

Principal Effectiveness

by

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Abstract

Principals play a key role in the success and sustainability of Wisconsin Evangelical Lutheran Synod (WELS) schools. For these reasons, it is important for principals to be as effective as possible. This study looks at task performance characteristics of effective principals. A survey was used to gather data on the most important principal effectiveness traits.

All current WELS pastors, principals, teachers, staff ministers, other staff members, parents of students in grades 3-12 and their children were given the opportunity to participate in the electronic survey. The survey identified a number of traits which help improve principal effectiveness. The survey data led to three recommendations: (1) provide principals' adequate Administrative Release Time (ART), (2) make a conscious effort to improve relationship-oriented traits, and (3) expand the base of knowledge through continuing education.

Acknowledgments

All thanks and praise to my Lord and Savior, Jesus Christ; without him I would be eternally lost. I am thankful for the many gifts and abilities God has given to me which I will strive to use to his glory.

I thank my parents for raising me to see God's love in my life and modeling and instilling in me a determined spirit and a faithful work ethic.

Special thanks to my wonderful wife, Nikki. Without her love and support I could not be the principal God has made me to be. She rejoices with me during good times and encourages me when I'm down. Her light-heartedness always brings a smile to my face. When asked what would improve principal effectiveness, she responded with a smile, "Not writing a thesis would give a principal more time to be effective."

Many individuals offered prayers, encouragement, advice, and opinions on the topic of principal effectiveness during the writing of this thesis. Your support was more valuable to me than you know. I especially thank Professors Grunwald, Tess, Klindworth, and Meyer for reviewing my drafts and offering constructive criticism to make them better; to Sandra Schossow for proof-reading my rough draft; and to all the principals, pastors, teachers, staff ministers, staff members, parents, and students that offered their input through the survey.

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Chapter I: Introduction

Problem Statement

We have all had them. Some were tall and thin, others short and stocky – most were intimidating. Some were our teachers, others were working in their office and walking the halls. Former students can most likely name and describe all the principals they have had throughout their school years; after all, the principal plays a key role in the success and sustainability of Wisconsin Evangelical Lutheran Synod (WELS) schools.

Principals in WELS have the very important job of being the leader of the school. Principals must guide their schools through the challenges posed by an increasingly complex environment. Curriculum standards, achievement benchmarks, programmatic requirements, and other policy directives from many sources generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in student characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities. They must manage new collaborations with other social agencies that serve children. Rapid development in technologies for teaching and communication require adjustments in the internal workings of the schools (Leithwood & Riehl, 2003). If that is not enough responsibility, principals have the joy of wearing many different “hats”; they often feel pulled in a dozen directions at once. When you are the administrator, your time is not your own. It belongs to everyone else (Brock & Grady, 2004).

Most people can remember and can describe their principals, but were they effective? What characteristics did they have that made them effective? Is a full-time principal or a teaching principal more effective? What makes one principal more

effective than another? There are many questions to answer about one of the key positions in WELS Lutheran schools.

Purpose of the Study

The topic of principal effectiveness is an important topic for WELS schools to discuss. Principals play a key role in the day-to-day operations and overall strength of the school they have been called to serve. When we look at the statistics and see WELS enrollments declining over the past decade (WELS, 2013), we can be tempted to focus only on numbers and be driven to create programs and adopt marketing efforts that can reverse the trends. Remember, however, it is the Means of Grace in Word and Sacrament alone that changes hearts. We are God's instruments who share his sweet gospel message to the communities around us. God has given each of us a unique set of gifts, skills, and attributes to serve him. Principals, too, have been given gifts, skills, and attributes from an almighty and gracious God to use in their leadership role.

The previous section raised many questions. The purpose of this study is to identify traits of effective principals which can be implemented by principals in WELS schools. The goal is not to create an effective principal template for each school to use. Rather, each principal can adopt the traits that best fit his personality, gifts, and school needs. Lord-willing, increased principal effectiveness will have a positive effect on a school's organization, operation, outreach, and future planning.

Most WELS schools have teaching principals. Is there an identifiable reason for this? Do teaching principals save money, increase effectiveness, or represent a resistance to changing a tradition in the WELS? Findings from my research study will attempt to shed light on the matter.

Research Questions

The research questions for this research study are as follows:

1. What traits of effectiveness do WELS principals demonstrate?
2. What traits do full-time WELS principals and teaching WELS principals demonstrate?
3. What are the perceived strengths and weaknesses of WELS principals?

Definition of Terms

Effective. Having characteristics and performing tasks which enable a principal to lead the school, accomplish tasks, meet goals and communicate with parents, teachers, staff, and students. School vision, curriculum development, student assessment, verbal and written communication, financial planning, recruitment of new students, and promotion of the school are several characteristics and performing tasks that will be important for principal effectiveness. (Brock & Grady, 2004; Rosenthal, Schmeling, Biedenbender, Snyder, & Snyder, 2000).

Called worker. Someone who serves on behalf of and in the name of a group of Christians. In this thesis, called worker specifically refers to pastors, principals, teachers, and staff ministers that are trained through the Wisconsin Evangelical Lutheran Synod (WELS) education system and installed or ordained to serve in one of the WELS congregations.

Overview

This research study looks at the crucial role principals play in WELS schools and analyzes the personal attributes and qualities that make them most effective. WELS principals were interviewed to find out the responsibilities they have. The perception that

a full-time principal is more effective because he has more time to serve as principal was assessed. Pastors, teachers, staff ministers, staff members, parents, and students from across the country were also interviewed as a means to gauge the perceived strengths and weaknesses of WELS principals.

Chapter II: Literature Review

Introduction

What does an effective principal look like? If he follows the formula X, Y, and Z, will he be an effective principal? There are many different factors that contribute to principal effectiveness (e.g. experience, gifts and talents, staff, school demographics, support of the congregation). Due to this array of factors it is neither possible, nor is it the goal of this researcher, to create a cookie cutter template of an “effective principal.” Rather, the goal is to bring awareness to principal traits based on educational research and the valuable opinions of called workers, staff members, parents, and students. Principals can study effective principal traits and decide which traits fit them and their school situation. Lord willing, this study will also help schools decide if their school will be best served by a teaching or full-time principal.

The articles read in preparation for the research study were beneficial in summarizing the common opinions on the topic of principal effectiveness. The information gathered from the articles fell into the following five categories:

1. Being a Principal in the 21st Century
2. Effective Principal Traits
3. The Principal as an Effective Leader of Student Learning
4. Teaching Principals
5. Challenges to Being an Effective Principal

Being a Principal in the 21st Century

What does a principal do? If students were asked this question, they would probably give an array of answers. He smiles and says, “Good morning!” to students and

parents before school. I see him sitting at his desk typing on his computer screen. He tells students to stop running in the hall. He unclogs the toilet and mops the floor. He's the all-time kickball pitcher at recess. He's one of the chapel speakers. He drives the school bus. He sits in the back of my classroom sometimes and writes on a notepad.

Many tasks and responsibilities of principals are done behind the scenes and, often, difficult to track. The need for increased Administrative Release Time (ART) is necessary but is often difficult to prove. In his study, Schmill (2009) explains why increased ART is important in the 21st century. While the percentage of ART has gone up, so has what is expected of principals. Outreach, technology, athletic directorship, parent issues, marketing, fund-raising, striving for excellence, and generational differences are some of the many responsibilities.

In addition to administrative tasks, principals oversee classrooms. For principals that also serve as teachers, a lack of ART makes overseeing classrooms a challenge. Classroom observation is difficult when the principal does not have release time from his own classroom to do the observing. The teaching principal model has been used in WELS schools for over 100 years. Based on statistics from Schmill (2009), our education system may benefit from a new design. The WELS education system:

- has the highest percent of principals who are currently teaching in addition to serving as principals,
- is tied for having the least number of years spent teaching before becoming a principal,
- is third lowest on average annual salary paid to the school principal,

- and has the most average hours per week spent by the principals on all school related activities at 61 hours per week.

No one said being a principal is easy. It takes a special person that is willing to put the educational needs of the students in front of his own and put in the extra time needed to improve the school. Because principals serve in this very important position, there is a need to increase and improve effective leadership of principals. There is a great need for proactive leadership and establishing clear mission and vision (Schmill, 2009).

Effective Principal Traits

After reviewing articles and a few books, there are many opinions on the traits that effective principals demonstrate, though most can be categorized into one of the following five descriptions: (1) focus, (2) relationships and community, (3) instructional leadership, (4) expectations and vision, (5) maximize strengths and minimize weaknesses. Elaine McEwan's book, *10 Traits of Highly Effective Principals*, was also used to identify effective principal traits.

First and foremost, a principal's focus must be in the right spot. Those who follow Christ's example will be effective in service to their school, their church, and their Savior (Keller, 1995). When a principal keeps his eyes on the cross, he is able to keep all things in perspective. A good focus will help a principal keep his composure during the incredible highs and discouraging lows of his principalship.

Second, the relationship between the principal and teachers is essential. Without a mutual trust, the ministry will suffer. Principals can build trust indirectly through supportive behavior, but they cannot make teachers trust one another through direct action (Wahlstrom & Louis, 2008). Education is a people business; relationships are

imperative. In order to be successful and effective, a principal must be friendly, possess interpersonal communication skills, and know how to maximize relationships for the benefit of the school. It is not the lines of authority that predict how school leadership is effectively enacted as much as it may be a result of the leader's understanding of equalizing power in all relationships associated with schooling (Wahlstrom, 2008).

Several researchers agree that sharing leadership and working with teachers, staff, and parents are also important traits of an effective principal. Clifford, Behrstock-Sherratt, and Fетters (2012) consider the principal the conductor of the school. The role of the school principal is moving away from “superheroes or virtuoso soloists” and toward an “orchestra conductor” who shares leadership and distributes it across the building. Leithwood and Riehl (2003) note several times the power of a principal building relationships by cooperating with teachers, staff, and parents. Leaders primarily work through and with other people. They also help to establish the conditions that enable others to be effective. Thus, leadership affects school goals both directly as well as indirectly. Effective educational leaders promote cooperation and assist others to work together toward common goals. Effective leaders work with representatives from the school's environment, including parents, community members, business and government liaisons, and other influential individuals. Leithwood and Riehl (2003) and Protheroe (2011) stated that a principal is effective when he strengthens the school community. Effective school leaders help develop school cultures that embody shared norms, values, beliefs, and attitudes. They promote mutual caring and trust among all members. The effects of principal leadership on student achievement occur largely because effective leadership strengthens the community.

Third, an effective principal is a strong instructional leader. The principal is the teacher of teachers; he cannot just hide in his office and be an administrator. He must guide the staff in improving the curriculum and incorporating new teaching styles and resources to increase student comprehension and learning. Wahlstrom and Louis (2008) simply and clearly state the direct correlation between effective schools and principal leadership; effective schools require that principals become instructional leaders. Witziers, Bosker, and Kruger (2003) expounded upon what an effective school is by stating that an instructional or educational leader affects school climate and student achievement. Cusick (2002) and Protheroe (2011) agree with the previous articles by affirming more specific practices effective principals execute as instructional leaders. At the heart of school leadership is instructional leadership, which requires that principals be knowledgeable about pedagogy, curricular standards and benchmarks, effective instructional design and delivery, assessment and data analysis, and the most current research in all of these areas (Cusick, 2002). Effective instructional leadership combines an understanding of the instructional needs of the school with an ability to target resources where they are needed, provide teachers with the opportunities they need to improve, and keep the school running smoothly (Protheroe, 2011).

In his study on leadership effectiveness in WELS elementary schools, Keller (1995) concluded from his survey of 50 teachers that leadership style greatly contributes to a principal's effectiveness. Nearly two-thirds of the WELS teachers surveyed agreed there was a relationship between their principal's leadership style and the administrative effectiveness of the principal. The teachers believed their principal was effective because he used a democratic leadership style.

These teachers would most likely agree with Peter Northouse's democratic leadership style discussed in his book *Introduction to Leadership: Concepts and Practices*. Northouse (2009) states that democratic leaders treat subordinates as fully capable of doing work on their own. Rather than controlling subordinates, democratic leaders work with subordinates, trying hard to treat everyone fairly, without putting themselves above subordinates. In essence, they see themselves as guides rather than directors. The outcomes of democratic leadership are mostly positive. Democratic leadership results in greater group member satisfaction, commitment, and cohesiveness.

Fourth, an effective principal has high expectations and vision. A principal that has high expectations for his teachers will have a staff that reaches its goals and strives to provide the very best education for its students. A principal that has vision will have a school that is forward-thinking and providing a great, Christ-centered education to 21st century students. Along with the surveys, several researchers noted the importance of an effective principal having high expectations and vision traits. An effective principal sets high expectations and articulates a strong vision but also models good instruction, observes and coaches teachers, and provides teachers with opportunities to reflect on and improve their practices (Clifford, Behrstock-Sherratt, & Feters, 2012). Task direction and goal setting are leader behaviors empirically associated with the development of self-efficacy beliefs. Additionally, visioning and establishing purpose are enhanced by monitoring organizational performance and promoting effective communication and collaboration (Leithwood & Jantzi, 2008). Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals. Effective leaders

convey their expectations for quality and high performance. They help others see the challenging nature of the goals being pursued. They sharpen perceptions of the gap between what the school aspires to and what is presently being accomplished. Effective expressions of high expectations help people see that what is being expected is in fact possible. Effective school leaders set examples for staff and others to follow that are consistent with the school's values and goals (Leithwood & Riehl, 2003).

Fifth, as principals analyze their God-given gifts, they need to emphasize their strengths and minimize their weaknesses (Keller, 1995). God has given each principal a unique set of gifts and abilities to be used to serve in the school to which he has been called; it is never an accident or coincidence that a principal receives and accepts a Call to a school. While carrying out ministry, it is natural for a principal to gravitate toward his strengths—the ministry he enjoys and does well. This is well and good; it gives glory to God who graciously gave those gifts. At the same time, it is important that principals work on minimizing their weaknesses. This can be done by working on developing those weak areas of their ministry or finding a staff member that can fill the role or responsibility.

Another way to categorize or describe principal traits would be to utilize the 10 traits suggested by McEwan (2003) in her book, *10 Traits of Highly Effective Principals*. McEwan (2003) did a study on effective traits of principals. She surveyed an eclectic group of 175 principals, superintendents, central office administrators, staff developers, university professors, teachers, parents, school board members, and education activists around the country. McEwan was able to take the data she received from 108 responders and create her list of 10 traits of highly effective principals.

McEwan provides the following definitions of her 10 Traits of Highly Effective Principals:

Communicator: a genuine and open human being with the capacity to learn, empathize, and connect with individual students, parents, and teachers in productive, helping, and healing ways, as well as the ability to teach, present, and motivate people in larger group settings.

Educator: a self-directed instructional leader with a strong intellect and personal depth of knowledge regarding research-based curriculum, instruction, and learning who motivates and facilitates the intellectual growth and development of self, students, teachers, and parents.

Envisioner: an individual who is motivated by a sense of calling and purpose, focused on the vision of what schools can be, and guided by a mission that has the best interests of all students at its core.

Facilitator: a leader with outstanding human relations skills that include the abilities to build individual relationships with parents, teachers, and students; collaborative teams with staff members and parents; and a schoolwide community of leaders.

Change Master: a flexible, futuristic, and realistic individual who is able to both motivate and manage change in an organized, positive, and enduring fashion.

Culture Builder: an individual who communicates and models a strong and viable vision based on achievement, expectations, character, personal responsibility, and accountability.

Activator: an individual with gumption (drive, motion, enthusiasm, energy, spunk, and humor) enough to spare and share with staff, parents, and students.

Producer: a results-oriented individual with a strong sense of accountability to taxpayers, parents, students, and teachers who translates high expectations into intellectual development and academic achievement for all students.

Character Builder: a role model whose values, words, and deeds are marked by trustworthiness, integrity, authenticity, respect, generosity, and humility.

Contributor: a servant-leader, encourager, and enabler whose utmost priority is making contributions to the success of others (McEwan, 2003 pages xxx-xxxix).

The Principal as an Effective Leader of Student Learning

Wahlstrom (2008) stated that the attempt to link leadership directly with student learning is a challenge. Witziers, Boskers, and Kruger (2003) agree that it is difficult to measure the effects of educational leadership on students' outcomes. Generally, researchers concur that the effects are indirect, if not difficult, to measure. WELS principals have an added responsibility in the area of effective leadership. Principals have the opportunity to make a significant difference in the spiritual lives of children, of parents, of teachers and of the entire congregation (Plath, 1995).

Teaching Principals

While a teaching principal is unusual in the public sector, in WELS circles it is quite commonplace. Is this done to save money? Does that mean if no WELS schools had budget concerns, every school would have a full-time principal? Is a full-time principal more effective? As in most situations, there are advantages and disadvantages. The same is true for teaching principals. Grady (1990) would agree; there are many advantages to being a teaching principal:

- knowing students better,
- credibility,
- camaraderie,
- maintaining teaching skills,
- awareness of classroom activities,
- rapport with parents,
- and enjoying the position.

On the other hand, there are also disadvantages to being a teaching principal.

