

Canadian Educational Administrators' Interpretations of Measures of Middle

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Abstract:

Drawing on alternate frames for perception and the classical pragmatic ideas of Charles Sanders Pierce, Canadian school leaders (principals and vice-principals) were randomly assigned to one of four groups. They were asked to read an identical achievement report depicting student performance as a distribution of scores on a criterion scale, but framed in four different ways. School leaders' dispositions to be rational-analytical or intuitive-experiential were measured pre-and post-reading. A MANCOVA revealed small but significant changes in school leaders' dispositions depending on the way the report was framed. Small but significant interactions between valence and audience on a reader's rationality were observed. Negatively-framed test scores effected greater changes than positively-framed test scores in diminishing school leaders' beliefs in their rationality. Principals' and vice-principals' dispositions did not differ. Implications are drawn for the professional development of school leaders.