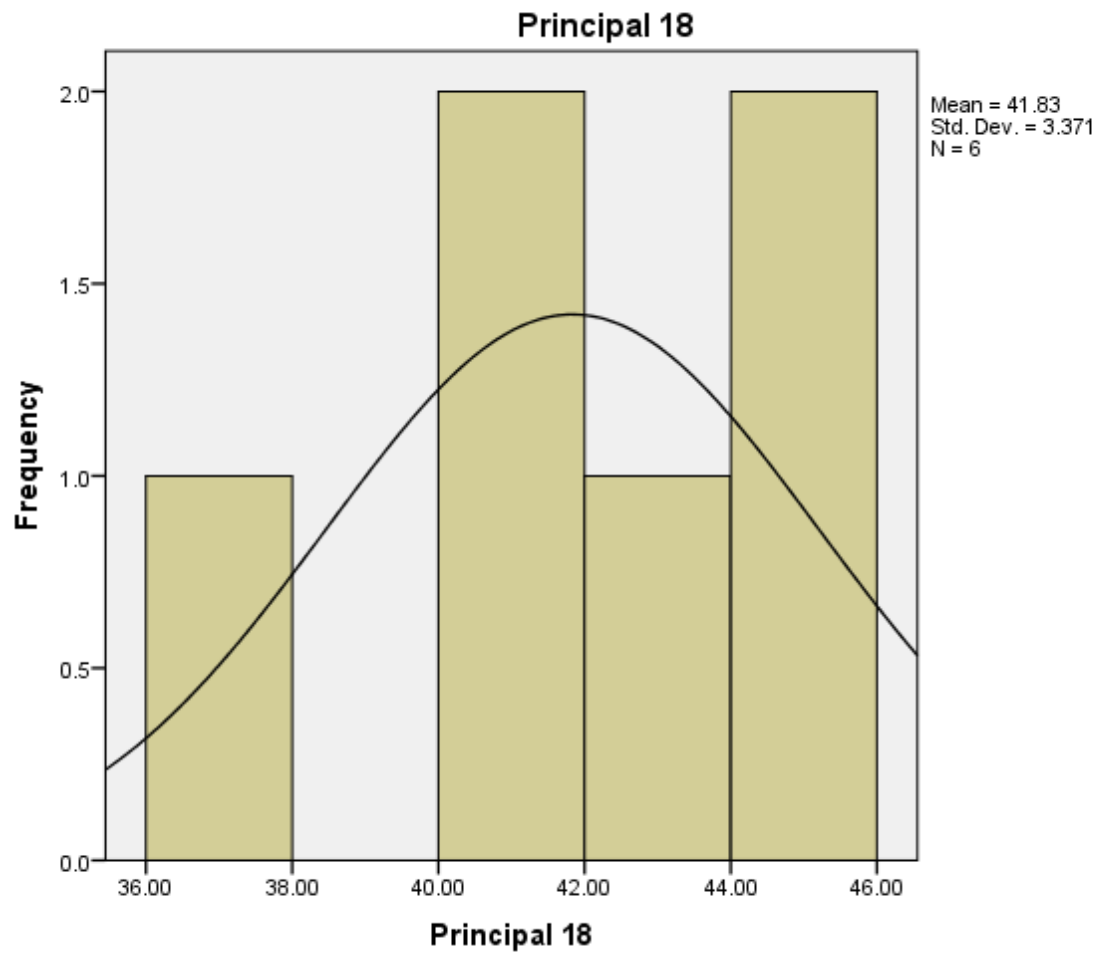


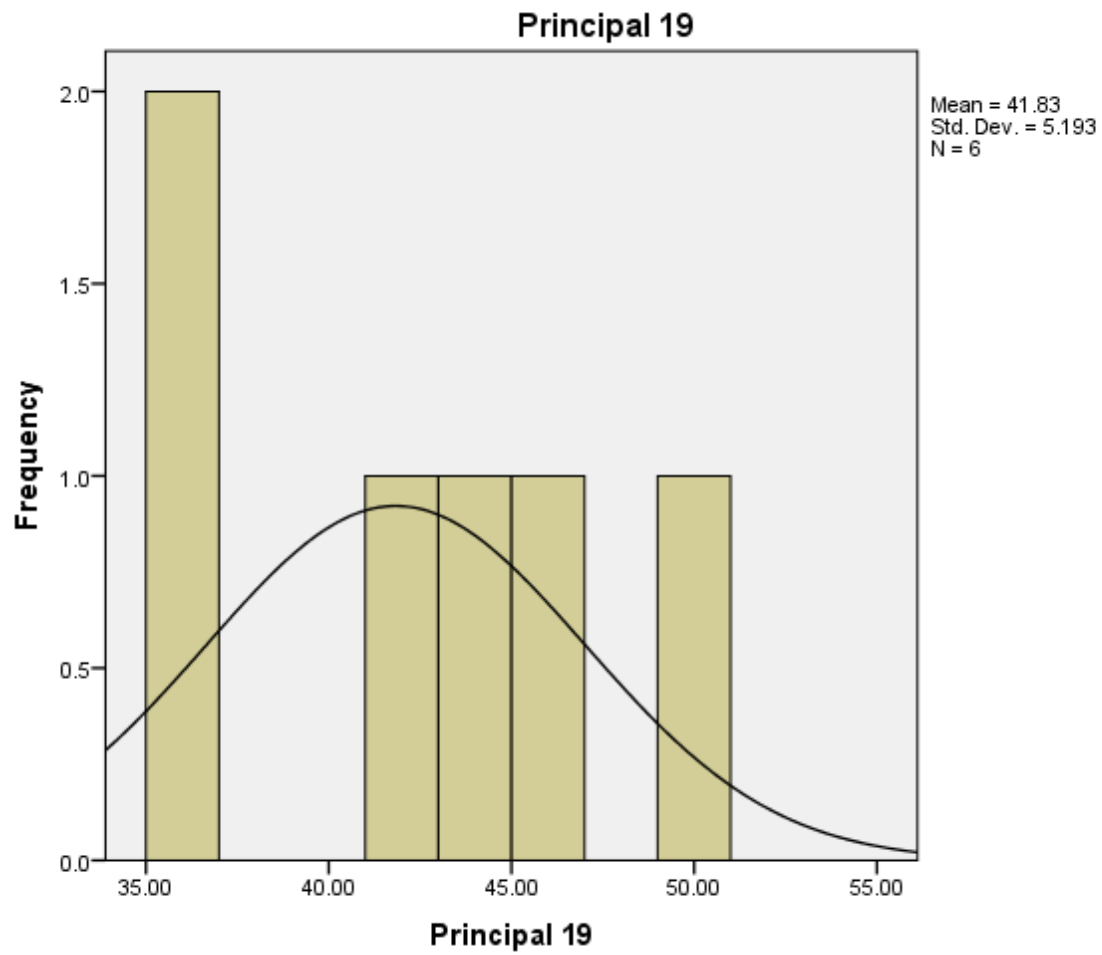


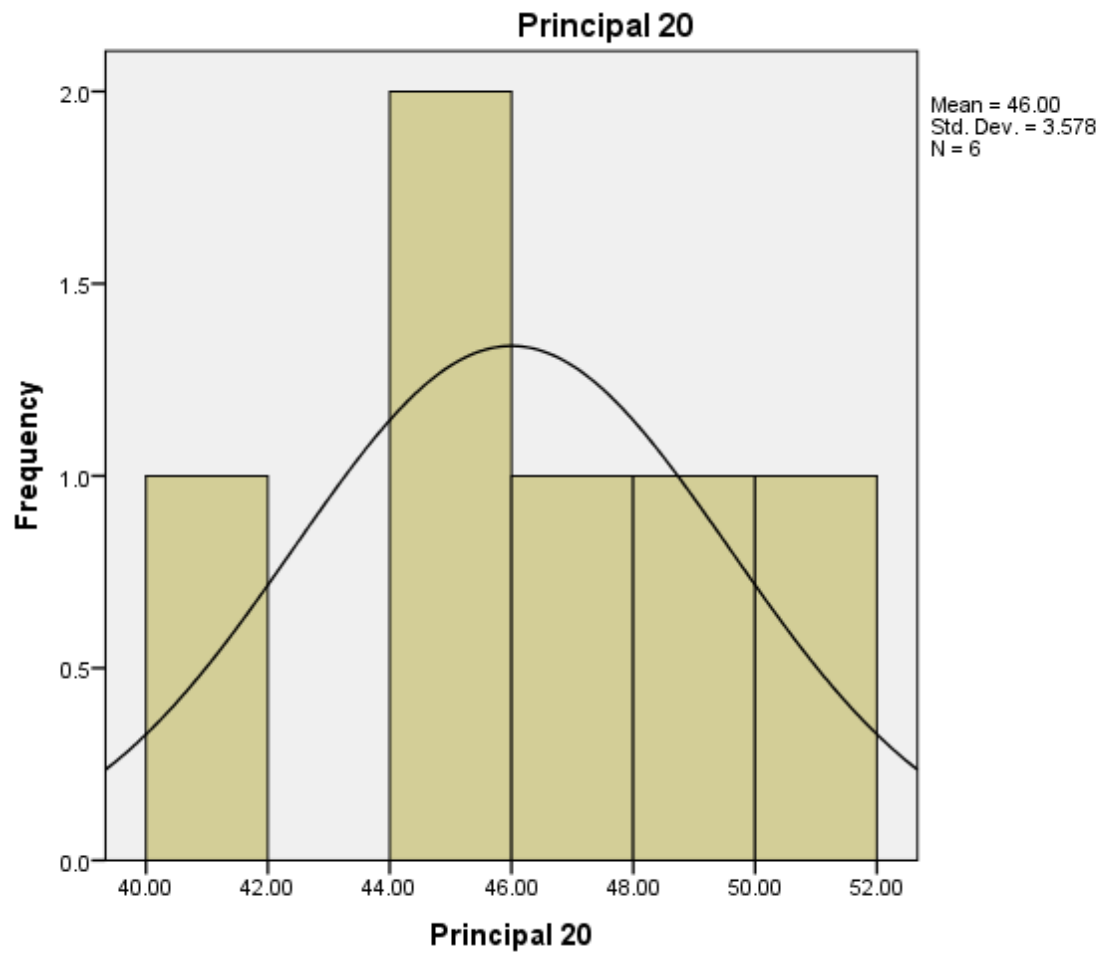