Grady (1990) stated the following reasons:

- lack of time,
- too many meetings,
- inadequate time to resolve teaching problems,
- insufficient opportunity to complete the teaching evaluations and to handle discipline problems,
- jobs interfering with each other,
- pressures of the dual role,

- and teachers feeling ignored.

There is limited research on teaching principals. As a result, some simply conclude that no one else in the WELS has a full-time principal, so we don't need one either (Schmill, 2009). This study adds to the body of knowledge, so congregations can decide if their school would be better served by a full-time or teaching principal.

Challenges to being an Effective Principal

Being a principal isn't launching a rocket into the cosmos or performing brain surgery, but it does, however, have its own unique set of challenges. The majority of the challenges revealed through research pertain to administrative release time (ART), financial constraints, need for more training, and lack of desire to be a principal. A study conducted by the Educational Research Service surveyed nearly a thousand school principals in 1984 and found that insufficient time was a concern for the majority (73%) of principals (Grady, 1990). Granberg's and Schmill's studies completed 19 and 25 years ago respectively, found a need for more administrative release time. Granberg's 2003 study on principal release time in the WELS indicated nearly half of principals were either dissatisfied or very dissatisfied with their administrative release time (see Figure 1).

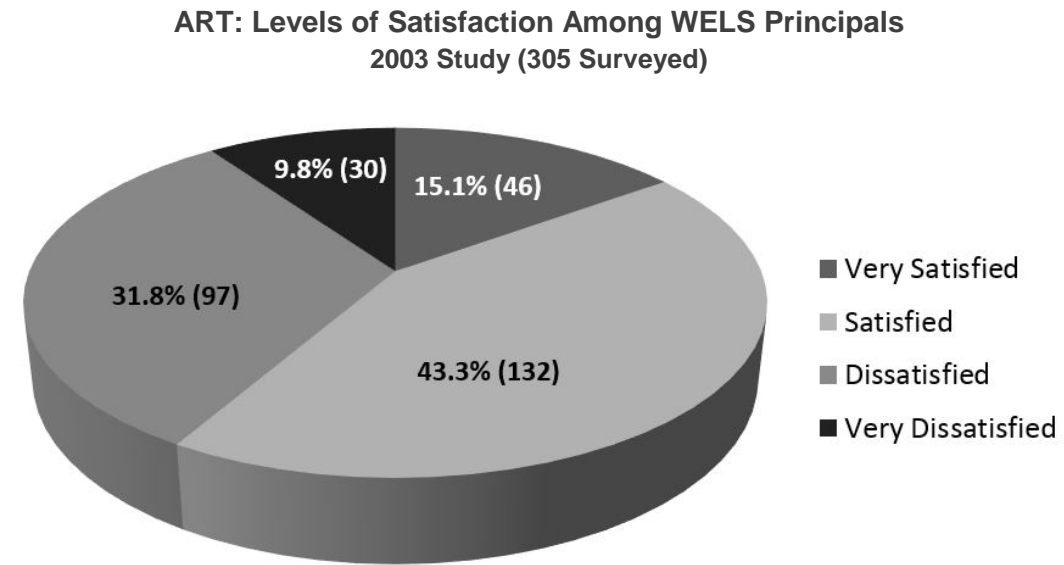


Figure 1

In 2009, Schmill did a follow-up study. The combined percentages of dissatisfied and very dissatisfied principals increased from 41.6% to 44.5% (see Figure 2).

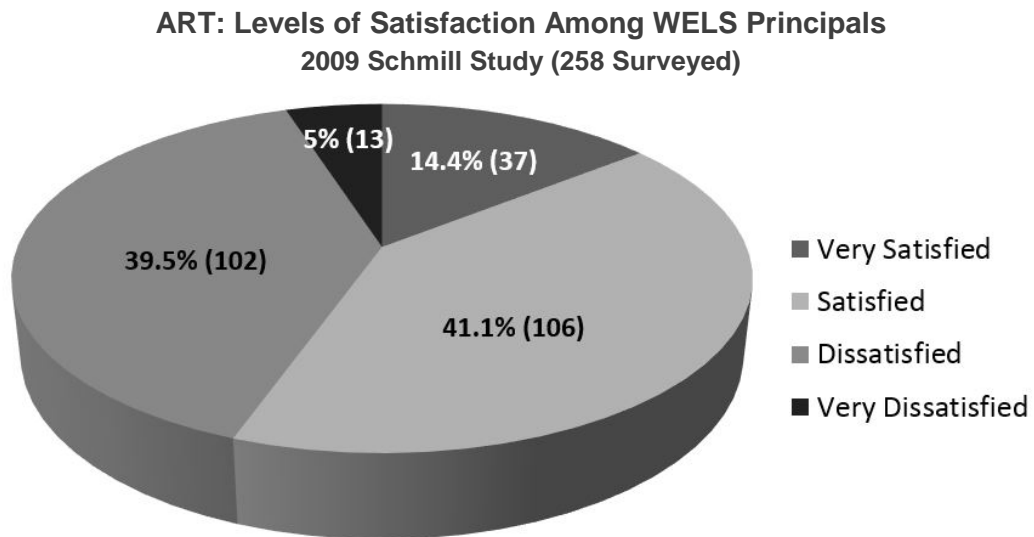


Figure 2

One might say, because dissatisfied and very dissatisfied are still below 50% we should not be concerned; the majority of principals are either satisfied or very satisfied with their administrative release time.

However, it is interesting to compare these satisfaction percentages with the WELS Synod ART recommendation. A principal should receive 1 hour per week for every 7.5 students in the school (WELSSA Handbook, 2010). In his study, Schmill (2009) found that Very Satisfied principals are receiving 85% of the ART standard, Satisfied principals receive 84% of the standard, Dissatisfied 46%, and Very Dissatisfied only 19% (see Figure 3). Yes it is true, over half of the principals surveyed are either satisfied or very satisfied with their administrative release time. However, the study also shows a correlation between satisfaction and the amount of administrative release time received.

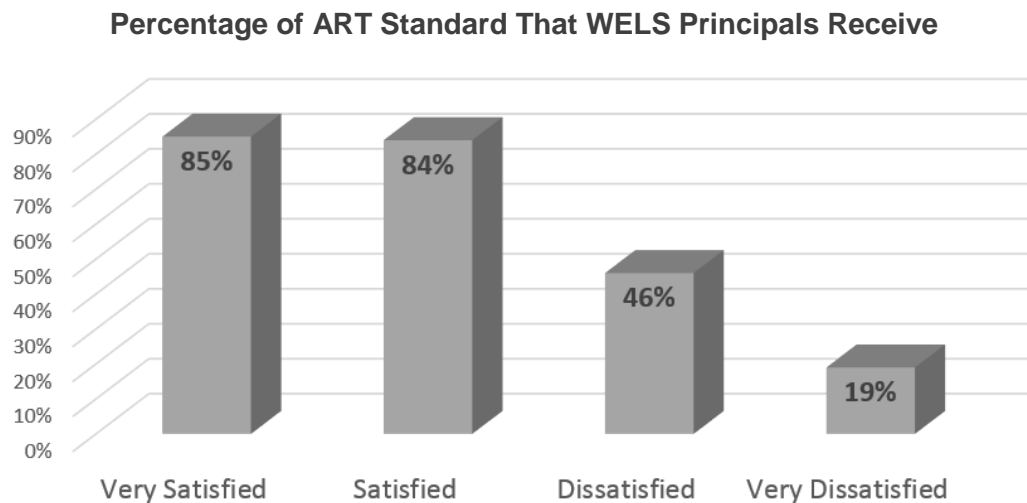


Figure 3

Because of the challenges, added stress, and time away from the classroom, many principals prefer teaching over administrative tasks and believe teaching to be more

important and rewarding. Schmill (2009) indicated there are men that would prefer not to serve as principal as well as a few other troubling statistics:

- Only 50% of those without a master's degree desire to take courses,
- 38% prefer not to serve as principal,
- and 76% have no training, with only half of them desiring training.

These statistics create a perfect storm of no time, no training, no desire, and no money for training. (Schmill, 2009).

Summary

The books and articles read for this literature review gave a good summary of the current research on principal effectiveness. The articles elaborated on many blessings and challenges of being an effective principal in the 21st century. Effective principal traits—especially leadership traits—were discussed. Challenges to being an effective leader and, in many cases, a teaching principal, were described.

While the articles did a good job of summarizing current research on principal effectiveness, most of the research is written from the public school perspective. The surveys of WELS principals, pastors, teachers, staff ministers, staff members, parents, and students gives a better snapshot of the effectiveness of WELS principals. Since most WELS principals are teaching principals, it is necessary to note the additional blessings and challenges these extra responsibilities bring. The survey also reflects the other major difference between a public school principal and a WELS principal. WELS principals have the vital responsibility to serve as a spiritual leader in the school.

Chapter III: Methodology

Introduction

The literature review assessed current thinking on what constitutes principal effectiveness from the public school perspective. A survey of WELS pastors, teachers, staff ministers, staff members, parents, and students added to the pool of knowledge.

Currently, there are 353 principals that serve in WELS grade schools and high schools (WELS, n.d.). The goal was to seek their opinions via an electronic survey. Because the opinions of our principals are one-sided, it was important to gather opinions of individuals not serving as a principal. Called workers (i.e., pastors, teachers, and staff ministers), staff members, parents of students that attend WELS elementary schools and high schools, and students that attend WELS elementary schools and high schools were also surveyed. There are currently 1,309 pastors, 2,657 teachers and teaching principals, and 80 staff ministers serving WELS congregations and schools. All pastors, teachers, and staff ministers were emailed the survey.

Research Questions

Survey results and educational research were used to answer the following research questions:

1. What traits of effectiveness do WELS principals demonstrate?
2. What traits do full-time WELS principals and teaching WELS principals demonstrate?
3. What are the perceived strengths and weaknesses of WELS principals?

Research Design and Procedures

While many of the questions were similar or the same, survey questions were written for each individual group. Each grouping had a slightly different perspective of the effectiveness of a principal (see appendices A, B, C, D and E).

All WELS pastors, principals, teachers, and staff ministers were emailed the survey through the Commission on Lutheran Schools office and given the opportunity to participate. In order to collect responses from parents and students, the survey was emailed to the principal or office manager of each school. The principal or office manager was asked to forward the survey to their parents and students. Permission to survey students was asked of the parents (see Appendix F) and all information and comments were kept anonymous and confidential.

Population and Sample

As stated in the previous section, a survey was the main source of gathering information for this research study. An electronic survey was selected because of cost and time efficiency in reaching a large group of people. Many of the individuals being surveyed live hundreds or even thousands of miles away from the researcher. Face-to-face interviews or even mailed surveys would have been very time-consuming and costly.

The survey and variations of it were written during the months of January and February 2013. A pilot test of the surveys was done in April 2013. The test identified a few typos and the format of the online survey was changed. The different surveys were combined into one survey. This allowed the individual taking the survey to select their role (i.e., principal, teacher, parent, etc.) on the opening screen, which directed them to the survey questions for that particular group. In April 2013, the researcher contacted the

Commission on Lutheran Schools office about sending out the survey to all called workers and school office emails. In the first week of May, the survey was emailed out to all those being surveyed. They were given information about the purpose of the survey, why their opinions were being sought, and the date the surveys were to be completed.

Instrumentation

The survey was created through Google Docs and emailed to all those being surveyed. Because there were several different groups taking the survey (i.e., principals, pastors, teachers, staff ministers, staff members, parents, and students), variations of the survey were written for each group.

Data Analysis Procedures

A survey is a wonderful research tool because an abundance of qualitative and quantitative information can be gathered from individuals in a short period of time. After the surveys were completed, the data were separated into the various groups (i.e., principals, other called workers/staff members, parents, and students). Quantitative data were organized into figures to be analyzed. Qualitative data were coded according to a list of effective principal traits, allowing themes to emerge and be analyzed so the researcher could analyze, theorize, and come to a conclusion about each research question.

Limitations

The individuals surveyed volunteered their opinions. The higher the response rate, the more reliable the collected data would be. The response rate for most of the groups surveyed was very low, except for the principals (20.7% response rate). Useful data and information were collected via the surveys, but the low response rate begs the question if

the results are an accurate picture of what pastors, teachers, staff ministers, staff members, parents, and students think about principal effectiveness.

There are currently 2,657 teachers and teaching principals, 1,309 pastors, and 80 staff ministers serving in WELS congregations and schools (WELS, n.d.). Twenty pastors (1.5% response rate), 58 teachers (2.2% response rate), and two staff ministers (2.5% response rate) responded to the survey. Two teacher's aides and 11 office personnel also responded to the survey.

Principals and office managers were asked to email the survey to their parents, and parents were asked to talk to their children about taking the survey. The extra steps in the process caused the response rate to drop off considerably. There are roughly 25,000 third-twelfth graders in our school system. This would mean there are roughly 50,000 parents of third-twelfth graders. Ninety-one parents responded (0.18% response rate). Twenty-nine students responded (0.11% response rate).

An electronic survey received through an email is very easy to take, but it is also very easy to delete. While having fewer responses did make for less data to analyze and tabulate, it would have been beneficial to have had a higher response rate to provide a better perspective of effective principal traits from the called worker, staff member, parent, and student perspectives.

Summary

An electronic survey was used to collect data about principal effectiveness from all WELS pastors, principals, teachers, and staff ministers. Schools' office managers were asked to email the survey to their other staff members and parents. Parents were asked to share their opinions and share the survey with their children in grades 3-12.

Despite a short survey on a very important topic in WELS schools, the overall response rate was discouragingly low.

Chapter IV: Results

Introduction

The purpose of this study is to identify traits of effective principals. The goal is not to create a principal template for schools to use. Rather, each principal can adopt the traits that best fit his personality, gifts, and school needs. Lord-willing, each individual school will be improved and our Lutheran school system will be strengthened as a whole. God will then use our stronger, more focused schools to strengthen the faith of our members' children and reach out to the lost souls in our neighborhoods and communities.

A survey was used to collect data about this crucial position in the WELS school system. The survey was emailed to all called workers serving in a WELS Lutheran elementary and high school (i.e., 4,046 individuals). School offices were asked to email it to their non-called staff members and parents. Parents were asked to take the survey and also share it with their children in grades 3-12. The survey was taken by 73 principals, 93 called workers (i.e., pastors, teachers, and staff ministers) and staff members, 91 parents, and 29 students. These survey results, along with educational research, were used to answer the following research questions:

1. What traits of effectiveness do WELS principals demonstrate?
2. What traits do full-time WELS principals and teaching WELS principals demonstrate?
3. What are the perceived strengths and weaknesses of WELS principals?

Data Analysis

1. What traits of effectiveness do WELS principals demonstrate?

Called workers, staff members, parents, and students were asked to write what their principal does that makes him effective and what he could do which would improve his effectiveness (see Appendices G, H, and I). The qualitative data were coded into 11 different traits: spiritual leader, communicator, educator, envisioner, facilitator, change master, culture builder, activator, producer, character builder, and contributor. All but the first trait were selected from a book entitled *10 Traits of Highly Effective Principals* by Elaine K. McEwan (2003) as referenced in Chapter 2 of this thesis.

The first trait, spiritual leader, was added by the researcher. A spiritual leader puts the utmost importance on strengthening his faith through the study of God's Word and prayer; leads the faculty and staff in Bible study and devotions; and encourages faculty, staff, parents, and students to put their trust in God in all situations.

Called workers and staff members wrote 275 qualitative comments about things their principal does that makes him effective (see Figure 4). As the top trait, facilitator received 70 qualitative comments. Most of the comments pertained to being caring, knowing the students by name, and having a good rapport with families. Northouse (2009) would refer to being a facilitator as a relationship-oriented trait. A principal must be task-oriented and accomplish daily responsibilities, but there needs to be a balance. Building and strengthening relationships with students and families are equally significant. The second highest trait was activator. This, too, is a relationship-oriented trait. The most common comments pertaining to this trait were having a sense of humor, being organized, enthusiastic, and being a take-charge person.

Called Workers and Staff Members: Traits That Make My Principal Effective

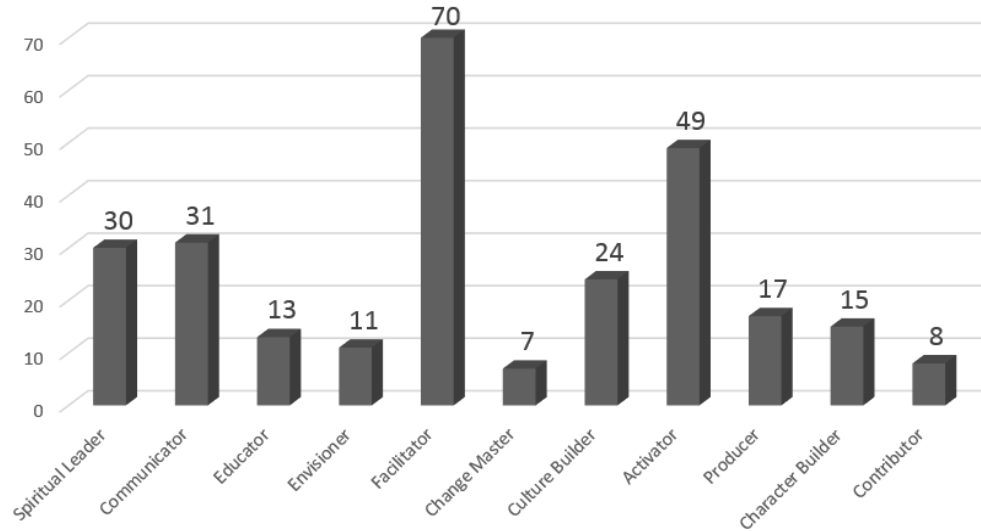


Figure 4

Called workers and staff members were also asked to suggest what their principal could do to improve his effectiveness (see Figure 5). They provided 172 qualitative comments; the top two traits were communicator and activator (77 combined comments).

