

**AUDIT of PRINCIPAL EFFECTIVENESS**  
**Teacher Form 1-88**

**Directions:** There are 80 statements in this instrument. The statements describe specific principalship skills. Because teachers work more closely with principals than any other professional group, teachers' perceptions are particularly important. Please take a few minutes to read each statement and select the response that most appropriately describes your assessment of your principal's ability for each item. **DO NOT** record your name. All responses will be reported as a group, not individual data. Please be honest and candid with your responses.

For each item, select the response that describes **HOW EFFECTIVELY YOUR PRINCIPAL PERFORMS EACH SKILL**. Please use the following nine-point scale as the measure of effectiveness.

1-----2-----3-----4-----5-----6-----7-----8-----9  
(Not Effective) (Moderately Effective) (Very Effective)

1. The principal assists the faculty in developing an understanding of, and support for, the beliefs and attitudes that form the basis of the educational value system of the school.
2. The principal provides for the identification of, and the reaching of consensus on, the educational goals of the school.
3. The principal has high, professional expectations and standards for self, faculty, and school.
4. The principal helps the faculty develop high, professional expectations and standards for themselves and the school.
5. The principal envisions future goals and directions for the school.
6. The principal encourages changes in school programs that lead to a better school for the students.
7. The principal communicates to teachers the directions the school's programs need to take for growth.
8. The principal develops plans for the cooperation and involvement of the community, individuals, and agencies of the school.
9. The principal utilizes resources from outside the school to assist in the study, development, implementation, and/or evaluation of the school.
10. The principal provides for the gathering of information and feedback from individuals and agencies in the community.
11. The principal provides for the dissemination of information to individuals and agencies in the community.
12. The principal is supportive of, and operates within, the policies of the district.
13. The principal maintains good rapport and a good working relationship with other administrators of the district.
14. The principal invests time with the district office and other external agencies to obtain support and resources from the agencies.
15. The principal strives to achieve autonomy for the school.
16. The principal develops and implements school practices and policies that synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.
17. The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national, and/or various subcultures within the local community.
18. The principal informs the staff of new developments and ideas in education.
19. During the identification of needed change, the principal's style is more supportive and participative than directive and authoritative.
20. During evaluation of change, the principal's style is more supportive and participative than directive and authoritative.
21. The principal anticipates the effects of decisions.
22. The principal fairly and effectively evaluates school personnel.

23. The principal employs new staff who enhance the overall effectiveness of the school and complement the existing staff.
24. Through discussion with teachers about concerns and problems that affect the school, the principal involves teachers in the decision-making process.
25. The principal discusses school-related problems with teachers, seeking their opinions and feelings about the problem.
26. The principal utilizes a systematic process for change that is known and understood by the faculty.
27. The principal has the patience to wait to resolve a problem if the best solution to that problem is not yet readily evident.
28. The principal is willing to admit to making an incorrect decision and corrects the decision if feasible.
29. The principal is perceptive of teacher needs.
30. The principal gives teachers the support they need to be effective.
31. The principal diagnoses the causes of conflict and successfully mediates or arbitrates conflict situations.
32. Teachers feel at ease in the presence of the principal.
33. When deserving, teachers are complimented by the principal in a sincere and honest manner.
34. The principal is receptive to suggestions.
35. The principal is accessible when needed.
36. The principal takes time to listen.
37. Teachers feel free to share ideas and concerns about school with the principal.
38. When teachers discuss a problem with the principal, the principal demonstrates an understanding and appreciation of how teachers feel about the problem.
39. When talking to the principal, teachers have the feeling the principal is sincerely interested in what they are saying.
40. Through effective management of the day-by-day operation of the school, the principal promotes among staff, parents, and community a feeling of confidence in the school.
41. The principal finds the time to interact with students.
42. Students feel free to initiate communication with the principal.
43. Students in the school view the principal as a leader of school spirit.
44. The principal encourages student leadership.
45. The principal helps develop student responsibility.
46. The principal is highly visible to the student body.
47. The principal positively reinforces students.
48. The principal enjoys working with students.
49. The principal keeps teachers informed about those aspects of the school program of which they should be aware.
50. When the principal provides teachers with the information about school operations, the information is clear and easily understood.
51. When teachers are informed of administrative decisions, they are aware of what the principal expects of them as it relates to the decision.
52. The principal is able to organize activities, tasks, and people.
53. The principal develops appropriate rules and procedures.
54. The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.
55. The principal establishes the overall tone for discipline in the school.
56. The principal establishes a process by which students are made aware of school rules and policies.
57. The principal communicates to teachers the reasons for administrative practices used in the school.
58. The principal works with other leaders of the school in the implementation of a team approach to managing the school.
59. The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.
60. The principal helps teachers clarify or explain their thoughts by discussing those thoughts with them.
61. During meetings, the principal involves persons in the discussion who might otherwise not participate.

62. The principal shares personal feelings and opinions about school issues with teachers.
63. Humor used by the principal helps to improve the school environment by creating a more congenial working climate.
64. Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school.
65. The principal is knowledgeable of the general goals and objectives of the curricular areas.
66. The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.
67. The principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.
68. The principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.
69. The principal has effective techniques for helping ineffective teachers.
70. The principal maintains an awareness and knowledge of recent research about the learning process.
71. When criticizing poor practices, the principal provides suggestions for improvement.
72. The principal is committed to instructional improvement.
73. The principal promotes the development of educational goals and objectives that reflect societal needs and trends.
74. The principal promotes the diagnosis of individual and group learning needs of student and application of appropriate instruction to meet those needs.
75. The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.
76. The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.
77. The principal uses objective data such as test scores to make changes in curriculum and staffing.
78. The principal has a systematic process for program review and change.
79. The principal encourages articulation of the curricular program.
80. Using the nine-point scale, give your rating of your principal's overall effectiveness.