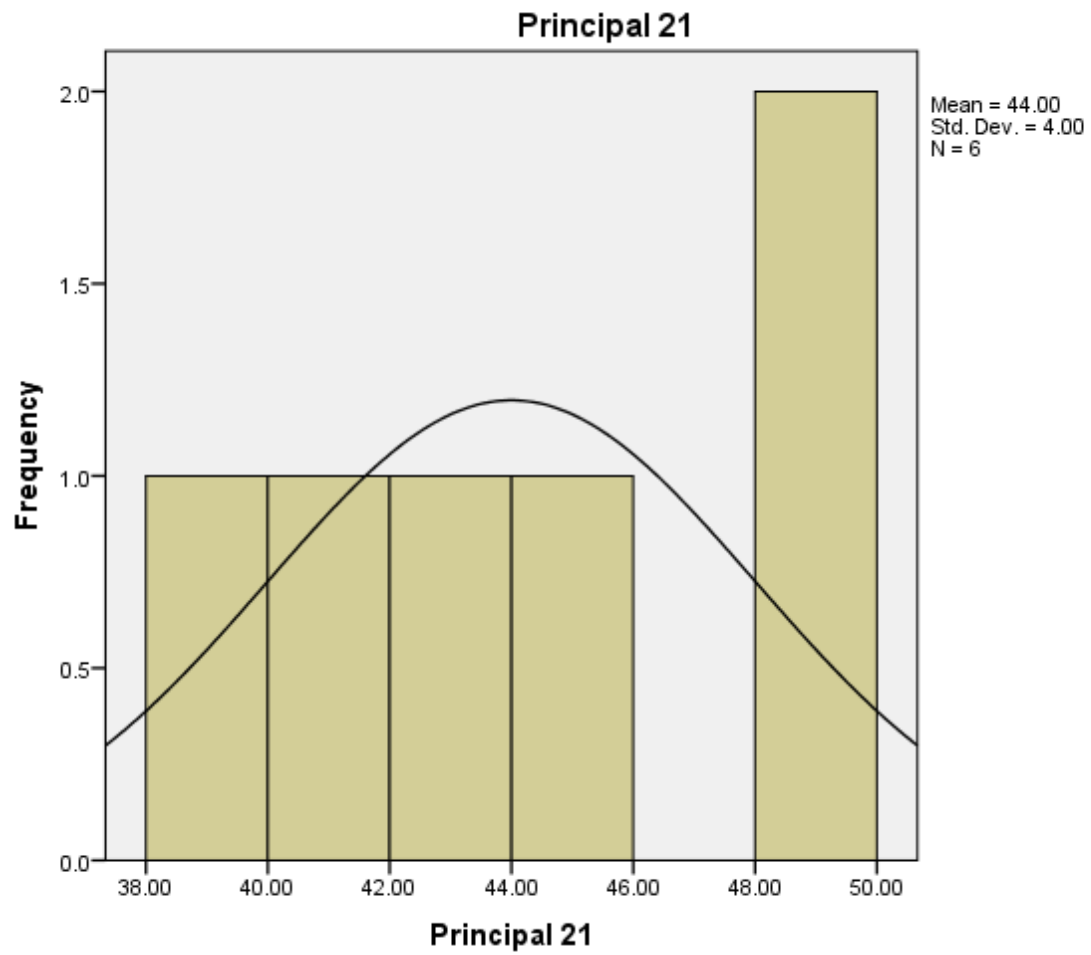


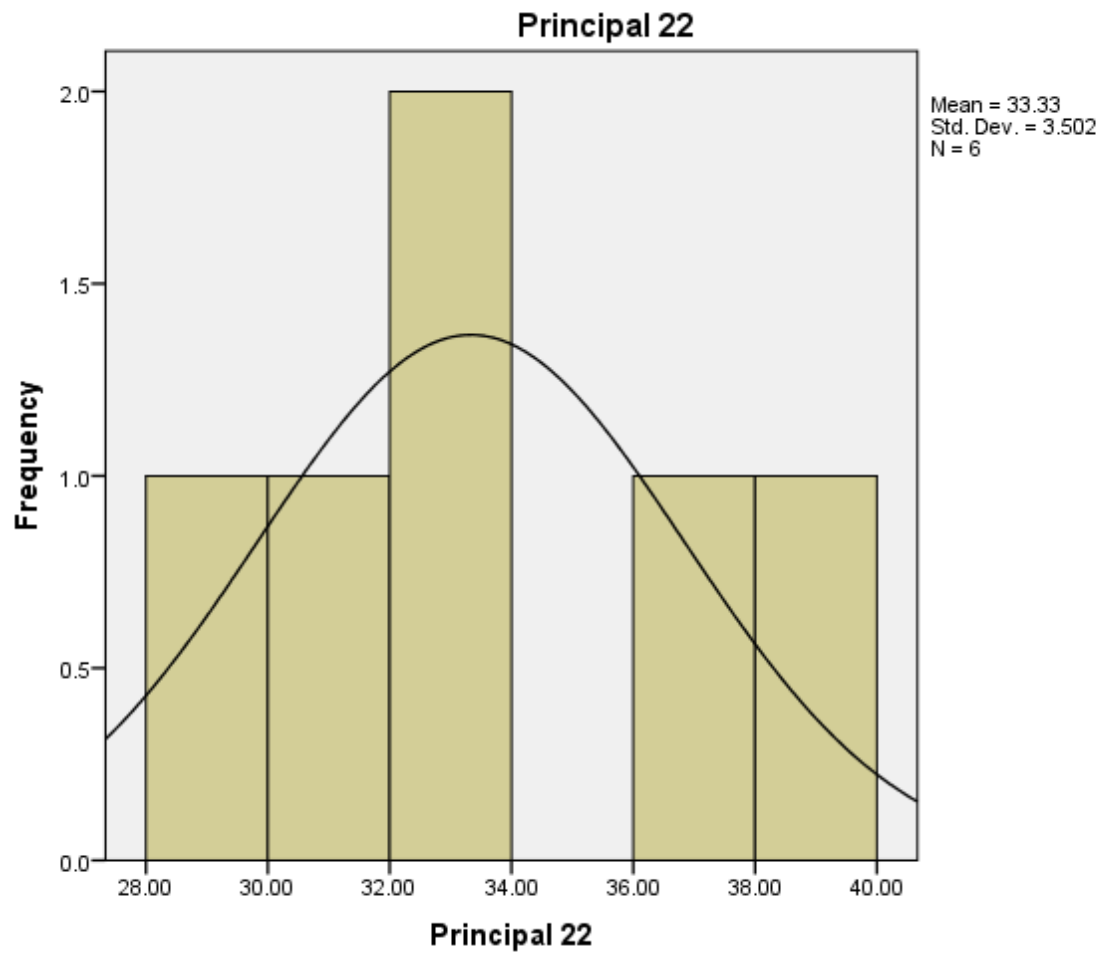


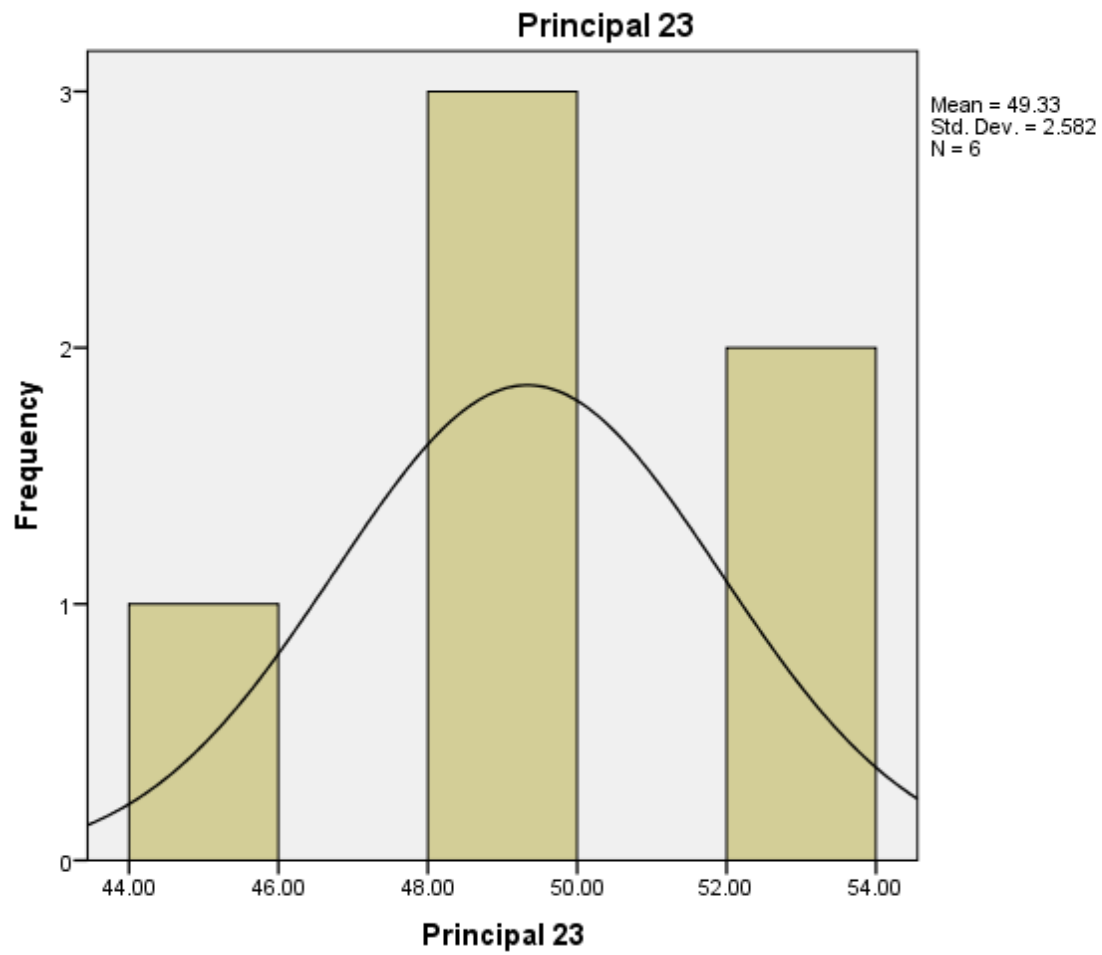