Called Workers and Staff Members: Traits That Would Improve My Principal's Effectiveness

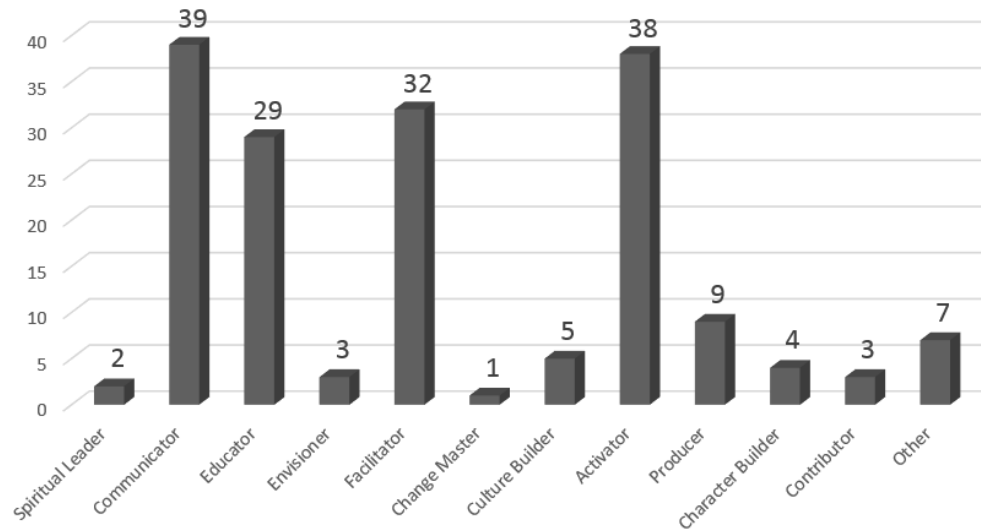


Figure 5

Parents were asked to make comments on the same two questions. As far as traits that make their principal effective, facilitator received 96 of the 221 comments (see Figure 6). Communicator, the second highest trait, received 33 comments. The fact that these two traits received the most comments suggests that parents value a quality relationship with their principal and want him to continue communicating with them.

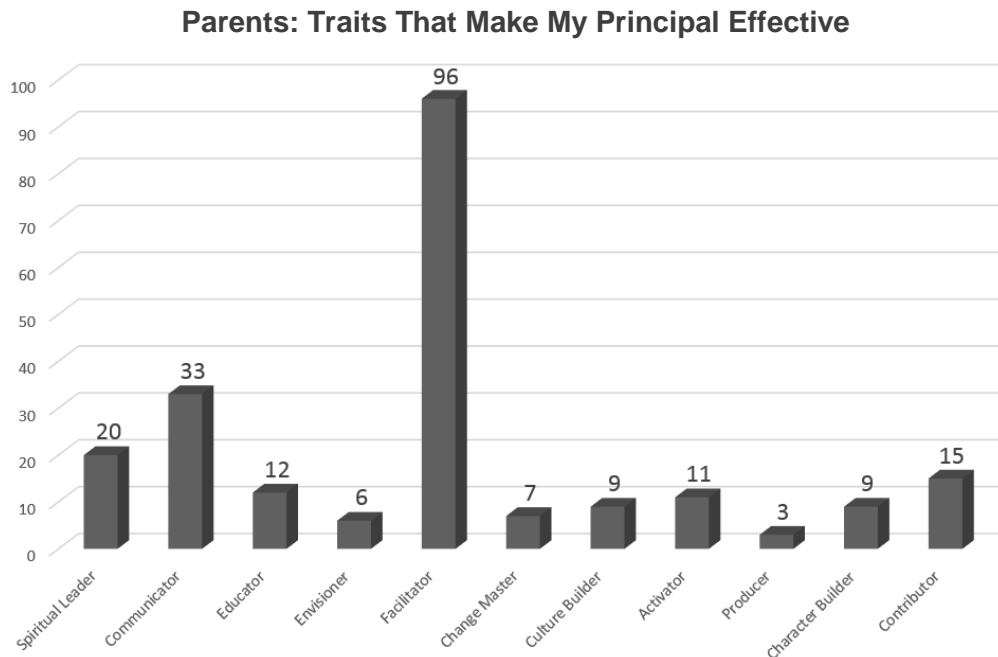
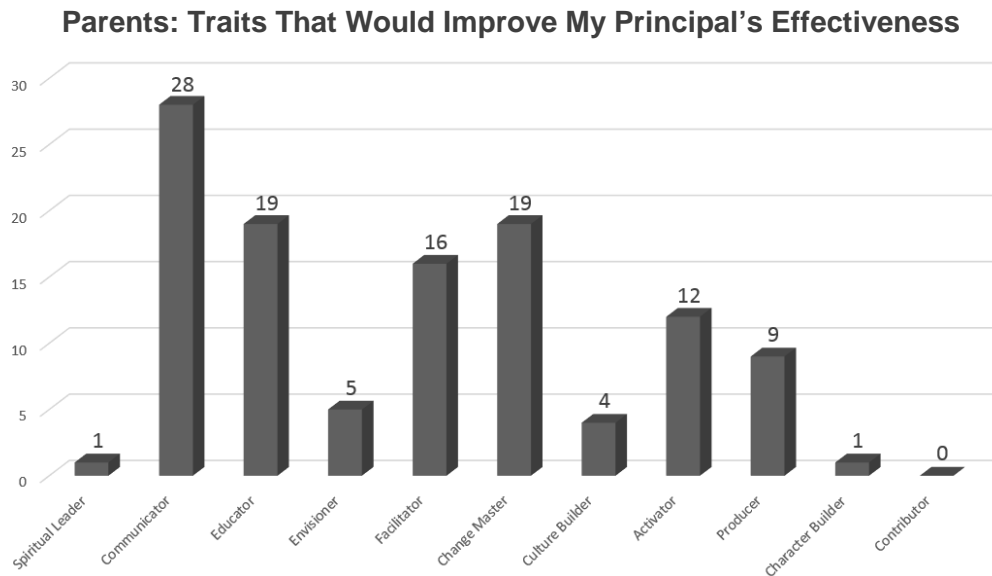
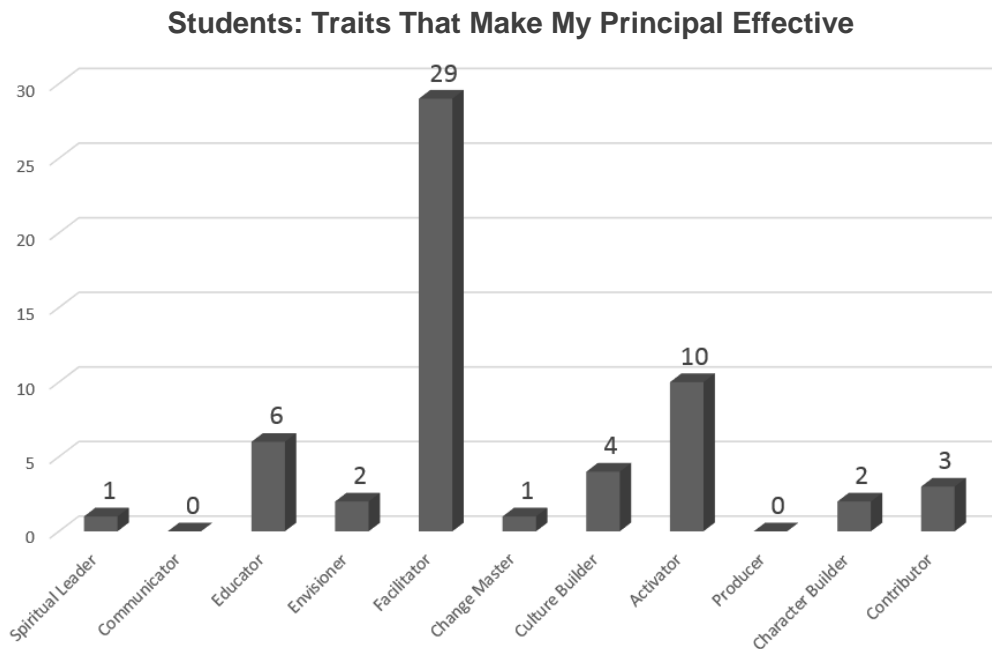


Figure 6

When asked what their principal could do to improve his effectiveness, parents wrote 114 qualitative comments (see Figure 7). Communicator received the most comments with 28. This supports the point made in the previous paragraph that parents want their principal to have timely, concise, and effective communication skills. Parents also want their principal to be a good instructional leader (educator received 19 comments), as well as be flexible and have foresight to make changes that will improve the school in the future (change master also received 19 comments).

**Figure 7**

Students were also asked the same two questions. Facilitator received the most comments (29 of the 58), when asked what makes their principal effective (see Figure 8). Most of the comments pertained to helping them with their school work, being caring and supportive, and playing with them at recess.

**Figure 8**

To improve their principal's effectiveness, students primarily wrote qualitative comments that pertained to their principal as an educator. Eighteen of the 34 comments referred to this trait (see Figure 9). It is not too surprising that educator received the most comments because 12 of the 29 students that took the survey (41.4%) listed their principal as their teacher.

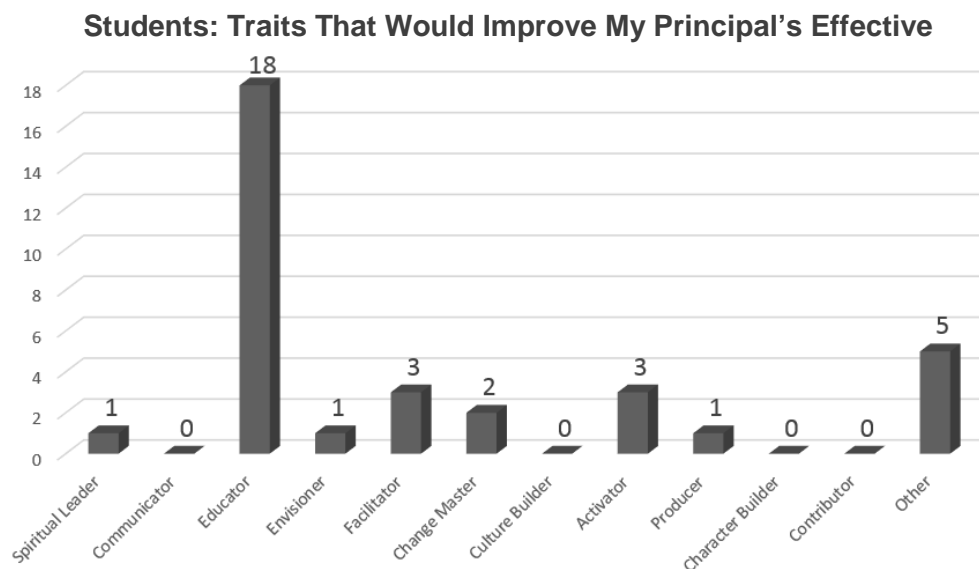


Figure 9

2. What traits do full-time WELS principals and teaching WELS principals demonstrate?

Seventy-three principals, from 11 different districts, participated in the survey (see Figure 10). As stated earlier, there are 353 principals currently serving in our WELS system – a 20.7% participation rate. Of those surveyed, 67 are grade school principals (92%) and the other six serve as high school principals (8%). Seventy of the principals are teaching principals (96%), while the other three are full-time principals (4%). All of the high school principals, which responded to the survey, teach at least one class. The three full-time principals are grade school principals.

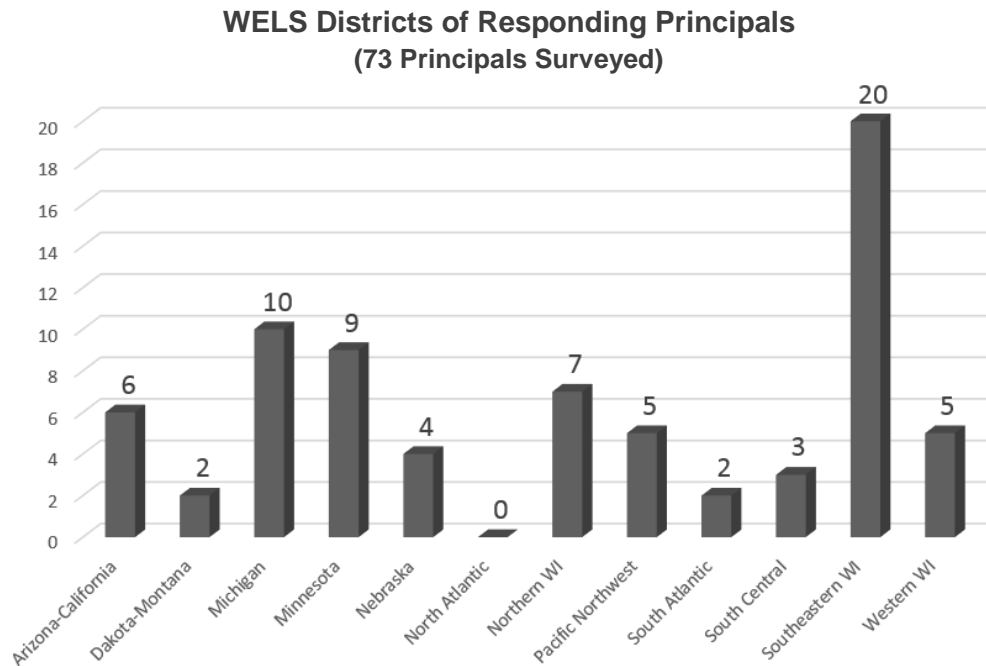


Figure 10

One of the main purposes of surveying the principals was to find out if there is a difference in effective traits between teaching and full-time principals. The perception of some WELS members has been that a full-time principal has more time, but does that make him more effective than a teaching principal?

The principals were asked how many hours they spend on administrative tasks each week (see Figure 11). Almost half (44%) of the responses were 20+ hours. The principals were also asked how many hours their school week was. The average school week calculated to 35.9 hours. This means, 44% of the principals surveyed spend 56% or more of their school week serving as a principal. What about teaching principals? How can they spend 56% or more of their week on administrative tasks? Do they have release time or are administrative tasks being accomplished outside of the school week?

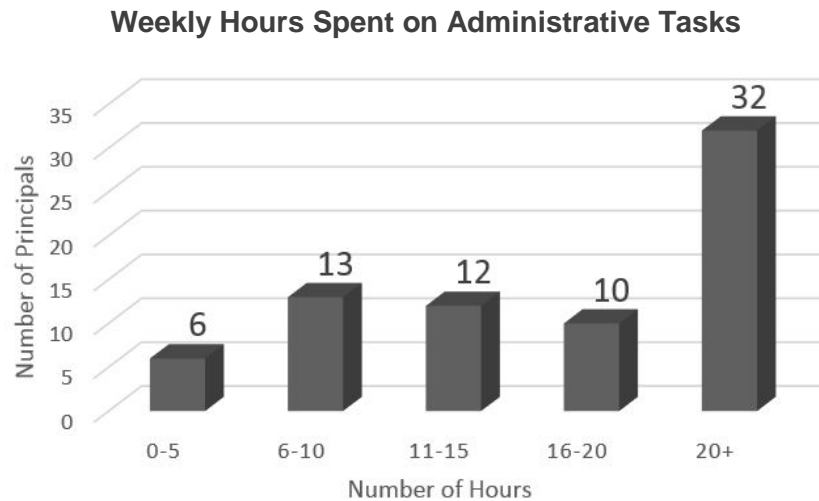


Figure 11

Some principals are given administrative release time during the school week; others complete their administrative tasks early in the morning, after school, in the evening at home, or on weekends. When asked how many ART (Administrative Release Time) hours a week they receive, 47% of the surveyed principals responded with 0-5 hours of ART (see Figure 12). It is a likely conclusion that these principals are completing their administrative tasks early in the morning, after school, in the evening at home, or on weekends. The next largest column is 20+ hours of ART (33%).

