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TEACHING, LEARNING, AND  
CURRICULUM STUDIES

A QUALITATIVE STUDY OF PRINCIPAL PERCEPTIONS OF PERFORMANCE  
EVALUATION IN OHIO (186 pp.)

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This qualitative study of a purposeful sample of women principals in Ohio was designed to examine principal perceptions regarding performance evaluation to understand the impact of the standardized framework on the capacity, renewal, growth and behaviors of principals.

This study asked:

1. How does a purposeful sample of women principals leading in Ohio schools perceive the Ohio Principal Evaluation System?
2. What critical insights about the power dynamics involved in Ohio leadership performance evaluation can be gleaned from this sample?
3. How and in what ways does a sample of women principals believe that the Ohio Principal Evaluation System impacts their holistic leadership growth?
4. What power dynamics are involved in the performance evaluation of the sample group, and how do these dynamics impact their individual leadership?

The perceptions of women principals were explored in order to understand the influence a male guided standardized performance evaluation framework has on their growth and development as leaders as well as to understand the power dynamics that surround performance evaluation practices. Assumptions held by the OPES system, part of a larger accountability driven framework, were critically examined. Critical

commentaries emerged indicating that growth and development outcomes have not materialized for principals continuing to experience pressure to increase standardized assessment scores as the strongest indicator of student growth under the framework. Key themes were summarized as (a) emphasizing evidence; (b) translating to leadership; (c) constraining holistic leadership growth, wisdom leadership and renewal; (d) making of local decisions; and (e) experiencing power dynamics.