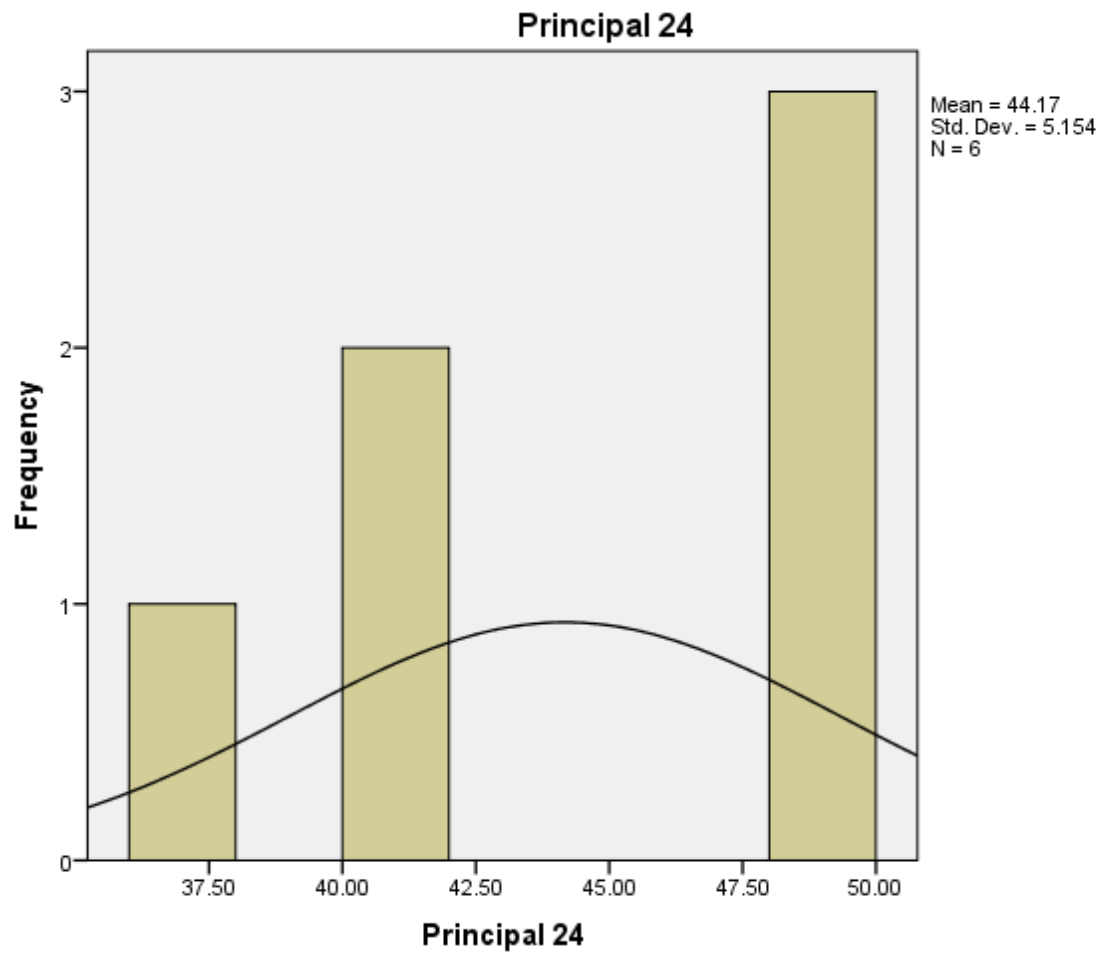


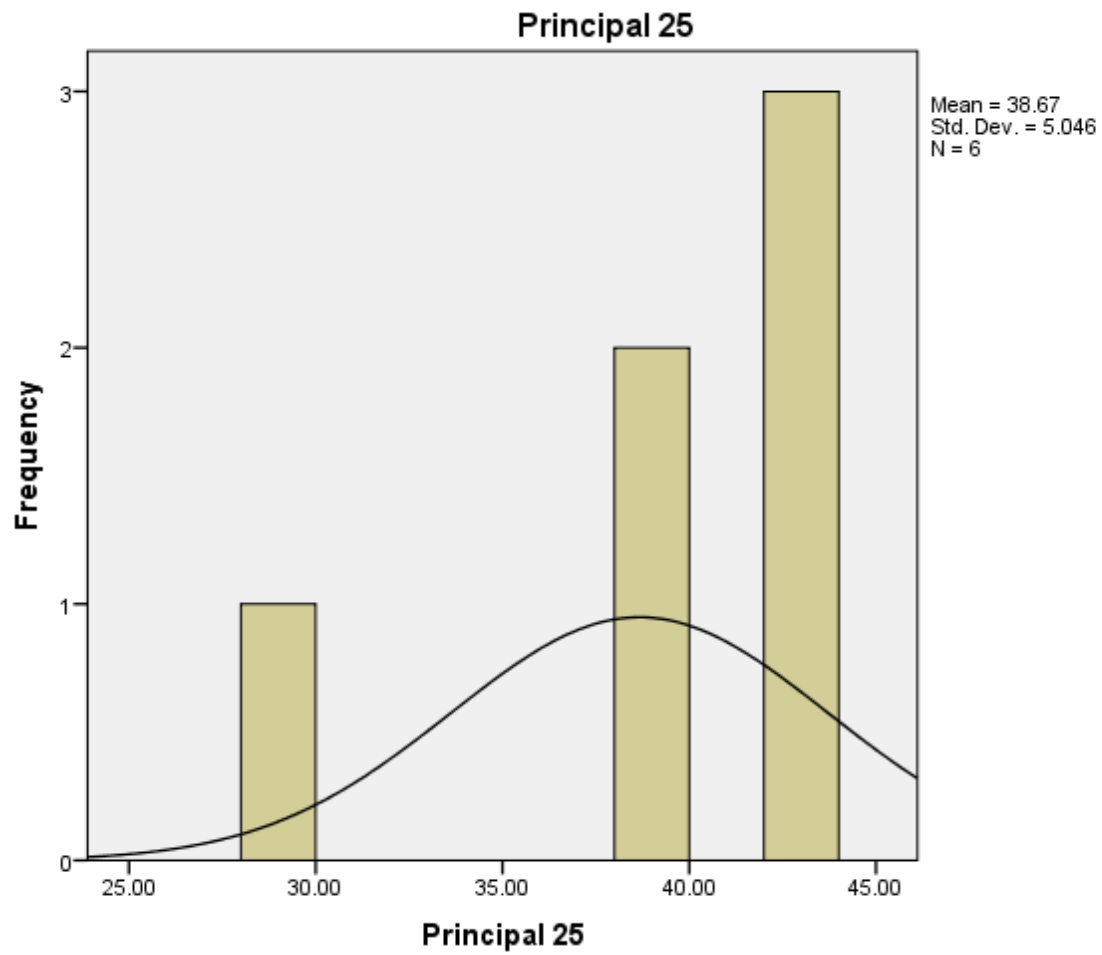


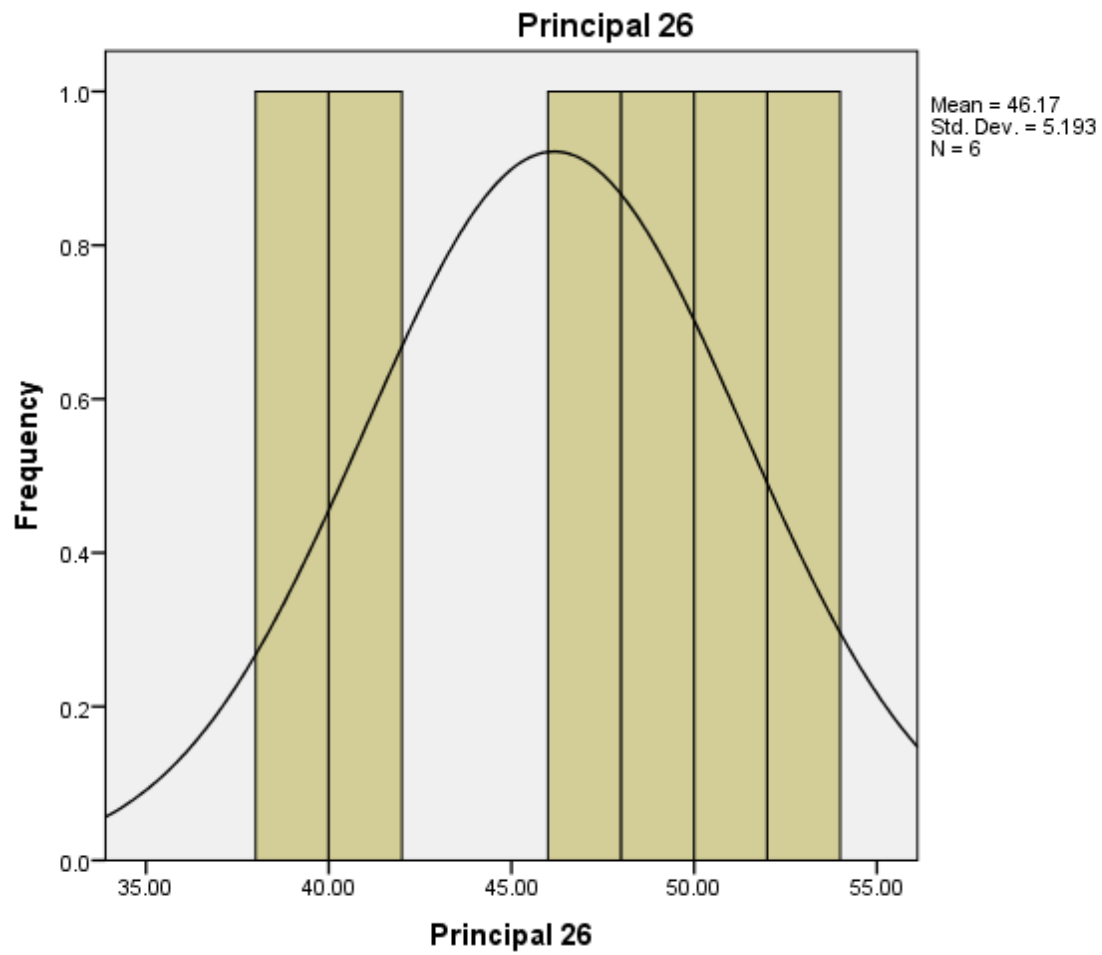