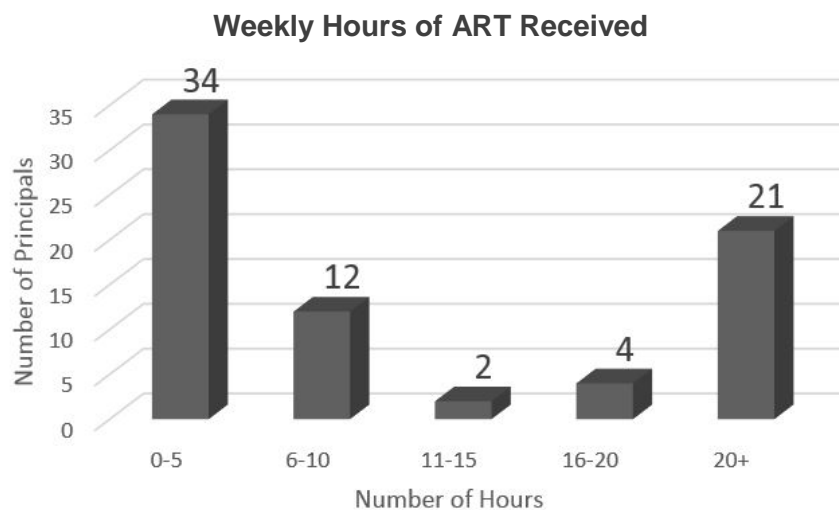


Figure 12

The 73 principals were also asked how satisfied they were with the amount of ART they currently receive (see Figure 13). Very satisfied (20%) and Satisfied (29%) make up 49% of opinion, while Dissatisfied (33%) and Very Dissatisfied (18%) make up 51% of the opinion.

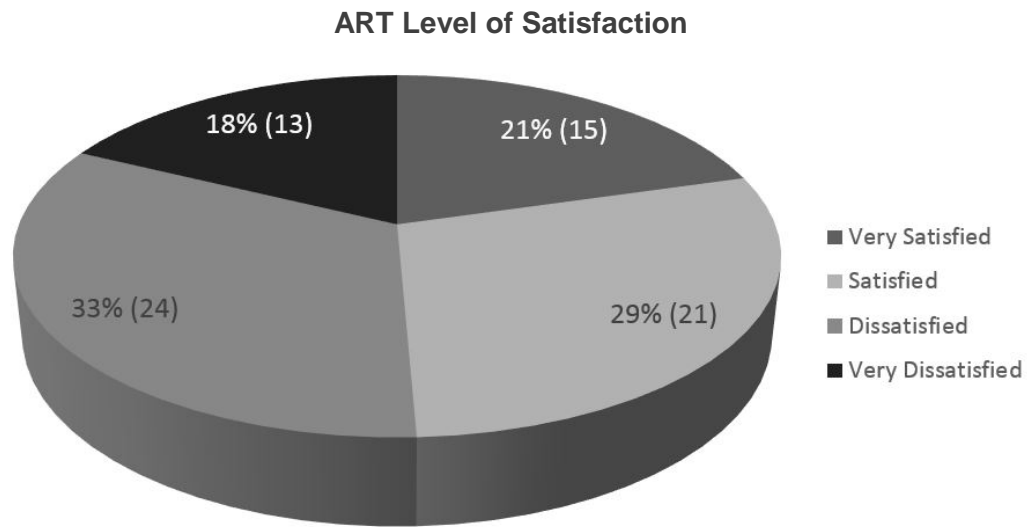


Figure 13

Comparing these percentages to the Granberg study in 2003 and Schmill study in 2009, a trend of dissatisfaction has begun to form (see Figure 14). Granberg (2003) concluded that 58% of principals were either Satisfied or Very Satisfied with their ART and 42% were Dissatisfied or Very Dissatisfied. Six years later, Schmill (2009) stated that 55% of principals were either Satisfied or Very Satisfied with their ART and 45% were Dissatisfied or Very Dissatisfied.

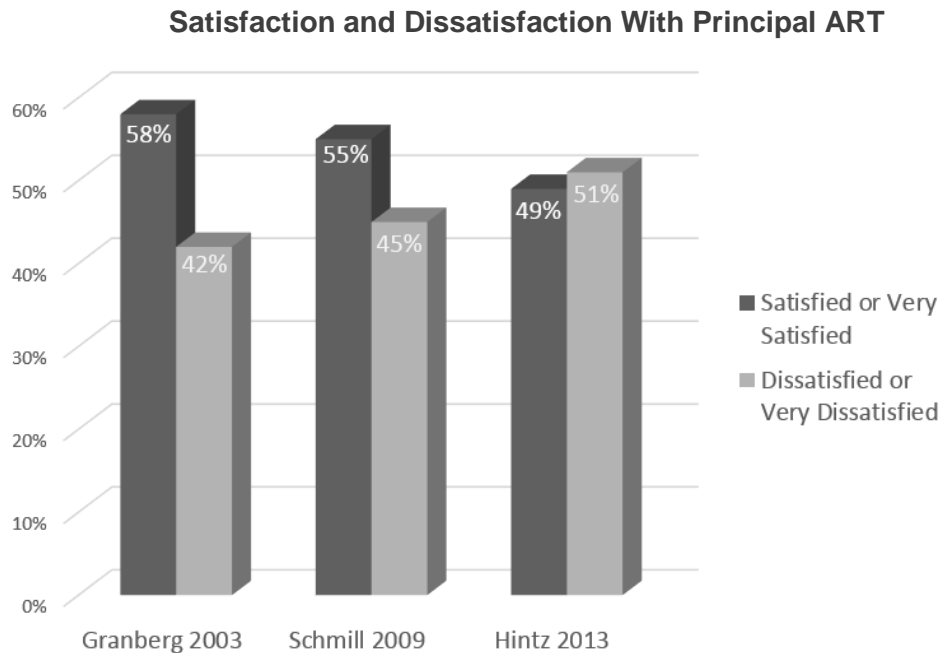


Figure 14

What is the reason for this trend? Are principals less equipped to handle the rigors of the position today? Have the number of responsibilities and expectations increased? Plath (1995) concurs responsibilities and expectations are on the rise. The principal's position has become more complex and more time-consuming over the past 25 years. Numerous leadership and administrative responsibilities have been added. Examples of these additional responsibilities include: administering and promoting the Team Ministry Program, conducting the classroom observations and conferences related to the principal and teacher assessment, administering programs such as asbestos abatement and blood-borne pathogens, and addressing numerous issues related to child abuse.

When asked for the biggest obstacles to increasing ART, the principals selected one or more of six different answers (i.e., lack of awareness, lack of personnel, resistance from key leaders, lack of perceived need, lack of funds, and no need for increased administrative time). The principals were also given the option to select other reason and

type in their obstacle that was not listed. The 73 principals that completed the survey selected or wrote in 134 obstacles to increasing ART (see Figure 15). The two most often selected obstacles were lack of funds (34%) and lack of personnel (26%) both of which have a budgetary impact. It is also important to note that 13% of the principals surveyed stated they did not need increased administrative release time.

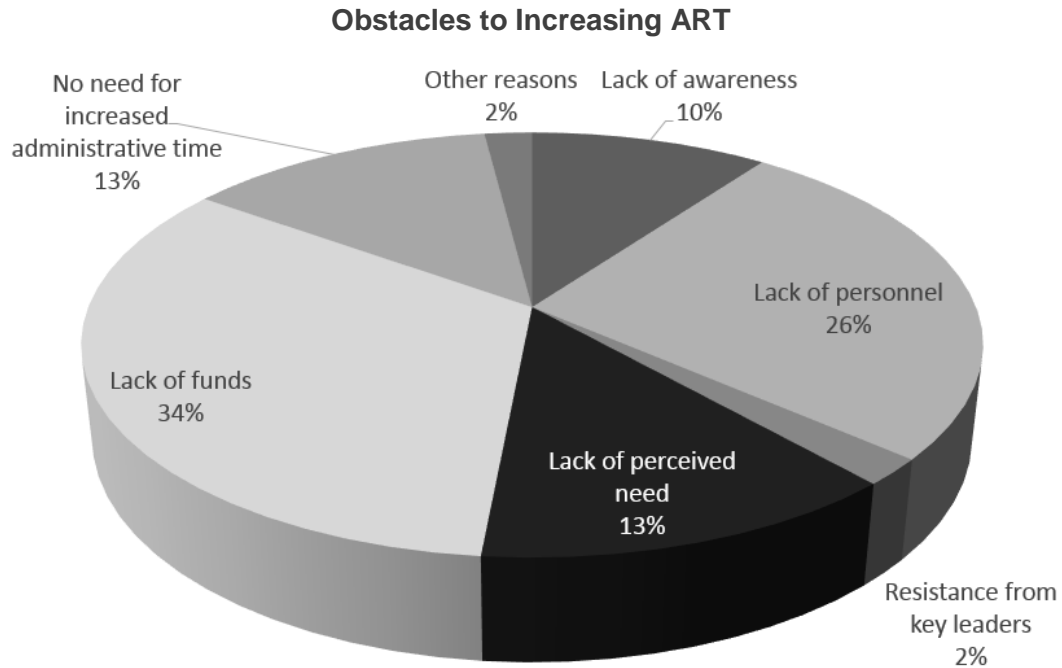


Figure 15

Considering the variances in administrative release time, is there a difference in traits between full-time and teaching principals? Is one more effective than another because of the administrative requirements? Research did not indicate a difference in traits, however, when entering the principals' survey data in a pivot table that compares two types of data and displays it in a bar graph, some interesting results were produced.

The weekly hours of ART received was compared to the weekly hours the surveyed principals spend on administrative tasks (see Figure 16). The figure shows most

of the surveyed principals spend more time on administrative tasks than ART they receive. For example, 38% of surveyed principals that receive 0-5 hours of ART, actually spend 6-10 hours on administrative tasks, 24% spend 11-15 hours on administrative tasks, 6% spend 16-20 hours, and 15% spend 20+ hours. Fifty-eight percent of surveyed principals that receive 6-10 hours of ART, actually spend 16-20 hours on administrative tasks and 25% actually spend 11-15 hours. 50% of the surveyed principals that receive 11-15 hours of ART, actually spend 16-20 hours on administrative tasks and the other 50% actually spend 20+ hours. 100% of surveyed principals that receive 16-20 hours of ART, actually spend 20+ hours on administrative tasks. Clearly, principals are spending many hours outside of their allotted ART to complete administrative tasks.

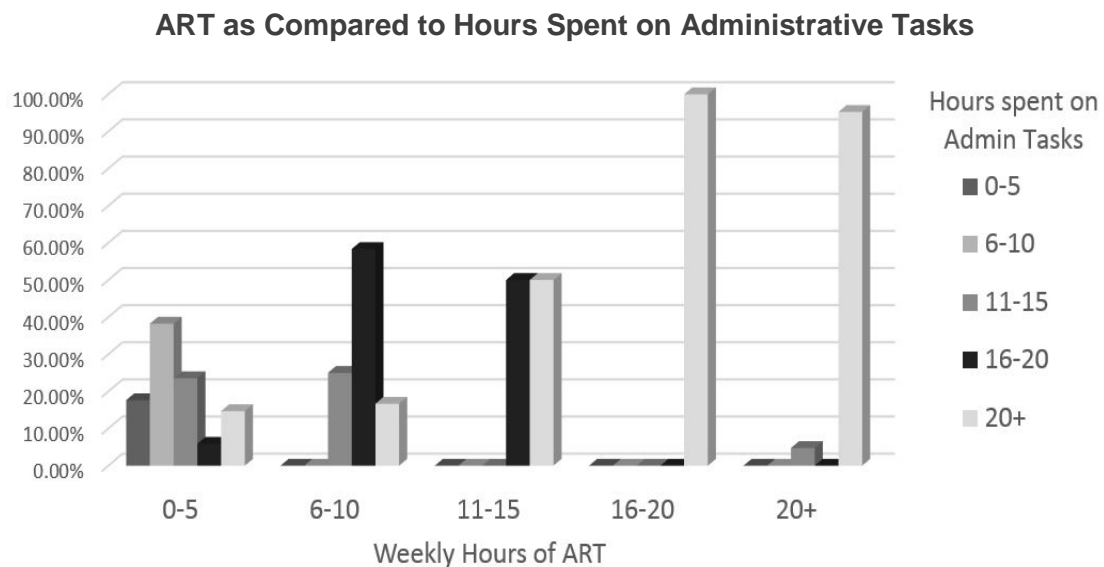


Figure 16

The level of satisfaction was also compared within each grouping of ART hours received (see Figure 17). It is interesting to compare which level of satisfaction received the highest percentage in each grouping. In the 0-5 ART hours grouping, Dissatisfied has the highest percentage in each grouping. In the 0-5 ART hours grouping, Dissatisfied has the highest percentage with 56% and Very Dissatisfied is second with 29%. The 6-10

ART hours grouping is an even split between Satisfied and Dissatisfied at 42%. 100% of the surveyed principals that receive 16-20 ART hours, are Satisfied. Finally, 67% of the surveyed principals that receive 20+ ART hours, are Very Satisfied; 20% also listed themselves as Satisfied.

Despite a few anomalies, it is easy to see a trend of increased satisfaction as ART hours increases.

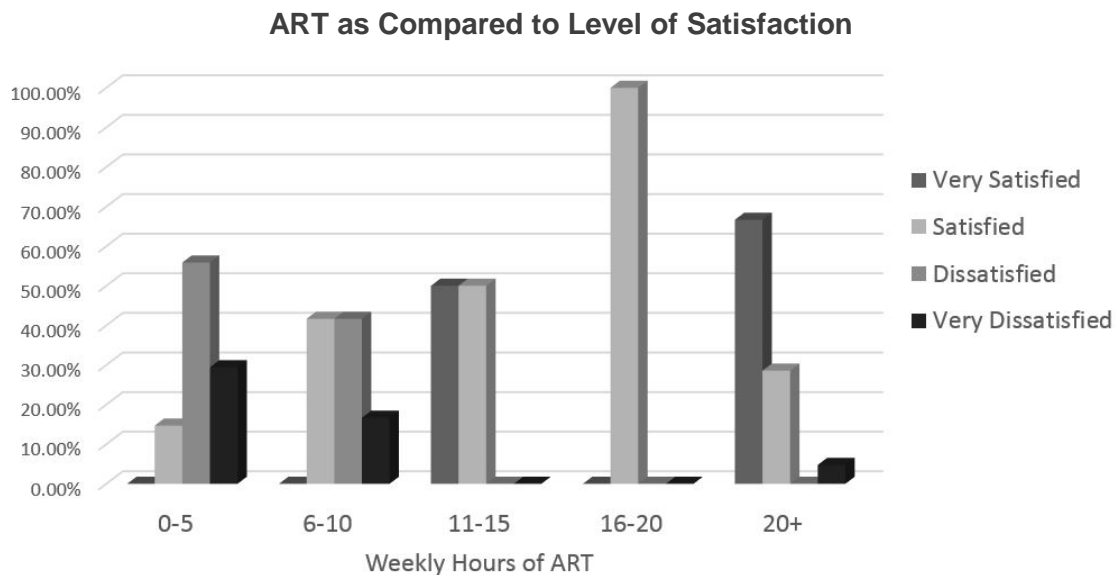


Figure 17

The final pivot table compares hours of ART received to years of ministry experience (see Figure 18). The results of the data comparison is very informative. 100% of surveyed principals with 0-5 years of ministry experience and 92% with 6-10 years of ministry experience receive five hours or less ART. In other words, 14 principals with 0-5 years of ministry experience receive five hours or less ART. It should not be a surprise that these young men are struggling to be effective. It is not until groups 21-30 and 30+ years of ministry experience that the majority of surveyed principals receive 20+ hours of ART.

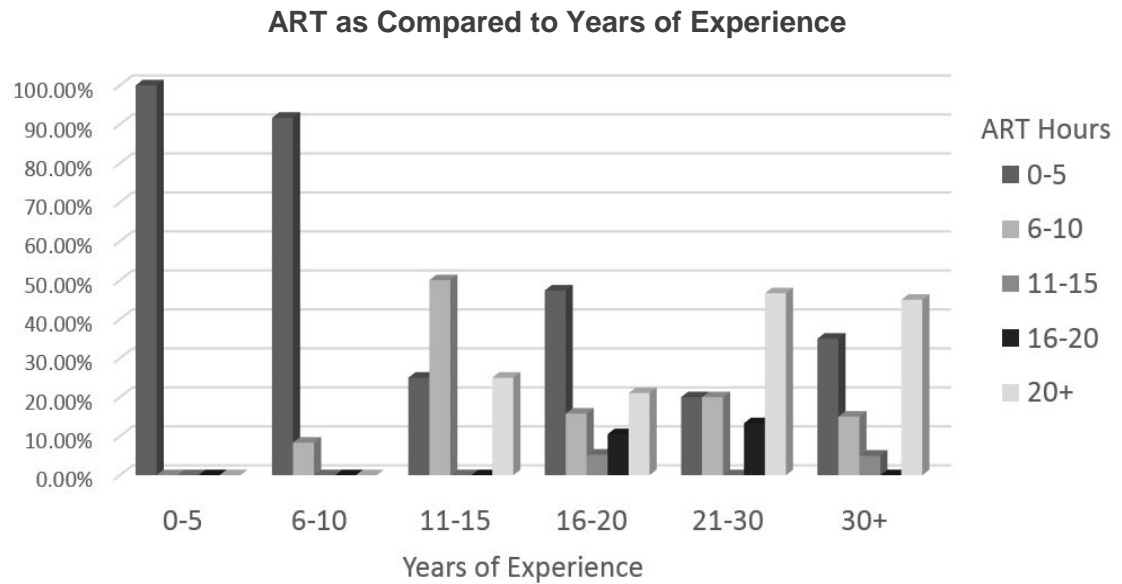


Figure 18

The data in the three previous figures show a desire and a need to increase ART, especially for principals with only minimal years of experience. Another study found a similar need; Schmill (2009) found that ART greatly contributed to principal effectiveness. His survey data shows principals are more effective when they are given time to complete their administrative responsibilities. A proper amount of ART not only gives a principal time to reply to emails, revise handbooks, complete synod forms, observe in classrooms, and all the other administrative tasks, but it also gives him time to build a strong rapport with parents and students, research and study new teaching strategies to improve the curriculum, and plan ways to improve the school in the future.