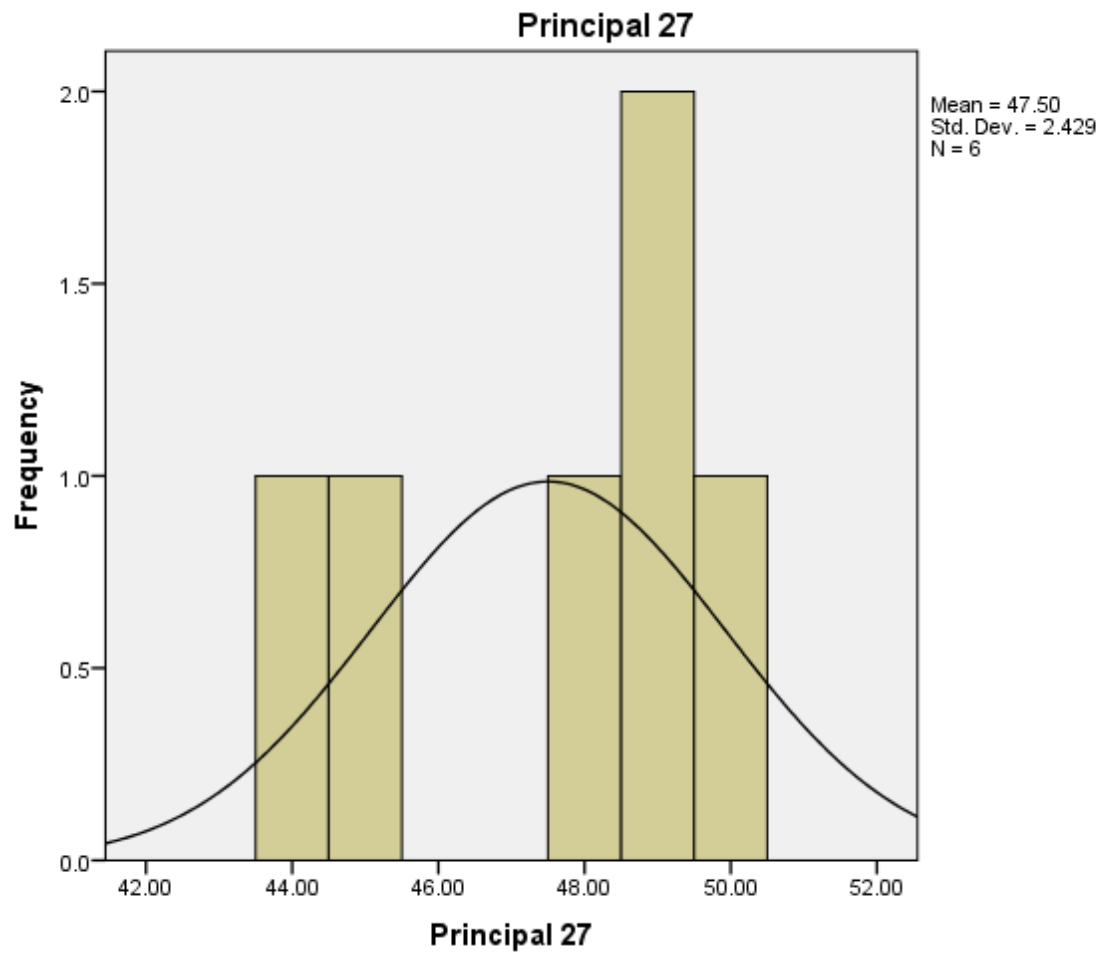


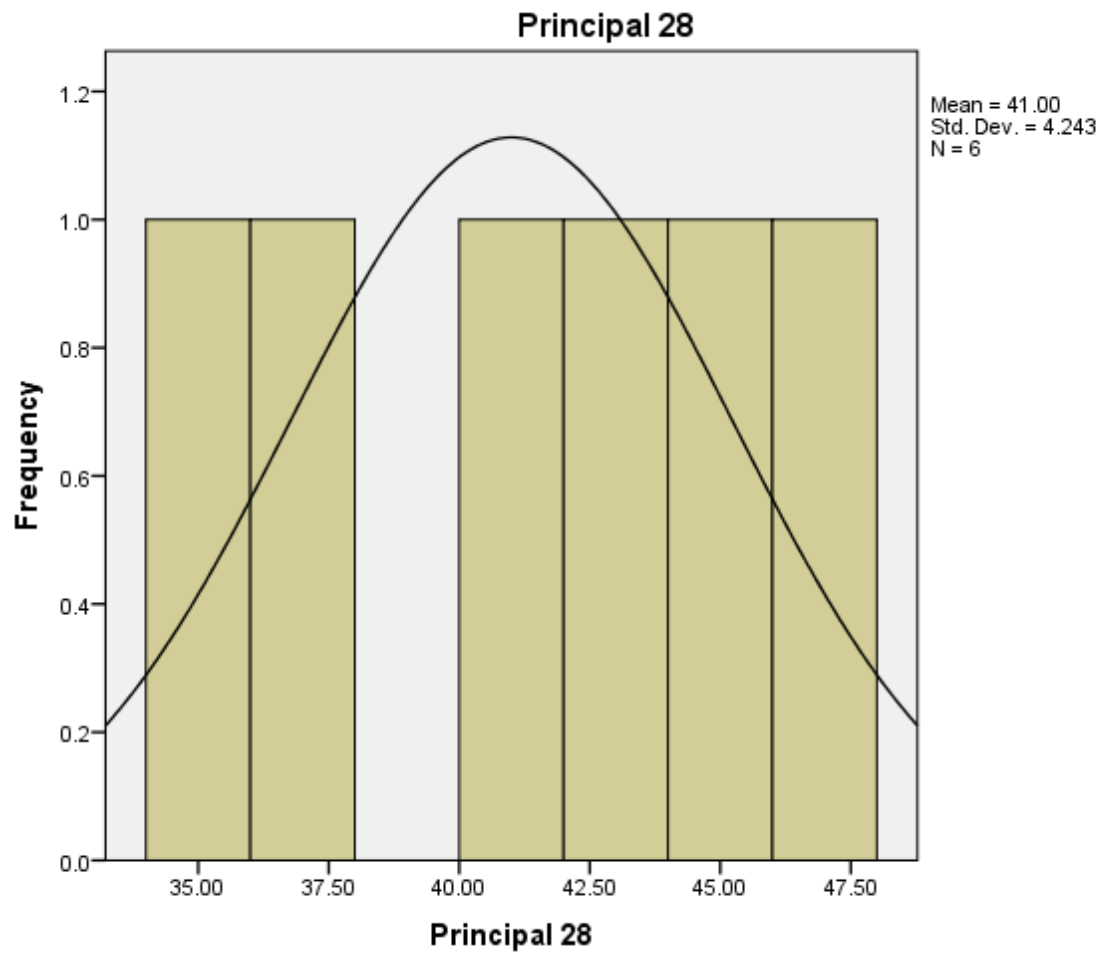












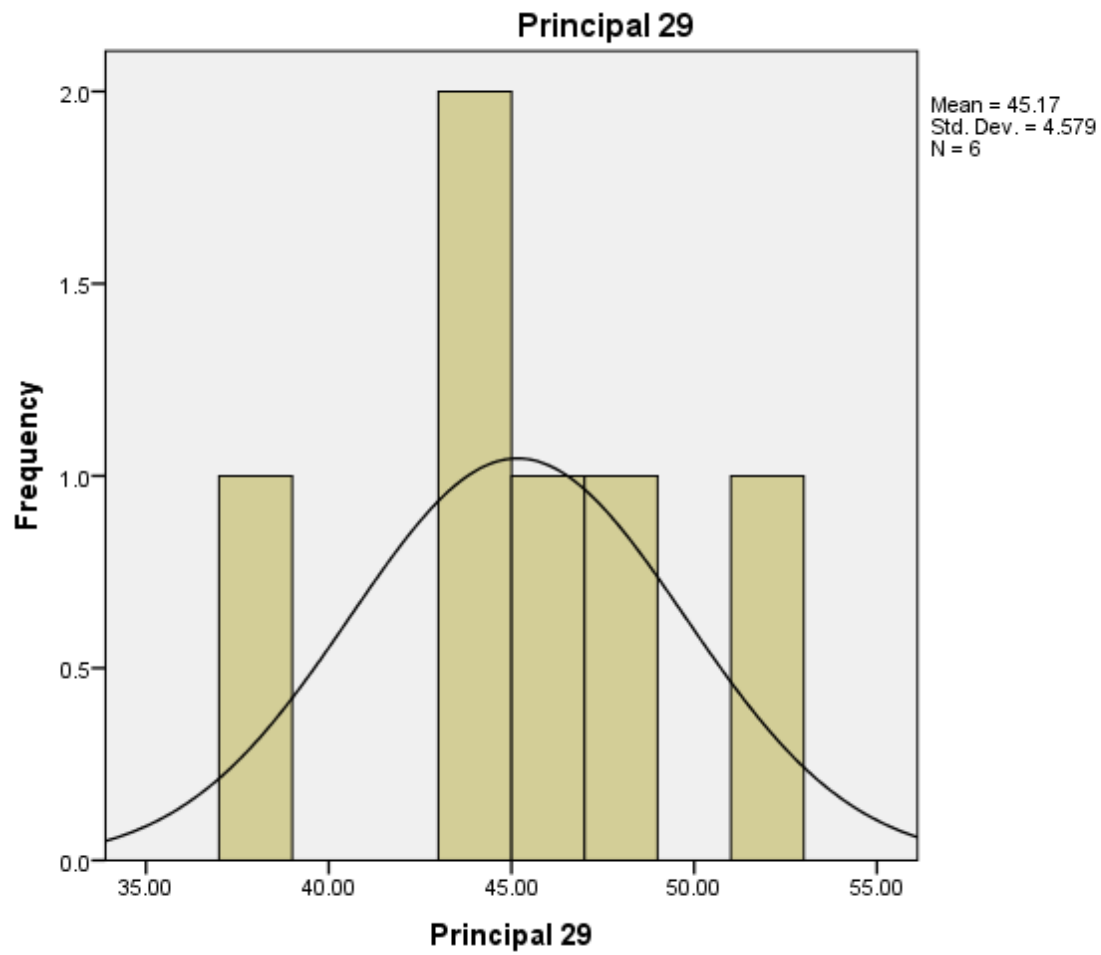