Schmill (2009) found a strong connection between ART and the principal's perceived effectiveness in his principalship.

- 81% of Very Satisfied principals perceive themselves as Effective or Very Effective.
- 61.5% of Very Dissatisfied principals perceive themselves as Ineffective or Very Ineffective.

- 77.2% of principals feel their satisfaction with ART Affects or Greatly Affects their perceived effectiveness as principals.
- 83% of Satisfied and Very Satisfied principals felt that decreasing ART (to the point they would be Dissatisfied or Very Dissatisfied) would negatively impact their effectiveness.
- 85% of Dissatisfied and Very Dissatisfied principals felt that increasing their ART (to the point where they would be Satisfied or Very Satisfied) would make them more effective.

The surveyed principals were also asked questions that pertained to their level of education and plan to improve it. Of the 73 principals surveyed, 21 have their Baccalaureate, 18 have a Baccalaureate +15 credits, 18 have a Master's degree, 15 have a Masters +15 credits, and one has a Doctorate. When asked how important continuing education was to them, 50 principals responded with very important, 22 stated important, and one principal said not important.

The WELSSA Handbook (2010) agrees with the 50 principals that listed continuing education as Very Important. Standard 9 of the WELSSA Handbook refers specifically to the administrator. Three of the 51 sub-standards in Standard 9 reference the principal taking continuing education classes (i.e., 9.18, 9.26, and 9.27). Sub-standard 9.27 states, "The administrator who has served in that role for four or more years has earned a Masters' Degree in education or is working towards such a degree." This is an asterisk sub-standard, which means that it is required for a school to be granted full or exemplary accreditation status.

Continuing education is vitally important, but it is not free. Without financial support, many principals will not be able to receive the continuing education classes that are needed to equip them to be effective leaders and strengthen schools. Schmill suggests financial support for continuing education is an important factor in principal satisfaction. When the Board of Education supports the principal's desire for continuing education, both with encouragement and financial support, the principal will feel supported. The number of principals receiving financial support for continuing education dropped from 92% to 86% in seven years (Schmill, 2009).

3. What are the perceived strengths and weaknesses of WELS principals?

To get a better understanding of the effectiveness of WELS principals, the survey asked pastors, teachers, staff ministers, other staff members, parents, and students to rank their principal on a variety of effective principal traits. They were asked to use a 1 to 5 Likert scale; one being weak and five being very strong. The results were tabulated and displayed in a figure showing how many people selected each number for each trait and the average for each trait.

Ninty-three pastors, teachers, and staff ministers participated in the survey. All 12 districts were represented in the survey results [i.e., Arizona-California (12), Dakota-Montana (3), Michigan (6), Minnesota (2), Nebraska (4), North Atlantic (1), Northern WI (18), Pacific Northwest (4), South Atlantic (2), South Central (2), Southeastern WI (21), and Western WI (3)]. Survey participants were asked to assess their principal on the following traits: student of God's Word, dedicated, cares about the students, values continuing education, friendly, supportive, Christian humility, good communicator, delegates tasks to staff members, good listener, oversight of staff, and accountability.

Overall, WELS principals scored very high (see Figure 19). All the results averaged 3's or 4's. The highest scoring trait was dedication (4.49 average). Sixty-four of the 93 survey participants (68.8%) gave their principal a five for this trait. It is not a surprise that dedication was the highest scoring trait. The public ministry is not about the individual, it is about Jesus and serving his little lambs. WELS principals, as a general rule, understand this and joyfully put in many long hours to serve Jesus at the school he has called them to serve.

The lowest scoring traits were those that have direct contact with other colleagues. Good communicator (3.46 average) and delegates tasks to staff members (3.33 average) were the bottom two. Colleagues want to be involved in the ministry too. The principal has the important responsibility to share current and pertinent information, in a timely manner, and allow colleagues to help him with daily, monthly, and yearly tasks and responsibilities.

Called Workers' and Staff's Assessment of Their Principals' Traits

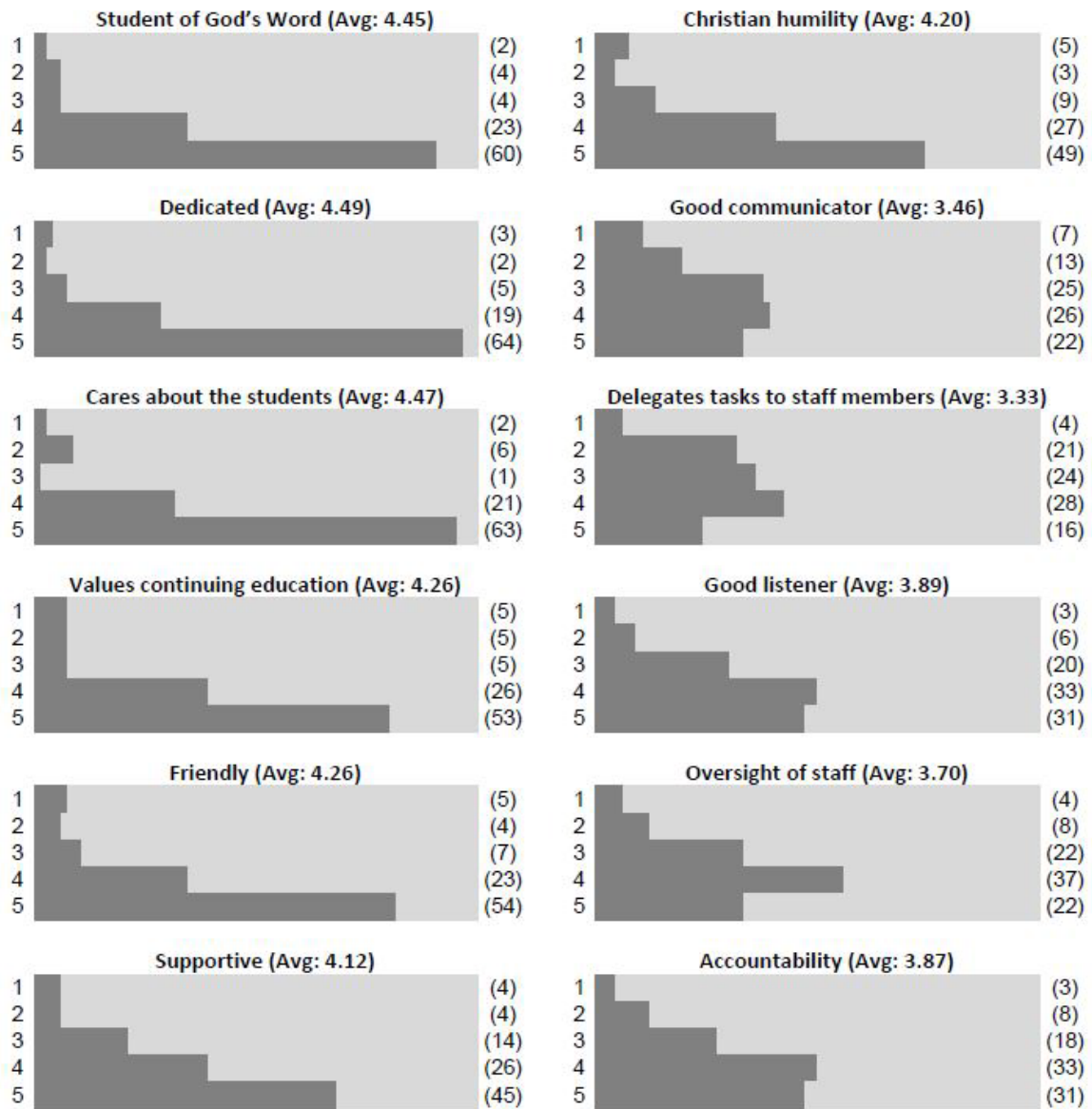


Figure 19

Ninety-one parents, from six different states, [i.e., Arizona (10), Michigan (7), Minnesota (11), Oklahoma (2), South Dakota (4), and Wisconsin (57)] participated in the survey. They were asked to assess their principal on the following traits: student of God's Word, dedicated, cares about the students, friendly, supportive, Christian humility, good communicator, and takes time to talk with parents. As with the called workers' and staff

members' surveys, the parents' assessment of their principal's traits scored high. All the averages were in the four range (see Figure 20).

The highest scoring trait was a tie between student of God's Word and cares about the students (both with a 4.69 average). These are two wonderful traits for WELS principals to be effective. The high averages show principals understand the ministry is about serving Jesus and his little lambs.

The lowest scoring trait was good communicator (4.03 average). Good communicator was second to last in the called workers' and other staff members' surveys. This indicates that timely communication is also important to parents.

Parents' Assessment of Their Principals' Traits

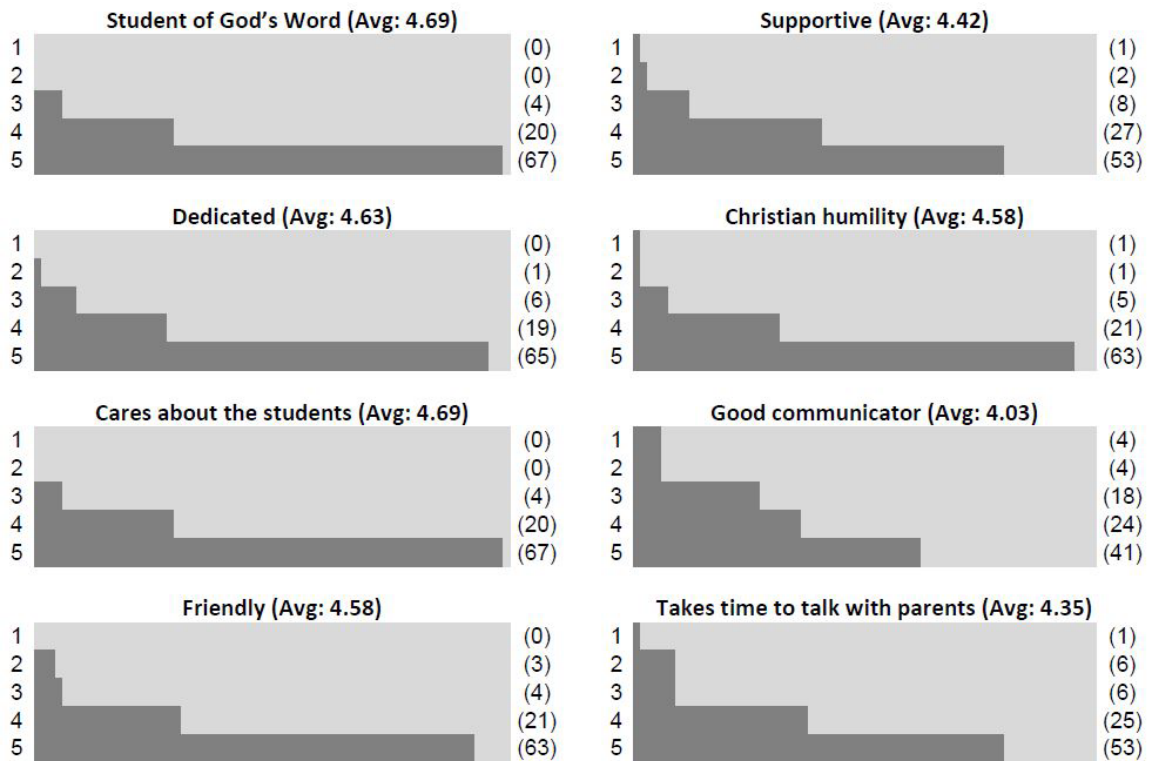


Figure 20

The quantitative data of several traits (i.e., being supportive, good communicator, cares about students, and takes time to talk with parents) was also tabulated in several

pivot tables. The resulting figures show that the level of a principal being supportive, a good communicator, caring about students, and taking time to talk with parents decreases as school enrollment increases (see Figures 21-24). The scores of large school principals are not poor by any means (most received a 4 instead of a 5), however, these figures may cause all principals—especially principals of larger schools—to reassess the method and amount they practice these key effective principal traits.

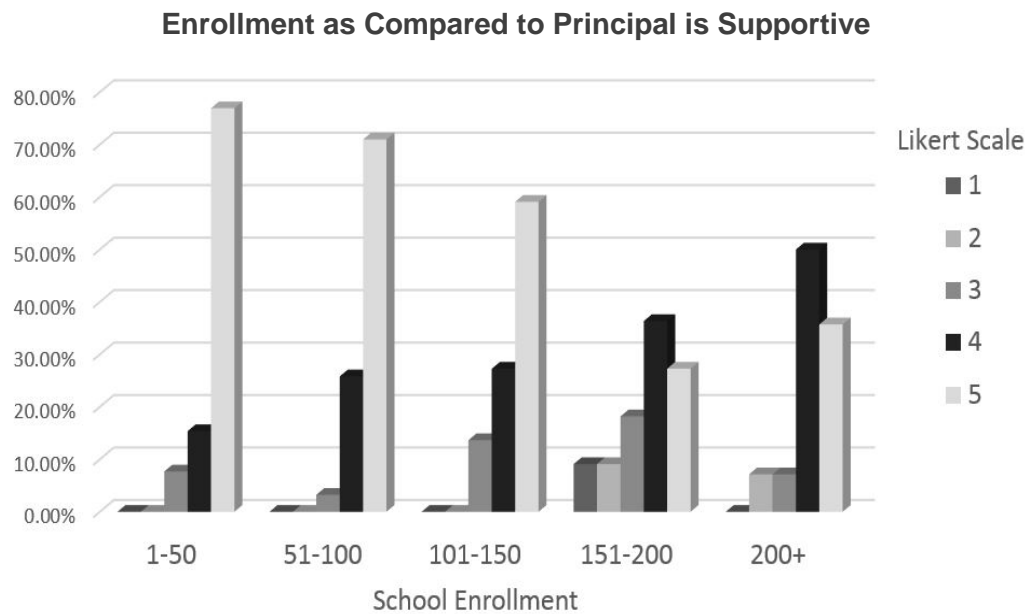


Figure 21

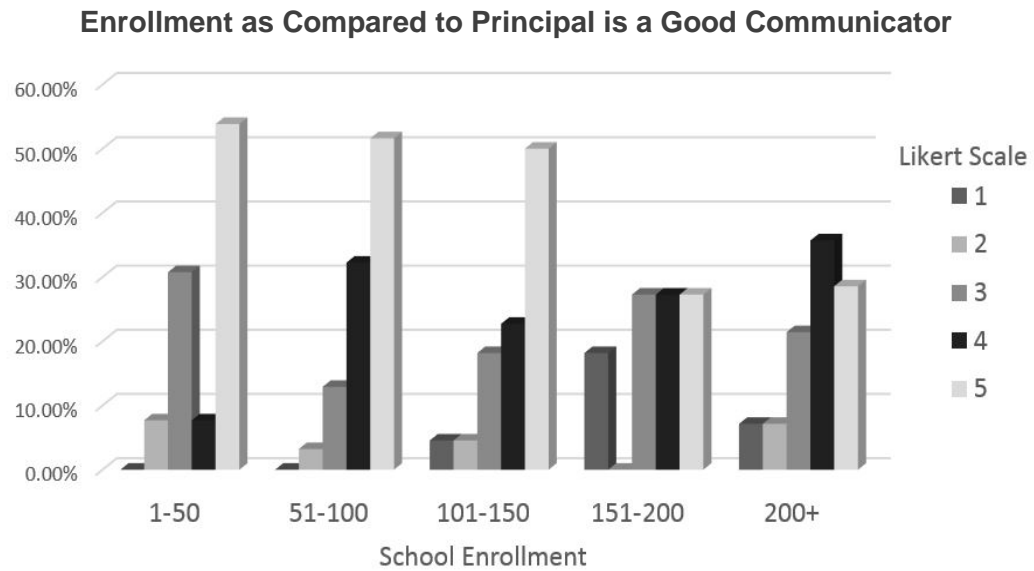


Figure 22

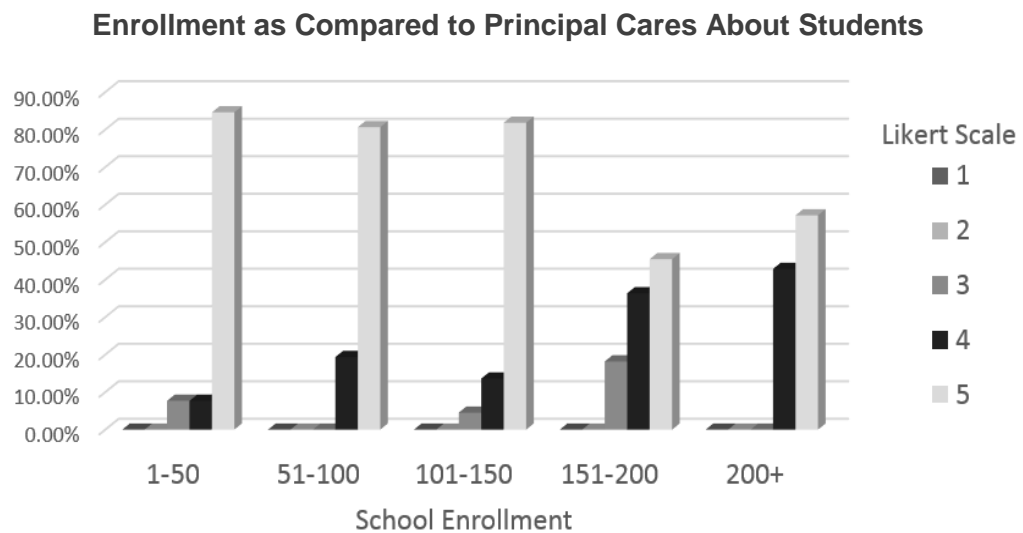
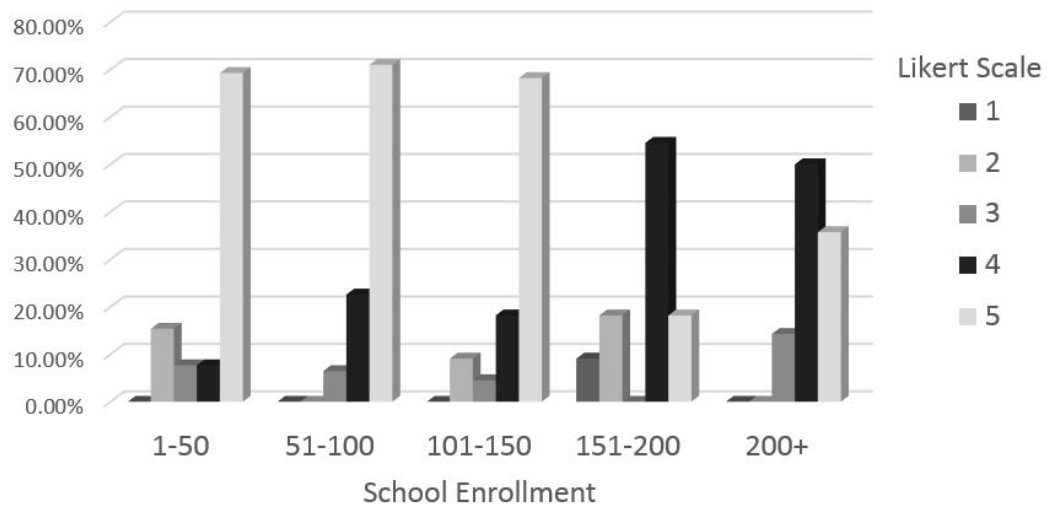
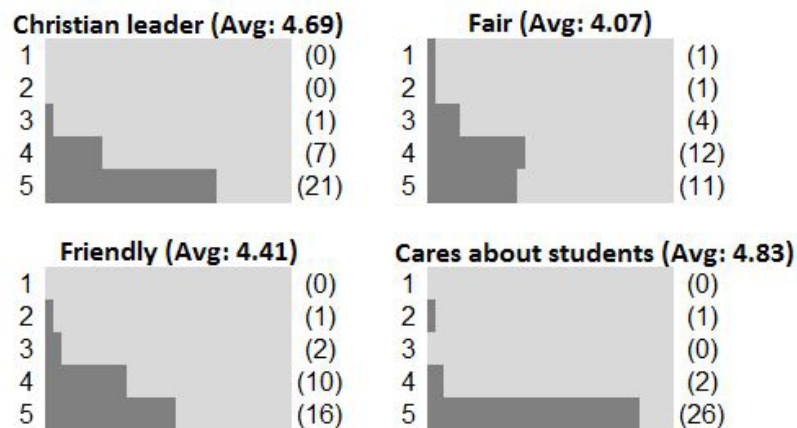


Figure 23

Enrollment as Compared to Principal Takes Time to Talk With Parents**Figure 24**

Twenty-nine students from three different states [i.e., Arizona (25), Washington (1), and Wisconsin (3)] assessed their principal on the following traits: Christian leader, friendly, fair, and cares about students.

The students scored their principal the highest in cares about students (4.83 average) and being a Christian leader (4.69 average). The lowest ranking trait was being fair (4.07 average) (see Figure 25).

Students' Assessment of Their Principals' Traits**Figure 25**

Summary

God has richly blessed all of us; WELS principals are no exception. Proof of God's blessings are the many traits that make WELS principals effective. It is not possible to create an "effective principal checklist." Each principal is unique and has been blessed with gifts from his Creator. Lord-willing, each principal can find traits in this study which will improve his effectiveness and overall school ministry.

Past research and newly collected data show the great need to increase the amount of Administrative Release Time (ART) for principals, especially principals that are early in their ministry. Increased ART will help principals accomplish all the administrative tasks they are responsible for.

Then, having worked on their task-oriented skills in their office, they will have the time and desire to work on their relationship-oriented traits before, during, and after school (i.e., supportive, good communicator, cares about students, and takes time to talk with parents). Whether it is perception or reality, the parent survey showed a need for principals to improve these skills, especially in larger schools.

Continuing education is another way to develop traits of principal effectiveness. Continuing education will not only help principals improve their current effective traits, but will also help them improve traits that may currently be considered weaknesses. Continuing education will strengthen the principal's ministry and the school, as a whole, will significantly benefit.

Chapter V: Summary, Conclusions, and Recommendations

Introduction

In this research study, the essential position of the principal was studied—specifically his effectiveness. Principal effectiveness is a significant topic of study because it has an effect on so many aspects of a school. Not only does a principal's effectiveness influence how many administrative tasks he will accomplish while working in his office; it will also affect the school's curriculum and the principal's relationship with the teachers, staff, parents, and students. Effective principals positively affect the entire ministry of the school.

Summary of the Results

There are numerous traits that make principals effective. It is not possible, nor the goal of this research study to create an "effective principal checklist." Each principal is unique and has been blessed with gifts from his Creator. Principals can study the traits found in this study, select some they can work on, and implement them into their principalship. Lord-willing, this will improve their effectiveness as a principal and have a positive influence on the school.

The survey gathered important data on what principals, pastors, teachers, staff ministers, staff members, parents, and students think about what makes a principal most effective. Many important effective traits were identified. Relationship-oriented traits were ranked highly by teachers, parents, and students. These groups value a relationship with their principal, want him to communicate with them, and desire him to care about the students of the school. Principals should continue to make a conscious effort to

communicate regularly with students, parents, and school supporters. This is especially true for principals in larger schools.

Past research and newly collected data show the great need to increase the amount of Administrative Release Time (ART) for principals, especially principals that are early in their ministry. Increased ART will help principals accomplish all the administrative tasks that are their responsibility. Then, having worked on their task-oriented skills in their office, they will have the time and desire to work on their relationship-oriented traits before, during, and after school (i.e., supportive, good communicator, cares about students, and takes time to talk with parents). Whether it is perception or reality, the parents' survey showed a need for principals to improve these relationship-oriented traits—especially in larger schools.

Conclusions

Survey results and educational research were used to answer the following research questions:

1. What traits of effectiveness do WELS principals demonstrate?
2. What traits do full-time WELS principals and teaching WELS principals demonstrate?
3. What are the perceived strengths and weaknesses of WELS principals?

Called workers, staff members, parents, and students were asked to write what their principal does that makes him effective and what he could do to improve his effectiveness. The qualitative data were coded into 11 different traits: spiritual leader, communicator, educator, envisioner, facilitator, change master, culture builder, activator, producer, character builder, and contributor. Relationship-oriented traits, like

communicator, were scored high by called workers, staff members, and parents. These groups value a quality relationship with their principal and want him to continue communicating with them.

One of the main purposes of surveying WELS principals was to find out if there is a difference in effective traits between teaching and full-time principals. The perception of some WELS members has been that a full-time principal has more time, but does that make him more effective than a teaching principal? Research did not indicate a difference in traits; however, past research and newly collected data show principals are more effective when they are given time to complete their administrative responsibilities. A proper amount of Administrative Release Time (ART) not only gives a principal time to reply to emails, revise handbooks, complete Synod forms, observe in classrooms, and all the other administrative tasks, but it also gives him time to build a strong rapport with parents and students, research and study new teaching strategies to improve the curriculum, and plan ways to improve the school in the future.

To get a better understanding of the effectiveness of WELS principals; pastors, teachers, staff ministers, other staff members, parents, and students were asked to rank their principal on a variety of effective principal traits. They were asked to use a 1 to 5 Likert scale; one being weak and five being very strong. The results were tabulated and displayed in a figure showing how many people selected each number for each trait and the average for each trait. The called workers' and staffs' highest ranking trait was dedication (4.49 average); their lowest scoring traits were good communicator (3.46 average) and delegates tasks to staff members (3.33 average). The parents' highest scoring trait was a tie between student of God's Word and cares about the students (both

with a 4.69 average); their lowest scoring trait was good communicator (4.03 average).

The students' highest scoring traits were cares about students (4.83 average) and being a Christian leader (4.69 average); their lowest ranking trait was being fair (4.07 average).

Parents' survey data were also tabulated in a few pivot tables to compare essential relationship-oriented traits to school enrollment. The results identified the level of a principal being supportive, a good communicator, caring about students, and taking time to talk with parents decreases as school enrollment increases (see Figures 21-24).

Whether it is perception or reality, the parents' survey showed a need for principals to improve these skills—especially in larger schools.

Recommendations

The following recommendations are proposed to improve principal effectiveness in WELS schools: (1) provide principals' adequate ART, (2) make a conscious effort to improve relationship-oriented traits, and (3) expand the base of knowledge through continuing education. A correlated future study is also recommended.

Provide Principals' Adequate ART

Principals must be given an adequate amount of Administrative Release Time to be effective. The position has too many expectations and requirements to be done well by a person that also teaches full-time. If a congregation expects their principal to teach full-time and be an effective principal (i.e., build relationships, observe in classrooms, expand the curriculum, improve technology, maintain the budget, increase enrollment, complete paperwork, and many other responsibilities), he is being setup for failure.

This is especially true for principals with only a few years of experience. A conscious effort has been made by the WELS Conference of Presidents in recent years to

avoid assigning Martin Luther College (MLC) graduates to serve as principals. Also, the mentoring program is very beneficial in helping these young men learn how to find a balance between their classroom and principalship. That being said, the survey results showed 13 principals, with less than 10 years of experience, having 0-5 hours of ART. These are the principals that we should be most concerned about burning out and leaving the ministry.

Surveyed principals were asked to select the biggest obstacles to increasing ART. The two most often selected obstacles were lack of funds (34%) and lack of personnel (26%) both of which have a budgetary impact. Increasing the budget to provide a half-time administrative aide for a principal may be a challenge for some schools. According to Dr. John Meyer, Director of Graduate Studies and Continuing Education at Martin Luther College in New Ulm, Minnesota, one solution is to charge an additional \$200 fee per student. This fee would be reserved for the purpose of calling a part-time teacher to give the principal ART. Initially, parents may be taken aback by the additional fee; however, it breaks down to only \$20 a month. This is a minimal monthly contribution that will have long term benefits. A school with 75 students would have an extra \$15,000. A school with 100 students would have an extra \$20,000. This extra money would be a sufficient amount to pay a part-time teacher to serve as an administrative aide for the principal to teach for him, so he can work on administrative tasks. The benefit of an additional half-time position will be worth much more than \$15,000-\$20,000. Increased ART will provide time for the principal to increase and improve communication, carry out long-range planning, develop the curriculum, and provide time for instructional

supervision. It is a long-term investment in the improvement and strengthening of the school.

Make a Conscious Effort to Improve Relationship-Oriented Traits

Survey data clearly showed relationship-oriented traits of the principal are important to called workers, staff members, parents, and students. Yes, principals have tasks they must accomplish while sitting in their office; however, education is a people business. It is imperative that principals are talking with and encouraging the people they serve. This is another reason an adequate amount of ART is crucial; it not only provides time to complete administrative tasks, but also to provide time for principals to practice their relationship-oriented traits. This is a larger task for principals of larger schools who have more people to communicate with.

Expand the Base of Knowledge through Continuing Education

It is crucial that principals expand their base of knowledge through continuing education. Education is always evolving. Some new teaching strategies and theories are great, while others actually do a disservice to students' learning. The only way a principal will know the difference—between the good and the bad—is through continuing education. Fifty of the surveyed principals agree that continuing education is Very Important. WELSSA (2010) also states the importance of continuing education by requiring principals to have a Master's Degree or be working towards one.

It seems the biggest obstacle to principals continuing their education is paying for it. While some principals pay for their own continuing education, this is not ideal, nor should it be expected. The congregation and school are receiving a direct benefit from their principal continuing his education. Financial support of this education is one way to

recognize and show appreciation for their principal's new knowledge, better organization, and improved effectiveness.

Some schools may hesitate to pay for a principal's advanced degree because they are concerned he will take a Call to another school soon after the degree is completed, and they will receive little benefit for their investment. This is a legitimate concern, but there is a solution that will financially support the principal and protect the school's investment. Upon acceptance into an advanced degree program, the principal uses a student loan to pay for his classes. When the degree is completed, the school pays the principal monthly installments to pay off the student loan. The monthly installments will continue until the student loan is paid in full or the principal accepts a Call to serve at another school—whichever comes first. The principal understands he assumes the remaining balance of the student loan when he accepts a Call to serve at another school; a simple solution that benefits both the principal and the school he serves.

Recommended Future Research Study

In Chapter 4, the WELS accreditation agency (WELSSA) was referred to as evidence of the importance of continuing education for principals. Many WELS schools have or are working towards completing the school accreditation process. Accreditation helps the school identify which areas need improvement so that it better serves God, the congregation, and the community. It also provides quality assurance to the congregation and the community based on nationally recognized standards of excellence (WELSSA Handbook, 2010). The WELS accrediting agency is WELSSA (Wisconsin Evangelical Lutheran Synod School Accreditation). Being accredited through WELSSA brings with it

the additional credibility of accreditation through the National Council for Private Schools Accreditation (NCPSA).

Every WELS school should undertake the school accreditation process. While it is a time-consuming, arduous task; the joint effort of the congregation, school families, Board of Education, and staff will result in a school that is better organized and has goals set for long-term improvement and growth.

School accreditation strengthens the school as a whole; however, this study did not research if the process also helps improve principal effectiveness. A possible future research study might consider the connection between principal effectiveness and school accreditation.

In Conclusion

This research study has extensively studied the crucial role principals play in WELS schools. God has given each principal gifts and talents to put into practice to improve the school in which they serve. There are things a principal can do to improve his effectiveness and improve the ministry of the school, so more students can know and be reminded of their Savior's love for them.

Ultimately, our hope and trust is in our God who has promised his Word is always effective, even when we are not. We hold onto God's faithful promises in his inerrant Word. "So is my word that goes out from my mouth: It will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it" (Isaiah 55:11, NIV 1984).

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Appendices

Appendix A: Survey Home Screen

WELS Principal Effectiveness Survey

[Edit this form](#)

Thank you for taking my survey. Your opinion is very important to me as I gather information and data to answer my research questions:

1. What traits of effectiveness do WELS principals demonstrate?
2. What traits do full-time WELS principals and teaching WELS principals demonstrate?
3. What are the perceived strengths and weaknesses of WELS principals?