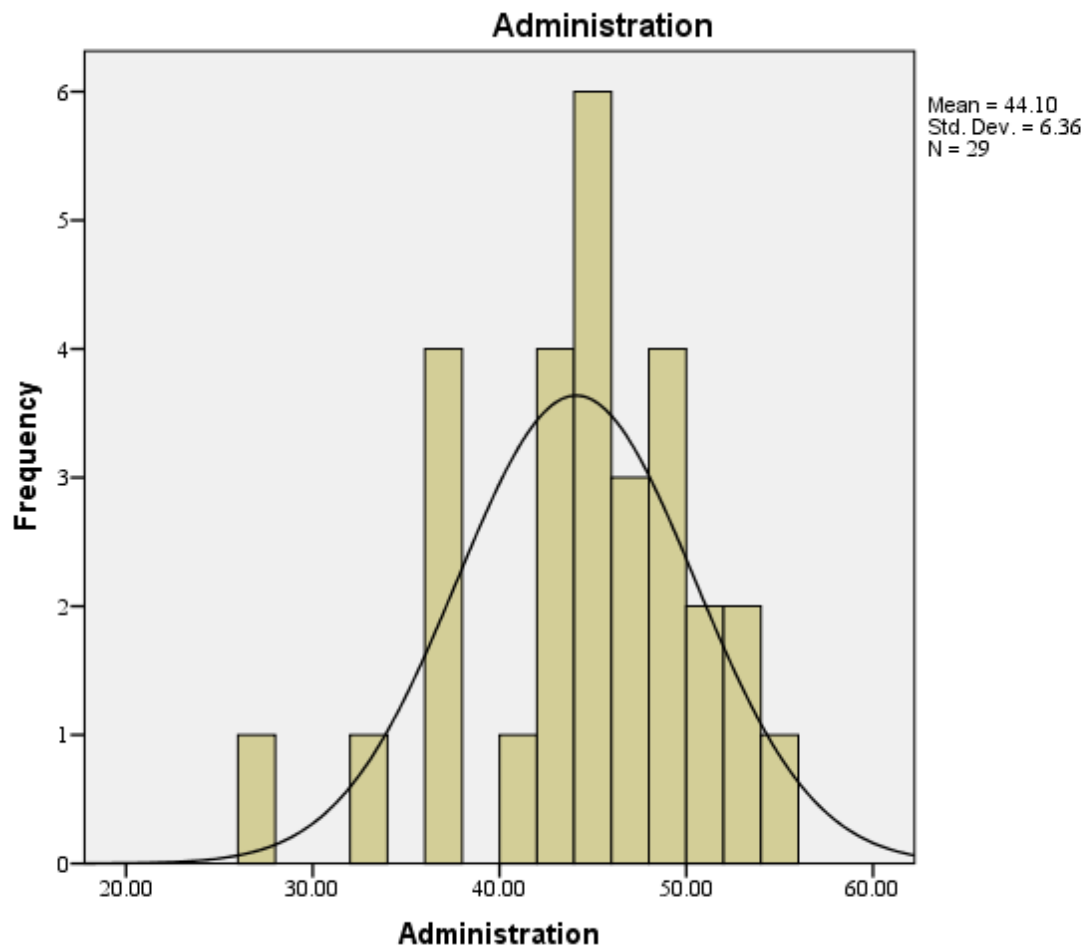
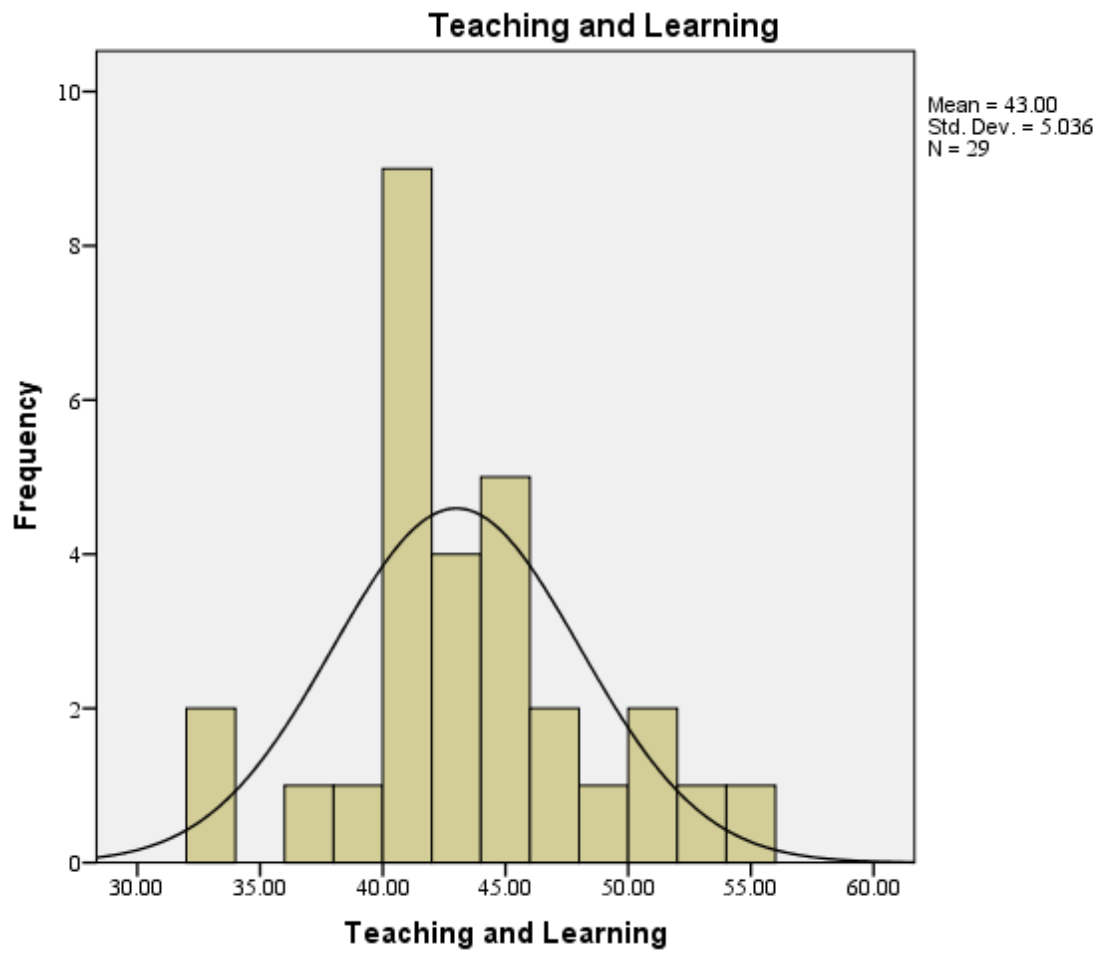
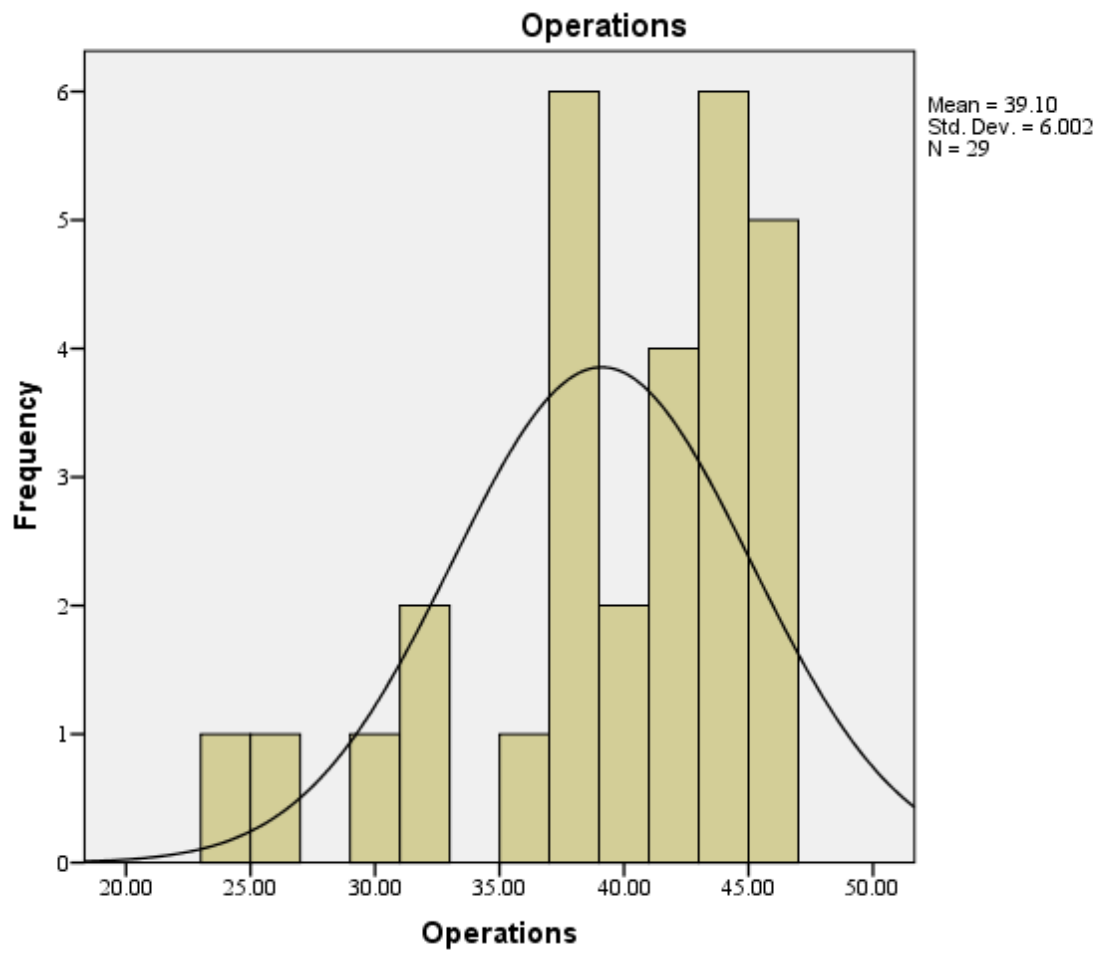