*** Required**

Which of the following best describes you? If you are a pastor, teacher, staff minister, or work at the school and also are a parent, please select the pastor, teacher, staff minister, teachers' aide, or office personnel option (Option 2). Principals, please select the principal option (Option 1), even if you also serve as a teacher and/or are a parent. *


☐ WELS grade school or high school principal (full-time or teaching)

☐ WELS pastor, teacher, staff minister, teachers' aide, or office personnel

☐ Parent of a student attending a WELS grade school or high school

☐ Student attending a WELS grade school or high school

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Appendix B: Principals' Survey Questions

WELS Principal Effectiveness Survey		Edit this form
* Required		
WELS Principals		
1. Are you currently serving as a teacher in addition to serving as a principal? *		
<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	
2. Are you serving as a grade school or high school principal? *		
<input type="checkbox"/>	Grade school	
<input type="checkbox"/>	High school	
3. How many classes/periods do you teach on an average day? *		
<input type="checkbox"/>	0	
<input type="checkbox"/>	1-2	
<input type="checkbox"/>	3-4	
<input type="checkbox"/>	5-6	
<input type="checkbox"/>	Full-Time	
4. About how many hours a week do you spend on administrative tasks? *		
<input type="checkbox"/>	0-5	
<input type="checkbox"/>	6-10	
<input type="checkbox"/>	11-15	
<input type="checkbox"/>	16-20	
<input type="checkbox"/>	20+	
5. How many hours is your school week? *		
<input type="text"/>		
6. How many hours a week of administrative release time (ART) do you receive a week? *		
<input type="checkbox"/>	0-5	
<input type="checkbox"/>	6-10	
<input type="checkbox"/>	11-15	
<input type="checkbox"/>	16-20	
<input type="checkbox"/>	20+	
7. How satisfied are you with the amount of administrative release time you receive at this time? *		
<input type="checkbox"/>	Very satisfied	

- ☐ Satisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

8. What are the biggest obstacles to increasing your administrative time? (check all that apply) *

- ☐ Lack of awareness
- ☐ Lack of personnel
- ☐ Resistance from key leaders
- ☐ Lack of perceived need
- ☐ Lack of funds
- ☐ I don't need my administrative release time increased
- ☐ Other (please specify below)

9. How important is continuing education to you? *

- ☐ Very important
- ☐ Important
- ☐ Not important

10. What is the majority opinion of your staff concerning continuing education? *

- ☐ Very important
- ☐ Important
- ☐ Indifferent
- ☐ Not important

11. How many years have you been in the ministry? *

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-30
- ☐ 30+

12. How many years have you served as a principal? *

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-30
- ☐ 30+

13. What is your level of education? *

- ☐ Baccalaureate
- ☐ Baccalaureate +15 credits
- ☐ Masters
- ☐ Masters + 15 credits
- ☐ Doctorate

14. How many years have you been at your current congregation? *

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 15+

15. In what type of area is your school? *

- ☐ Rural
- ☐ Suburban
- ☐ Urban

16. In which WELS district do you serve? * **17. What is the enrollment of your school? ***

- ☐ 1-50
- ☐ 51-100
- ☐ 101-150
- ☐ 150-200
- ☐ 200+

18. What is the FTE (Full Time Equivalence) of teachers on your staff? (Please include yourself in the total). *

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Appendix C: Other Called Workers' and Staff Members' Survey Questions

WELS Principal Effectiveness Survey		Edit this form
* Required		
WELS Pastors, Teachers, Staff Ministers, Teachers' Aides, or Office Personnel		
1. List 2-5 things your principal does that make him effective. *		
<div></div>		
2. List 2-5 things your principal could do to improve his effectiveness. *		
<div></div>		
3. According to Synod recommendations, a principal should receive 1 hour per week for every 7.5 students in the school. In other words, 75 students = 10 hours, 100 students = 13.3 hours, 125 students = 16.6 hours, and 150 students = 20 hours. Where does your principal's amount of administrative release time compare to the Synod's recommendation? *		
<input type="checkbox"/> Above average		
<input type="checkbox"/> Average		
<input type="checkbox"/> Below average		
4. Does your principal make good use of his administrative release time? *		
<input type="checkbox"/> Very good use		
<input type="checkbox"/> Good use		
<input type="checkbox"/> OK use		
<input type="checkbox"/> Poor use		
<input type="checkbox"/> Very poor use		
<input type="checkbox"/> Not sure		
5. Please rate your principal in the following areas, 1 being weak and 5 being very strong: *		

	1	2	3	4	5
Student of God's Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cares about the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values continuing education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christian humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good communicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegates tasks to staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversight of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How many years have you been in the ministry or working at the school? *

- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-30
- ☐ 30+

7. Are you currently serving as a pastor, teacher, staff minister, teachers' aide, or office personnel? *

- ☐ Pastor
- ☐ Teacher
- ☐ Staff minister
- ☐ Teachers' aide
- ☐ Office personnel

8. What is your level of education? *

- ☐ Associate
- ☐ Baccalaureate

- ☐ Baccalaureate +15 credits
- ☐ Masters
- ☐ Masters + 15 credits
- ☐ Doctorate
- ☐ Other (please specify)

9. How many years have you been at your current congregation? *

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 15+

10. In what type of area is your school? *

- ☐ Rural
- ☐ Suburban
- ☐ Urban

11. In which WELS district do you serve? *

12. What is the enrollment of your school? *

- ☐ 1-50
- ☐ 51-100
- ☐ 101-150
- ☐ 200+

13. What is the FTE (Full Time Equivalence) of called teachers on your staff? (Please include the principal in your total). *

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Appendix D: Parents' Survey Questions

WELS Principal Effectiveness Survey

[Edit this form](#)

* Required

Parent of a student attending a WELS school

Parents, please answer the following questions about your child's principal. Your answers will help me assess strengths and weaknesses of this very important school position. Both parents may take the survey. Each survey will take about five minutes to complete.

If you have a child in grades 3-12, please ask them to select the student option and answer the questions about their principal. Younger students can be helped with the survey (e.g. reading of the questions, clicking and typing responses), but I'd like the thoughts and responses to come from the student.

Thank you for your help.

1. Rate your child's principal in the following areas, 1 being weak and 5 being very strong: *

	1	2	3	4	5
Student of God's Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cares about the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christian humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good communicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes time to talk with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. List 2-5 things your child's principal does that make him effective. *

3. List 2-5 things your child's principal could do to improve his effectiveness. *



4. What is the enrollment of your child's school? *

- ☐ 1-50
- ☐ 51-100
- ☐ 101-150
- ☐ 151-200
- ☐ 200+

5. In what state is your child's school? *



6. How many of your children have graduated from your school? *



7. How many of your children currently attend the school? *



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Appendix E: Students' Survey Questions

WELS Principal Effectiveness Survey						Edit this form																														
<p>* Required</p> <p>Student attending a WELS school</p> <p>1. Is your principal also your teacher? *</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>2. Rate your principal in the following areas, 1 being weak and 5 being very strong: *</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Christian leader</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left;">Friendly</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left;">Fair</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left;">Cares about students</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>3. List 2-3 things your principal does that make him a good principal. *</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>4. List 2-3 things your principal could do that would improve your education or make the school better. *</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>5. Select which range your grade falls into. *</p> <p><input type="checkbox"/> 3-5</p> <p><input type="checkbox"/> 6-8</p>								1	2	3	4	5	Christian leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cares about students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5																															
Christian leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															
Friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															
Cares about students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																															

☐ 9-10

☐ 11-12

6. How many years have you attended your current school? *

7. In what state is your school? *

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Appendix F: Student Participation Email Request

Dear parents and guardians,

My name is Chris Hintz. I am the principal and 7th-8th grades teacher at Emmaus Lutheran School in Phoenix, AZ. I'm currently working on a master's degree in educational leadership through Martin Luther College. I'm nearing the end and have begun to work on my culminating activity, a thesis on principal effectiveness.

As a means to gather opinions for my research, I'm conducting surveys that are being distributed to principals, pastors, teachers, staff ministers, parents, and students across the country. The individual opinions of these groups are very important to me and crucial to the success of my study. You have received this email because I would like you and your grade school and/or high school aged child(ren) to take my survey. Both parents may take the survey. If you have more than one child, please ask each of them to take the survey. There are links at the bottom of this email to the two surveys; each survey will take about five minutes to complete. Younger students can be helped with the survey (e.g. reading of the questions, clicking and typing responses), but I'd like the thoughts and responses to come from the student.

Any information I gather about you or your child(ren) during my research will remain completely anonymous.

Please click [here](#) or copy and paste the link below into your browser to participate in the survey. The survey will take 5-10 minutes to complete. Please complete the survey by **Saturday, June 1**. Any information gathered about you during my research will remain completely anonymous. Thanks for your help.

Full link:

https://docs.google.com/forms/d/1lhOlh56NDPT6PxADnAJz_VVIQdeIdQdbSNJhFi-XIu0/viewform

Thank you for your help,

Chris Hintz

Appendix G: Called Workers' and Staff Members' Qualitative Data

Code #	Category	# of Comments	% of Total Comments
1	Spiritual Leader	30	10.91%
2	Communicator	31	11.27%
3	Educator	13	4.73%
4	Envisioner	11	4.00%
5	Facilitator	70	25.45%
6	Change Master	7	2.55%
7	Culture Builder	24	8.73%
8	Activator	49	17.82%
9	Producer	17	6.18%
10	Character Builder	15	5.45%
11	Contributor	8	2.91%
Totals		275	100.00%

Code # List 2-5 things your principal does that make him effective.

1	Maintains a strong spiritual focus.
1	He is strong in his faith.
1	His Christian love is shown abundantly with the students and families.
1	He lives his faith daily.
1	He shares the Gospel message in a daily devotion with us.
1	Leads in God's Word.
1	Speaks the gospel.
1	Starts every meeting (including meeting with all the teachers each morning before school starts) with a devotion and speaks about spiritual things as a matter of course in our meetings.
1	Focus on God's Word.
1	He has a strong faith.
1	Always trying to do things Scripturally.
1	Spiritual focus and concern on entire ministry of congregation
1	He does everything in the light and guidance of God's Word.
1	He listens to me.
1	He communicates with me.
1	He leads us in devotions every morning.
1	He takes time out for us to talk or just to listen.
1	He listens well.
1	He is a good Christian example in the congregation.
1	Leads our children in Chapel at least once a month.
1	Leads faculty in morning devotion.
1	Faculty devotions
1	Transparent in regard to what is going on - within legal limits, if any
1	Leads in devotions and demonstrates need for continual spiritual growth
1	Leads devotions

1	He gladly attends to the Word of God and models high regard for the Word.
1	Love for his Savior
1	Remains very evangelical at all times.
1	Keeps the ministry of the school Christ centered and the Word of God central in all aspects of the school
1	Personal study of the Word of God so that he is thoroughly equipped to handle issues with faculty, parents, and students
2	He knows the names of all the students enrolled, as well as parents and siblings.
2	He greets children by name each morning.
2	Shows leadership, while listening to opinions of others.
2	He sends emails informing faculty of meetings and anything we would need to know ahead of time.
2	Serves as the communication hub of our school.
2	Good communicator to parents.
2	He is in constant communication with parents
2	He has school information available on the web
2	Communicates to faculty
2	Communicates to parents
2	Communication
2	Communicates regularly and efficiently with staff and families.
2	Gives the faculty a heads up on important dates and issues being discussed at Board meetings
2	Observes classrooms
2	He has good communication skills.
2	Share updates
2	Delegates work to the staff
2	weekly faculty meetings
2	Constant communication via email.
2	Conducts monthly faculty meeting.
2	After devotion, he announces the events of the day/upcoming week.
2	Looks for and values input from the people involved before making a decision.
2	Classroom visits/supervision of instruction
2	Teaches at least a class to keep him in the classroom
2	Prompt with information faculty needs
2	Teaching in Classroom
2	Listens to concerns
2	He listens to people's concerns
2	Listens
2	He is an effective speaker in front of groups of people.
2	He takes teaching improvement seriously.
3	Very knowledgeable
3	Reviews teacher behavior and helps to create personal goals.
3	Models effective pedagogy.

3	Mentally sharp
3	Develops interactive lessons
3	Teaches
3	He uses knowledge and experience to help him lead our school.
3	Experience
3	Support instruction and management
3	He teaches our physical education program for all grades.
3	Knows about computer programs
3	Well-read
3	Continually learning
4	He has great ideas and opinions but does not make any rash decisions, he makes sure he gets a lot of information.
4	Encourages children and parents to continue education at our prep school
4	Mission focus
4	Keeps the faculty, children and their families focused on our mission.
4	Is a visionary
4	Gives new ideas plenty of thought (doesn't jump the gun)
4	Forward thinking overall
4	He has a desire to do what is best for the school.
4	Provide leadership vision to school
4	Takes care of curriculum planning
4	He is tackling Accreditation for our school
5	He speaks eloquently about the school
5	Is available during the day
5	Easy to get a hold of
5	Demonstrates care to his faculty and students.
5	Very active with the school
5	Cares about students and staff
5	Supports teachers when dealing with difficult students or parents.
5	He is very personable and it is very easy to approach him and talk to him about a variety of topics.
5	Is very available to talk to.
5	He is always available to listen to questions and concerns
5	Calming
5	Caring
5	Good at developing relationships with donors
5	Caring
5	Mentors faculty members, especially younger ones
5	Helps the staff by be friending and supporting us.
5	He is visible for parents, teachers, and students.
5	He always works with the teachers, parents, and students.
5	Gets the opinions of his co-workers.
5	People skills
5	Good people skills; friendly; quick with a smile
5	Always visible

5	Able to work with different personalities
5	Encourages staff when they do well and when they need support.
5	Allows for creativity
5	Allows appropriate freedom in the classroom
5	Greets students and parents at the door
5	Likes working with the children
5	Greets
5	He's always approachable--even when your idea is not great
5	Attends many church and school activities
5	Works with teachers
5	Works with parents
5	Meets with people so teachers don't have to
5	Meets with teachers so we know what is going on
5	He is understanding and works WITH his teachers, parents, and staff.
5	He is visible in the school.
5	He interacts with the students
5	He has genuine care & concern for his co-workers & the children.
5	He is willing to help us out with little jobs as well as big.
5	He takes time to listen to his staff and he is encouraging us to learn more.
5	Willing to listen and give advice on problems that arise
5	Very friendly with current students and family and prospects students and families
5	He has a loving concern for parents, students, and staff.
5	He is very supportive.
5	Advocate for faculty
5	He makes himself available to meet with and talk to
5	Listens to staff and supports them in their decisions
5	Greets children/parents outside the school building daily
5	Stands down with students in the morning before school to help with supervision/talk to parents as they drop off students.
5	Strong relationship to needs of the staff with hands-on evaluation process
5	Especially encouraging and protective of new staff allowing them a chance to grow.
5	Good church relationship with council and others not directly connected to the school
5	Oversees but allows staff to meet the goals set in the manner that they are best qualified to do.
5	Displays a willingness to work alongside others to complete the task.
5	Makes himself available to both staff and parents
5	Cares about the students
5	He is very social and interacts well with people
5	He is direct and wants the same directness towards him
5	Knows families well, always greets them by name.
5	Knows kids well and interacts with them.

5	Supports teachers in their work with students and parents.
5	Interactive with students
5	He greets all the students in the morning when they are arriving at school and comes into each classroom after the bell has rung to say a cheerful, "Good Morning!"
5	He relates easily to others and can easily converse with parents and prospective parents.
5	He takes a genuine concern for the welfare of the children under his care.
5	He is a team player.
5	Is ever-present and involved
5	Is supportive and encouraging
5	Supports the staff
6	Sells the school to prospective families.
6	Encourages the teachers to embrace new things while also honoring time, tested pedagogical styles and activities.
6	Relates well to staff.
6	Is able to deal with conflict without becoming overly stressed out
6	Even tempered
6	He is a calm person who gets his point across through his demeanor and choice of words.
6	Encourages collaboration
7	Holds the teacher to a high standard and encourages them to strive for excellence.
7	Attentive
7	Faithful
7	Holds faculty to curricular standards set for school.
7	Works more than anyone else.
7	He encourages us to take classes to improve in all areas.
7	Works as hard or harder than others
7	Expects all to meet high standards
7	Hard working
7	His love of our high school and our mission is visible and inspiring
7	Always learning and improving
7	Dedicated
7	He encourages further education.
7	He holds us accountable for the call that we hold.
7	Gives us professional growth opportunities during faculty meetings and in-services
7	Buys different books on professional growth and offers them to the staff
7	Encourages personal academic/professional goals
7	Encouraging further education
7	Continuing education for himself and encourages staff toward same
7	Encourages continuing education
7	He pushes the envelope in faculty and with board
7	Holds us accountable

7	Makes sure that the school, its teachers and the students' learning environment is of the highest importance.
7	Desire to make improvements
8	Keeps the school organized, whether it be the weekly reports, school grounds, etc.
8	He has a pleasant disposition
8	Level Headed
8	99.9% cheerful at school with faculty, staff, and children.
8	He is not only leads us but also at the church level.
8	Has printed agendas
8	Keeps meetings to 1 hr. to 1 and a half hours
8	Organizational skills
8	Is organized.
8	Keeps the school day well organized
8	Organized
8	Willing to answer in all situations
8	Organization
8	Is organized
8	Administration paperwork.
8	Pleasant personality
8	Organizes events
8	Doesn't lead by emotion
8	Excellent at organization
8	Leadership no matter the adversity
8	Tracks and plans school financial spending
8	Leads the school, financial, educational, faculty
8	Makes decisions so that we have a way to go
8	He is very organized.
8	He is the "buck stops here" man, so you know that he is capable of and willing to make decisions.
8	He checks in every day for a short exchange of news and daily activities or duties.
8	He is very timely in his work and classes.
8	Tries to be proactive
8	Gets tasks done
8	Establish school procedures
8	Manages the financial realities of the school
8	Very organized
8	Conducts meetings in a time effective/productive fashion
8	He is the 'Go To' for Everything.
8	Takes time off to do principal work
8	Provides strong leadership when it comes to making a final decision.
8	Organized
8	Handles questions/problems in a timely manner
8	Is a leader

8	Takes charge
8	He is an extremely hard working principal
8	Leadership in crisis
8	Troubleshoots problems
8	Conducts faculty meetings
8	Organized/efficient/communicative/punctual
8	Organizes meetings and agendas so that we can make the best use of our time.
8	Is prepared
8	Plans consistently
8	Keeps documentation and notes consistently
9	Works extremely hard.
9	When he sees a problem, he attempts to solve it right away.
9	He makes sure that information gets where it is supposed to go (e.g., from the board of education to the faculty, and vice versa).
9	Gives reasons behind decisions.
9	He is seen as the CEO of sorts at our school. He oversees the execution plan of our school.
9	He is responsible for the third source funding for our school at the time.
9	Assumes prime responsibility for school and faculty
9	Works hard at marketing school in our church and community
9	Encourages and finds funds for professional growth
9	Works to bring in new school families
9	He has a business sense.
9	He has a presence in the community.
9	Keeps us informed about what the board of education discusses
9	Supply school with necessary equipment
9	Updates on Facebook and web-site
9	Promotes school in outside activities
9	Walk the fence between teachers/parents/school boards
10	Is fair and consistent.
10	Sets an example in attitude, dedication, continuing education, and organization.
10	Leads by example
10	Solid Christian role model
10	Not afraid to admit a mistake
10	Good reputation among congregation members
10	Leadership by example
10	Wears school gear with logo
10	Models dedication of a Christian servant
10	He is very punctual.
10	He has a kind heart.
10	Is professional
10	He has a commanding presence that makes people listen to him and respect him.