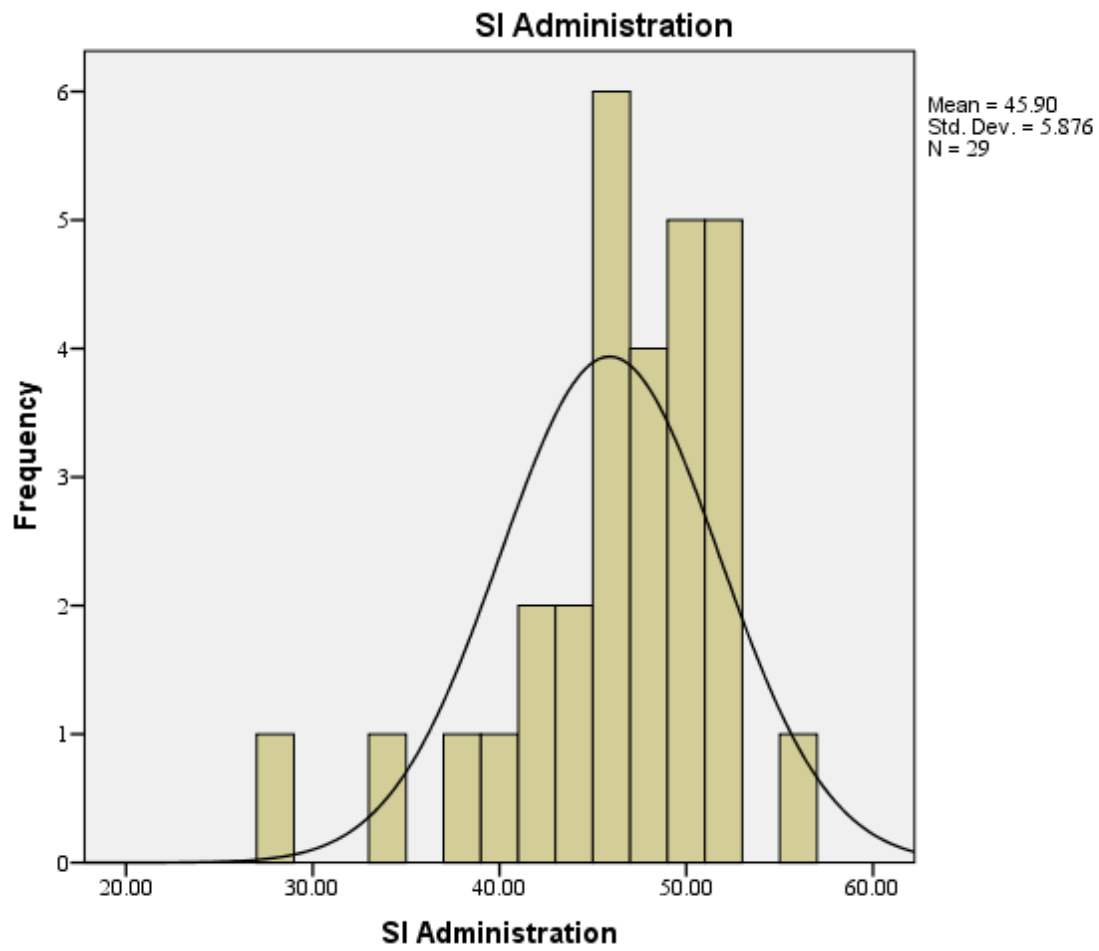
Figure 3

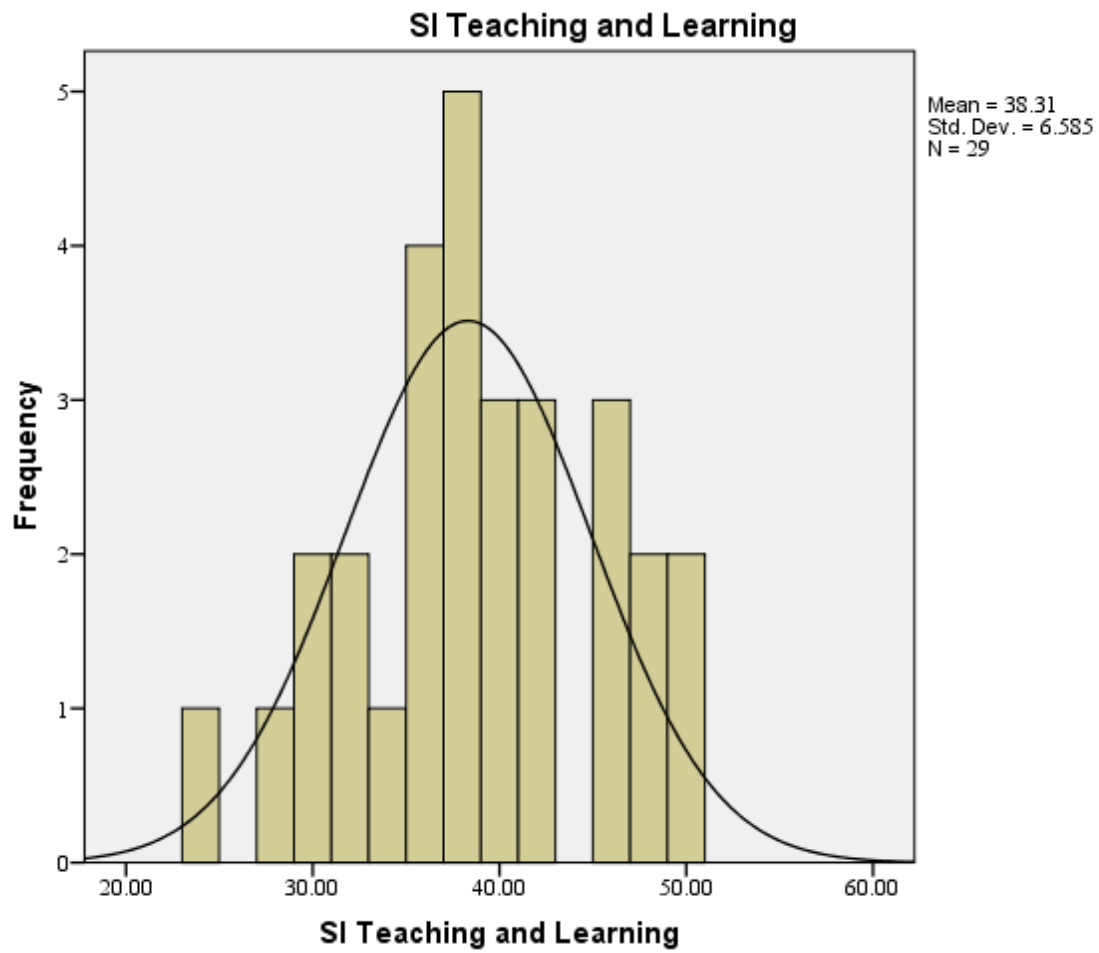
Frequency and Distribution: Principal Ratings by Central Office Administrator

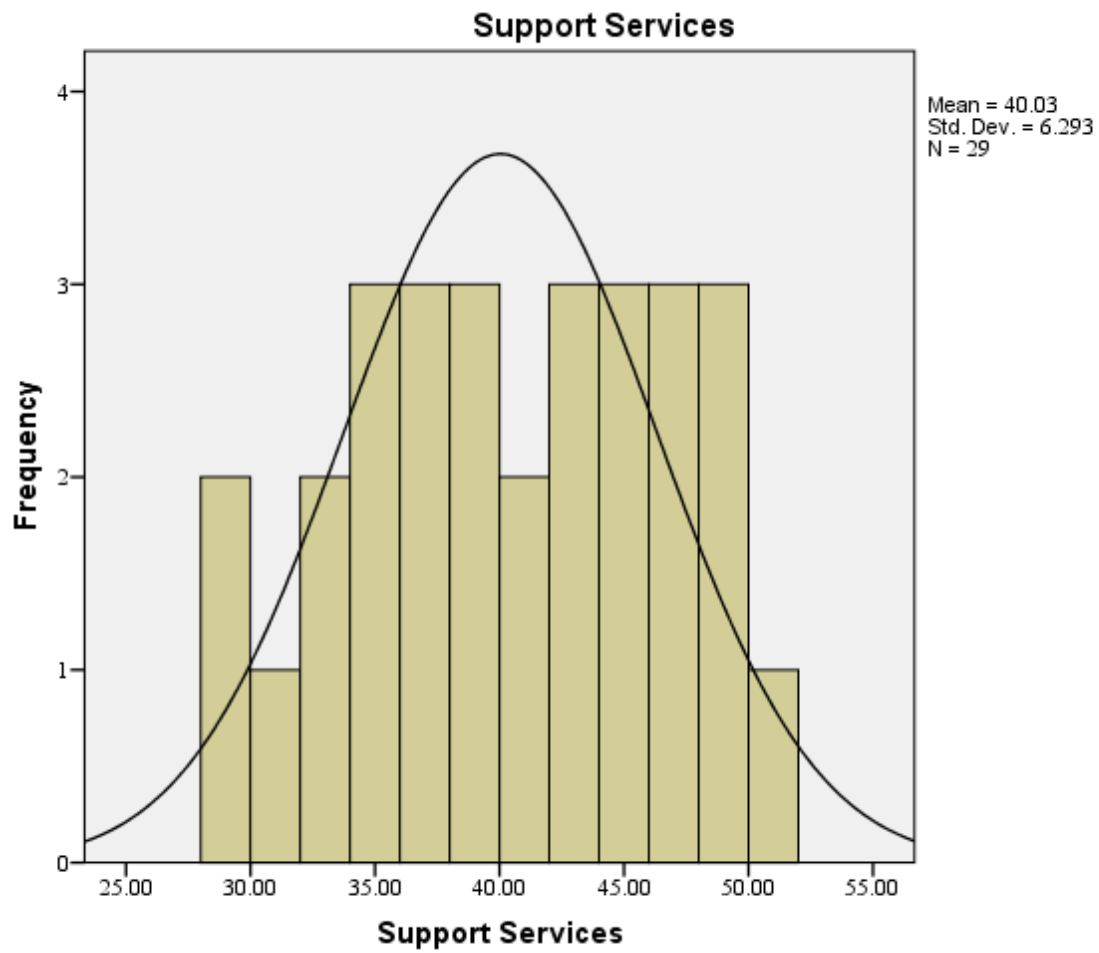






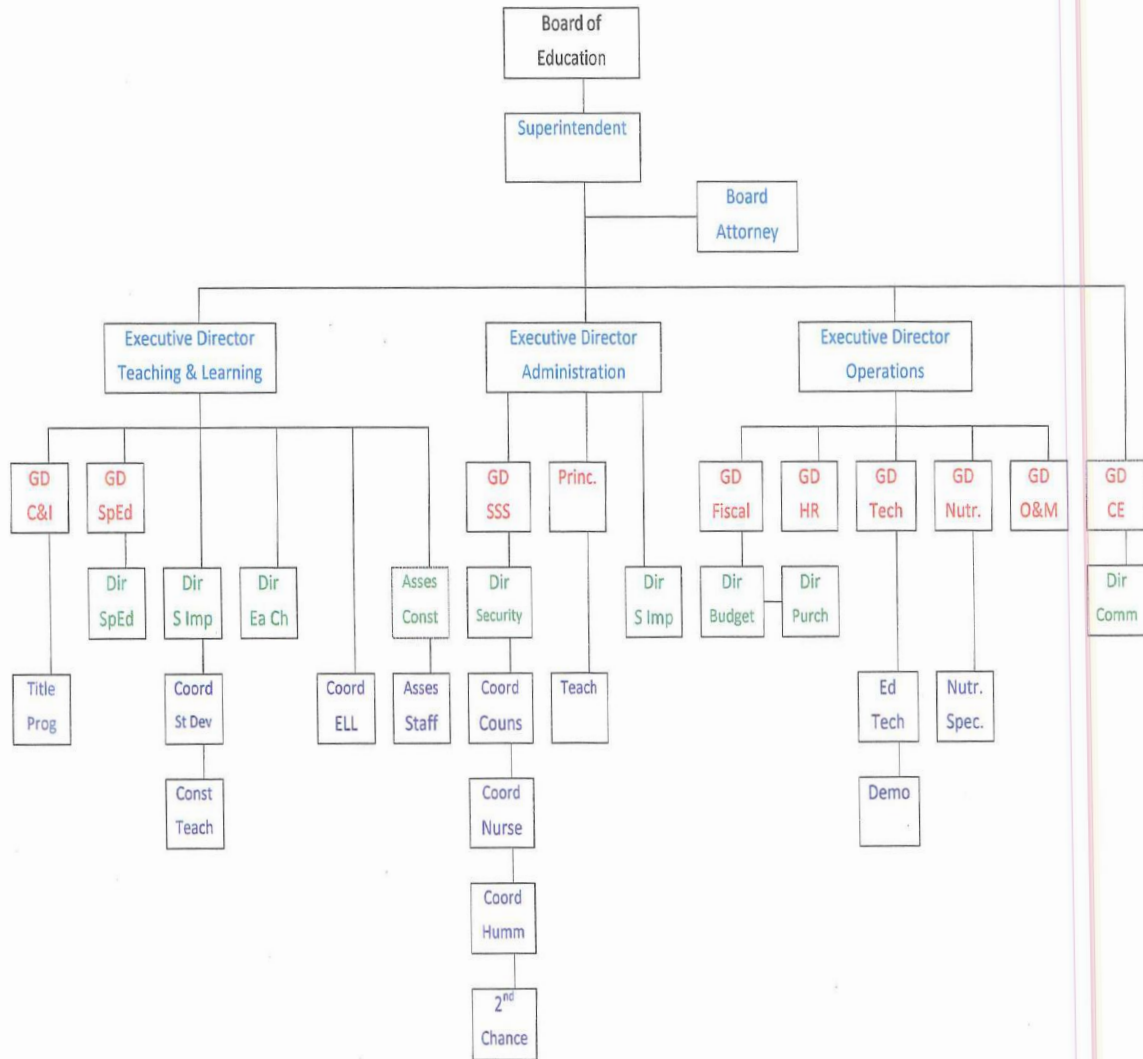






Appendix A

Draft Topeka Public Schools Table of Organization: 2010 – 2011 Draft



Appendix B

Building Principal Evaluation Rating Scale

Principal: # 1

Rater Position: _____

(Principal Name and corresponding number listed on the first page. Please discard the first page following the completion of the rating scale.)

Rate the principal on the characteristics below utilizing the following scale.
Circle the corresponding number.

- 1= Never
- 2= Rarely
- 3= Sometimes
- 4= Often
- 5= Always

1. Order

The extent to which the principal establishes a set of standard operating procedures and routines which promote smooth functioning and which the faculty and students understand and follow.

1 2 3 4 5

2. Resources

The extent to which the principal provides teachers with necessary materials, equipment, and professional development, necessary for them to successfully carry out their duties.

1 2 3 4 5

3. Discipline

The extent to which the principal protects teachers from issues and influences that distract from their instructional time/focus. (disruptive situations, as well as other internal and external distractions)

1 2 3 4 5

4. Culture

The extent to which the principal fosters shared beliefs and a sense of community and cooperation among staff.

1 2 3 4 5

5. Input

The extent to which the principal involves teachers in the process of designing and implementing important decisions and policies.

1 2 3 4 5

6. Situational Awareness

The extent to which the principal is aware of the details and undercurrents in the running of the school and utilizes this information to address current and potential problems.

1 2 3 4 5

7. Flexibility

The extent to which the principal adapts his or her leadership behavior to the needs of the current situation, and comfortable with making major changes even when met with dissent.

1 2 3 4 5

8. Change Agent

The extent to which the principal is comfortable leading change initiatives and willing to challenge the status quo.

1 2 3 4 5

9. Outreach

The extent to which the principal acts as an advocate and spokesperson for the school to all stakeholders, including parents, the central office and the community at large.

1 2 3 4 5

10. Knowledge of curriculum, instruction, and assessment

The extent to which the principal is knowledgeable about current curriculum and research-based instruction and assessment practices.

1 2 3 4 5

11. Monitors and Evaluates

The extent to which the principal monitors the effectiveness of school practices and their impact on student learning.

1 2 3 4 5

Appendix C

4/2010

HSCL # _____
(to be assigned)

UNIVERSITY OF KANSAS
Human Subjects Committee Lawrence
Application for Project Approval

1. Name of Investigator(s) Kristin Bennett
 2. Department Affiliation Department of Educational Leadership and Policy Studies
 3. Campus or Home Mailing Address: 3713 SW Moundview Dr. Topeka, KS 66610
 - a. Email address: kbennet5@ku.edu
 - Phone Number(s): (a) Campus: _____ (b) Home 785-554-0660
 5. Name of Faculty Member Responsible for Project: Dr. Howard Ebmeier
- HSCL must receive faculty approval via email notification or hard copy signature before a student application may be processed.**

- a. Email address of Faculty Member: howard@ku.edu
6. Type of investigator and nature of activity. (Check appropriate categories)
 - ☐ Faculty or staff of University of Kansas
 - ☐ Project to be submitted for extramural funding; Agency: _____
 - KU/KUCR project number: _____

(HSCL must compare all protocols in grant applications with the protocols in the corresponding HSCL application)

 - ☐ Project to be submitted for intramural funding; Source: _____
 - ☐ Project unfunded
 - ☐ Other: _____
 - ☒ Student at University of Kansas: ☒ Graduate ☐ Undergraduate ☐ Special
 - ☐ Class project (number & title of class): _____
 - ☐ Independent study (name of faculty supervisor): _____
 - ☒ Other (please explain): Dissertation
 - ☐ Investigators not from the Lawrence campus but using subjects obtained through the University of Kansas
 - ☐ Activity to be registered with clinical trials.gov (when registered, notify HSCL of registration number)

7.a. Title of investigation: Correlation of Principal Ratings by Central Office Administration Across Various Job Related Factors

7.b. Title of sponsored project, if different from above: N/A

8. Individuals other than faculty, staff, or students at Kansas University.
Please identify investigators and research group:
N/A

9. Certifications: By submitting this application via email or hard copy I am certifying that I have read, understand, and will comply with the policies and procedures of the University of Kansas regarding human subjects in research. I subscribe to the standards and will adhere to the policies and procedures of the HSCL, and I am familiar with the published guidelines for the ethical treatment of subjects associated with my particular field of study. I also certify that I have verified and disclosed any potential conflict of interest between myself and/or my team members and the project sponsor (if applicable). Type or write name(s) in the signature lines below depending on your electronic or hard copy submission.

Date: <u>12/14/10</u>	Date: <u>12/14/10</u>
Signature: <u>Kristin Bennett</u>	Signature: <u>Dr. Howard H. Ebmeier</u>
First Investigator	Faculty Supervisor
Signature: _____	Signature: _____
Second Investigator	Third Investigator

Appendix D

Application to Conduct Research in Topeka Public Schools

COMPLETE THIS FORM AND FORWARD THE ORIGINAL AND SIX (6) PHOTOCOPIES TO:

Office of Research, Evaluation, and Assessment
Topeka Unified School District No. 501
624 SW 24th Street
Topeka, KS 66611
(785) 295-3084

Name of individual proposing study: Kristin Bennett

Professional Title: Principal USD 501 Telephone No. (785) 554-0660; (785) 295-3600

Home Address 3713 SW Moundview Dr. Topeka, KS 66610

Institution, Organization, or Agency with which individual is associated:

Name of Institution University of Kansas

Address Lawrence, Ks.

Reason for study (please check)

☐ College or University course requirement ☐ Master's degree
☒ Doctor's degree ☐ Other (please state) _____

If study is being conducted for course requirement or for a degree, please provide the name of course instructor, major advisor, or committee chairperson and secure his/her signature of approval and support below.

Name Dr. Howard Ebmeier Full title Associate Professor, Educational Leadership & Policy

College/University University of Kansas Telephone No. (785) 864-9728

Address Joseph R. Pearson Hall, Rm. 421 1122 W. Campus Rd. Lawrence, Kansas 66045-3101

I have reviewed the proposed research study and consider the project to be educationally worthwhile and the research technique to be satisfactory. I also agree to provide assurance that the submitter will comply with the established regulations and procedures for conducting research studies in Unified School District No. 501.

Signed _____

Title of Study Correlation of Principal Ratings by Central Office Administrators Across Various Job Related Factors.

Statement of hypothesis and/or objective(s) of study. The consistency to which central office administrators evaluate building level principals across a number of levels of responsibilities will be examined. If central office administrators vary considerably in terms of their ratings of principals, the whole notion of accurate evaluations of principals from the central office administrators is questionable. The purpose of this study is to examine the correlation of the ratings across central office administrators of building principals' actions.

Appendix E

Oral Consent for Research Participation University of Kansas

As a doctoral student in the University of Kansas's Department of Educational Leadership and Policy Studies, I am conducting research regarding the evaluation process for school principals. A description of the study for which this research will be used is attached. I would like for you, as a central office administrator, to complete a short evaluation of the building principals in your school district. **Your individual information and responses will be kept confidential**, and your name will not be associated in any way with the research findings. You have no obligation to participate and you may discontinue your involvement at any time. Completion of the evaluation instrument indicates your willingness to take part in this research and verifies that you are at least 18 years old.

While the outcome of this study may not benefit you directly, it has the potential to significantly influence performance assessments by offering a more reliable system to measure principal effectiveness. Since building principals are second only to classroom teachers as the most influential factor in student achievement, school districts must ensure that they retain only strong instructional leaders that will produce students capable of competing in the global community. The evaluation process is central to this mission.

Should you have any questions about this study or your participation in it, you may contact myself at (785)554-0660, or my faculty supervisor, Dr. Howard Ebmeier, at the Department of Educational Leadership and Policy Studies in the School of Education, (785)864-9728.

If you have any questions about your rights as a research participant, you may call the Human Subjects Protection Office at (785) 864-7429 or email mdenning@ku.edu.

Thank you,

Kristin Bennett
Doctoral Student
Department of Educational Leadership and Policy Studies
University of Kansas

Correlation of Principal Ratings by Central Office Administration Across Various Job Related Factors

This study will examine the consistency to which central office administrators evaluate building level principals across identified job related responsibilities. A predetermined number of central office administrators from an urban school district of nearly 13,000 students will complete a short evaluation instrument for each of the district's 29 building principals (18 elementary, 6 middle, and 5 high schools). While the central office administrators will evaluate each principal by name and corresponding school, the examiner will identify the principals by a randomly assigned number and whether they are the leader of an elementary or secondary building. The results of this study will determine the correlation of ratings across central office administrators of building principals' actions. If central office administrators vary considerably in terms of their ratings of principals, the whole notion of accurate evaluations of principals from the central office administrators is questionable.

Directions: Please complete the following evaluation based on the performance of the building principal named on the first page of this packet. When complete, discard the first page and return the remainder of the packet to myself at Capital City School. I would like to have all packets returned by July 8th.

Thank you for your support,

Kristin Bennett

**Building Principal
Evaluation Rating Scale
Tear-off Sheet
(Example)**

Principal: Kristin Bennett

Principal Number: 1

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