10	Is prompt and dependable
10	Leads by example.
11	Servant leader
11	Dedicated
11	Servant minded
11	Christian commitment
11	He gives his all in the job.
11	He is a faithful worker.
11	Has a servant's heart that is seen in actions
11	Length of service - been here for many years and able to address issues from experience in this school
12	Has a servant's heart

Code #	Category	# of Comments	% of Total Comments
1	Spiritual Leader	2	1.16%
2	Communicator	39	22.67%
3	Educator	29	16.86%
4	Envisioner	3	1.74%
5	Facilitator	32	18.60%
6	Change Master	1	0.58%
7	Culture Builder	5	2.91%
8	Activator	38	22.09%
9	Producer	9	5.23%
10	Character Builder	4	2.33%
11	Contributor	3	1.74%
12	Other	7	4.07%
Totals		172	100.00%

Code # List 2-5 things your principal could do to improve his effectiveness.

1	Start with God's Word for all policies
1	Become a more spiritually mature individual through study of the Word.
2	Delegating and following up on things.
2	Inform all staff about important events
2	Respond more face to face
2	Delegate more tasks.
2	Communication of what plans are developing, what direction he would like certain items to follow.
2	Delegate more tasks and not take on so much work himself.
2	Delegate some of the items on his plate that he simply doesn't have time for.
2	Provide better descriptions in writing of the various department and organizational positions,
2	Spend more time observing our everyday activities in the classroom
2	Communication
2	Mix and communicate better with congregation members

2	Communication is always difficult when you are at the top.
2	Try not to do everything by himself.
2	Listen to what his staff says.
2	Not teach - he is a good teacher - but should not be expected to teach
2	Listen more to others opinions and thoughts.
2	Delegate more responsibilities
2	To remember, not everyone on staff has the capability to read emails at home, so not to let that be the only means of last minute communication.
2	Share board of education discussions.
2	Messages sometimes not returned in a timely way
2	Delegate more often
2	Communicate a little bit more.
2	Sometimes he could communicate a little better with his staff
2	Communication
2	Work on communication skills, both orally and in written forms.
2	Delegate tasks that are able to be done by others (supply pickup)
2	Communication
2	Communicate different school activities and schedule changes sooner
2	Some things related to teachers go to the School Board, discussed, and passed before even talking to faculty first.
2	Communication with faculty
2	Communication
2	Be available
2	Provide more feedback to teachers
2	Give words of encouragement more often
2	Be not so business like, share the load,
2	He could improve on his communication between different staff members. Sometimes he doesn't tell all the staff everything they need to know.
2	Not do everything themselves
2	Communication with faculty.
2	Cannot competently communicate w/staff
3	Do more continuing education to be more current in best practices
3	Do more curriculum study. Perhaps more continuing education would be needed to do this effectively.
3	In some way become more familiar with the differences in how a primary classroom works as compared to a middle or upper grade classroom.
3	Be more involved in the classrooms.
3	Visiting the classrooms on a regular basis.
3	Visit and observe each of the classrooms while school is in session.
3	Be more stern at times
3	Possibly be a bit more "forceful" on some issues.
3	Make teachers accountable when they are not following the guidelines.
3	Have more time in the day.
3	Help ALL teachers to find some release time, during the school day, for curriculum mapping.

3	Observe teachers.
3	Be more concerned with meeting the needs of students instead of fitting students into his box of expected teaching
3	Keep current with teaching trends (common core standards)
3	Visit our classrooms at least 2x a year
3	Plan professional development days at least 2x a year
3	Keep school on a regimented curriculum study schedule
3	An assistant so he can administrate yet be involved in teaching
3	Spend more time in the classrooms.
3	We repeat the same information over and over at faculty meetings.
3	Get into classrooms more
3	Learn new computer programs
3	Provide more classroom observations and feedback to teachers to help them improve upon their teaching or compliment them on a job well done.
3	Improve format of electronically generated regular mailings (monthly parent newsletter)
3	Teach less in order to more effectively accomplish principal tasks.
3	Has no leadership qualities, quite, reserved
3	Better equip the board of education to partner together in the ministry of the school so they can support and help him in every way they can and that they have a better grasp on the ministry of the school
3	Guide us in our curricular areas
3	Have more office time to be a principal
4	Focus more in the majors rather than the minors.
4	Adapt new philosophies and encourage them amongst his staff
4	He could stick to his guns regarding the educational quality of our school. My principal began the school year saying that he had "an audacious goal to make us the trendsetting school for education between Milwaukee and Chicago". With that attitude, we were poised to become leaders in education. But then athletics became more important. And financial realities made him afraid. And now my principal is more audacious about pursuing that our called workers "pull their weight" than making us excellent educators. He needs more vision.
5	He could have better people skills, particularly in dealing with other staff.
5	Convey a friendly affect, esp. during pressure times.
5	Get to know the parents of the younger kids.
5	Having more than one personal meeting per year to help him understand our needs as a member of the faculty.
5	HR
5	Take time to be more complimentary to team members
5	Be in the building.
5	Support teachers.
5	Interact with students.
5	Have a pulse on what is happening in the school.
5	Be kind

5	Personable
5	Improve social skills with the teachers.
5	Give criticism carefully, but give it if necessary
5	Meet with teachers 1-on-1 to discuss how things are going more often.
5	He could be more relational.
5	Make sure the all the staff feels appreciated and important.
5	More frequent one on one interaction with teachers
5	Back the teachers more often, rather than sided with parents to smooth things over
5	He could stop viewing our faculty as "units" capable of teaching 6 nameless classes and supervising 2 nameless extra-curricular events, but view us as human beings with different needs, capabilities, and spiritual gifts. Also, he should admit that some classes and some extras require more time than others. My principal once told me that a called worker should be expected to work 80 hours a week if their call requires them to. That's just unhealthy for everybody.
5	Pop in during lunch time to talk/socialize with other classes.
5	Be more of a people person and go out of his way to meet people
5	Visit classrooms regularly
5	Be outgoing
5	Talk to people
5	Be more involved with students
5	Relate to students
5	Communicate better
5	Smile more
5	He could greet and interact with faculty and adults with more warmth.
5	Will not use the experienced staff knowledge to help -- he knows better even though staff has been there 30 plus years and he's only there for 2 years.
5	Staff suggests things -- he takes the credit.
6	Discipline issues.
7	Teach accountability - no expectations of further education or even day to day attention to how teachers are attending to the students
7	Make the "rule" and everyone sticks to it-- not excuses.
7	He could value professional development, even a little bit. I am currently taking masters classes, yet every year since I began my program the level of expectations of what I'm required to do has increased more and more and more. I can't teach well, and learn how to teach better, and manage everything I'm required to all at the same time. When I asked my principal about it, he basically gave me a "tough noogies" response. "That's your call, and you have to do what you're called to do, even if that means you do more every year." I can live with the fact that our school doesn't support continuing education financially, but it's really hard when our principal fails to help make time for it. It would improve his effectiveness if he took a more proactive leadership role in this.
7	Present an accountability for all students to adhere to from the Principal.

7	Not let the smaller things get neglected
8	Organization.
8	Organization
8	Following through on plans
8	Plan farther in advance. There are many items that are "last minute" that occur in our school which make us far too reactive.
8	Be more direct
8	Be more decisive
8	Organization
8	Follow through
8	Get into a regular exercise plan to stay healthy
8	Be more commanding
8	Make decisive decisions
8	Listen and evaluate all views and then make an informed decision
8	More outgoing
8	Be firmer in some suggestions, decisions, etc. when conveying his wishes and requests to faculty, staff, etc.
8	If there is a problem, follow up with it. If the problem continues take further action to ensure the problem is taken care of, and not just pushed under the rug.
8	He could be more assertive!
8	A written schedule of his daily activities would be helpful.
8	He could take charge of difficult situations
8	Promptness with deadlines
8	Organizational skills
8	Be bold
8	Follow through on ideas
8	Get agenda for faculty meeting out sooner.
8	Following through on planned projects
8	Planned and scheduled meetings with teachers to discuss instruction and/or areas of concern
8	Designate/assign teachers specific tasks when necessary
8	Address problems more directly
8	Answer emails in a timely manner
8	He is not as organized as he should be
8	He sometimes backs off when he should be more aggressive with things that need addressing
8	Has to learn time management
8	Better follow-up on prospective students
8	Confront problems more quickly
8	He could improve on his organization skills.
8	He could improve on his ability to get things done in a timely fashion instead of procrastinating.
8	He could share more about himself, his likes and dislikes, etc.
8	Address issues more head on.

8	Not be afraid to step on a few toes now and again.
9	Relate the mission of the school better to congregation.
9	Better orientate new school families
9	Develop a better (more practical) understanding of the church/school relationship.
9	He needs to stay longer after school for availability to staff and parents.
9	Be more aware of a general responsibility for the Christian training and growth of public school students - even though not in his direct care (the school is not a separate entity from the rest of the church that could be of a school age).
9	Be involved with the community
9	Better promotion within congregation for school
9	More of a "presence" at various church functions to show importance of Church AND School.
9	Manage funds better
10	Appearance, dress
10	Maturity
10	Try to stay above the emotion
10	Lead by example
11	Avoid over commitment - as much as possible!
11	Overwhelmed by teaching 3 grades and being principal and secretary
11	Not have so many big items on their to-do list at one time
12	Find more time for recreation away from the office and classroom.
12	Take more time for himself
12	Have a regular day off where he does not go to school or do anything school related. Burn out is a real deal.
12	Take more time for himself
12	Have less in school duties.
12	Have longer summer vacations
12	Take time off.

Appendix H: Parents' Qualitative Data

Code #	Category	# of Comments	% of Total Comments
1	Spiritual Leader	20	9.05%
2	Communicator	33	14.93%
3	Educator	12	5.43%
4	Envisioner	6	2.71%
5	Facilitator	96	43.44%
6	Change Master	7	3.17%
7	Culture Builder	9	4.07%
8	Activator	11	4.98%
9	Producer	3	1.36%
10	Character Builder	9	4.07%
11	Contributor	15	6.79%
Totals		221	100.00%

Code # List 2-5 things your principal does that make him effective.

1	Is supportive of students.
1	Teaches God's word.
1	Visible/available
1	Listens to the students and parents, then reacts, if necessary.
1	Planning and organization
1	Cares about the children and the school
1	Easy to talk to
1	He is a good listener.
1	Knows all the children's names.
1	He has a visible presence at worship services and school functions
1	He truly cares about people.
1	Prays for students
1	Open for discussions.
1	Greets parents and students every day by name.
1	He is very involved with extra-curricular activities
1	Love for his Savior and the gospel
1	Heart of a servant
1	You can tell he cares about each child individually
1	He is a good mediator
1	Weekly communications
2	Understands how to communicate effectively with different personality types
2	Our principal is very open to ideas and suggestions from parents
2	He lets parents know that their help is necessary and very important!
2	Intellectual
2	Helpful
2	Dedicated
2	Takes time with the students.

2	Always involved
2	Looks at technology as a useful tool for education
2	He encourages the children in his care to do their best while gently but firmly pushing them to do better
2	Makes a point to communicate with families
2	Demonstrates Christian love
2	Easy to reach
2	Weekly meetings to cover projects and plans the school has coming up
2	reviews & creates great curricula
2	He is present at activities both in school and extra-curricular making him very available at all times.
2	Very involved at the school and at the church.
2	Great role model of a grown Christian man.
2	Online grades
2	Smiles.
2	He is a devoted Christian and you can see that by the way he conducts himself.
2	He has experience.
2	Remembers students names and families names
2	Seems to really enjoy teaching
2	He has a great sense of humor
2	Organized
2	He's very friendly with the parents, so you feel open to talking to him.
2	Responsive
2	He has listened to the parents when we've had concerns
2	He relates with the students
2	He models what he expects
2	Personal Commitment to Christ
2	He is very patient with the kids, as well as parents
3	Always seeking to improve, asks questions and opinions of patents
3	Encouraging to students.
3	He builds strong relationships with students
3	Makes me feel that he is protecting my child
3	Calls parents with info
3	Organized
3	E-mail communication
3	Tries to make a difference
3	He is a friendly and kind man.
3	Makes a point to talk to families (especially new/visiting) as often as possible.
3	Great team leader
3	He's open to suggestions
4	Very involved
4	Teaches to the individual child
4	Organized well thought out plans of action.

4	Comes in early, stays late
4	He's very easy to talk to and I know that no matter what I tell him its between us and he will do his best to resolve any issues that I might have
4	Cares about the students in the building
5	Easily accessible
5	Truly cares about his students and wants to see them succeed
5	He works well with people who want to volunteer and help
5	Active - he's active with the kids - plays and prays with them
5	Knows me as a parent as well as my child a student. Also is a parent and understands.
5	Friendly
5	Friendly
5	Answers parent emails promptly
5	Is available to talk with parents at any time
5	Friendly
5	Wants the school to grow.
5	Tries to communicate with everyone.
5	Bible Study with the staff.
5	His focus is on molding our children in God's Word and using the Gospel to change behavior
5	Strives to improve the overall well-being of facility and faculty
5	Communicates with parents
5	He is a visible presence
5	Takes time to know the students, understand their needs
5	Makes himself present morning and after school
5	He is visible throughout the school
5	He pops into classrooms in a non-threatening way to see how things are going
5	He has the faculties back
5	Has high expectations for students
5	He is willing to listen and answer questions as needed
5	Listens to the students and takes the time to address any issues on a personal level
5	Connects with kids on personal level
5	Speaks with diplomacy in tough situations
5	Confidential
5	Sends out timely emails & newsletters
5	Keeps teachers & students happy & working well
5	He always follows up answers to questions with God's word.
5	Monthly newsletter
5	In a small town, stays away from gossip.
5	He is very dedicated to his school and students.
5	He is a good listener.
5	Attends most school functions.
5	Organized

5	Deals well with parents
5	Deals well with students
5	Has good interaction with school staff
5	Caring
5	Leads chapel
5	He holds teachers accountable (they need to keep up with curriculum and standards)
5	He is friendly
5	He cares about the students and serves as a good Christian role model.
5	Steady in his communication (Doesn't waver)
5	Is not afraid to approach difficult discussions.
5	He has a very calm manner about him even in distressing situations and he is always available
5	He cares about what people think of the school.
5	Very visible and attends most school functions.
5	He is a devote Christian.
5	Is regularly present in all classrooms.
5	He really cares about the kids and the parents.
5	He is willing to help in any way he can to ensure the experience is beneficial to the parent and child.
5	Uses God's word as his guide.
5	Greets parents and students by name
5	Christian humility
5	Evangelical
5	He is compassionate
5	Kind and wonderful with the kids.
5	Friendly to parents
5	Gets to know students individually
5	He makes sure to communicate the goods things that my children did.
5	Puts in many, many hours!
5	Helped when we had issues with a teacher
5	He's very visible and responsive
5	He is passionate about God's word and his calling
5	Good classroom to home communication
5	Speaks with us as parents whenever possible, not just at conferences, but in passing at school, church, events or in other public settings.
5	He attends extra-curricular events and supports and encourages students
5	He is very supportive
5	He cares about the kids- he always questions how the kids like their teachers, how their doing in the current grades, if we have any concerns or issues.
5	Presents parents and students with additional education information on parent such as love and logic as well as mass school shootings
5	Hard working
5	Willing to listen to concerns
5	Strategizes well for the overall vision of the school

5	Works on improving curriculum and technology
5	Friendly
5	His positive, truthful, devoted attitude toward student achievement
5	His assurance of a Christian and academically excellent school environment combined with his knowledge of changing state standards, new common core goals and incorporating these in a Christian school.
5	Reaches out to students individually
5	Spends one-on-one time with students
5	Reaches out to parents or has scheduled meetings to help understand
5	Actively participates with students in activities
5	He's always accessible to parents at pick-up and drop-off so it's easy to catch a word with him
5	Very informative with emails
5	Takes time to speak individually with parents
5	He's acted on issues that were brought up immediately
5	He knows all the children's names by heart and positively acknowledges them when he sees them in school, church, and/or in public
5	He goes into the classrooms to observe, visit, and read to the students
5	Willing to do research if knowledge is needed for any issue
5	Mid-term progress reports
5	Good communicator!
5	He always makes sure he stays in contact with me
5	He is compassionate
5	He is very in tune with my kids needs
6	He is prepared for his daily classroom work
6	Seems to care about the students
6	Disciplines
6	Caring
6	Willing to meet with parents
6	Very professional
6	He cares about the school's teachers and families and works to make the school a good environment for both
7	FAITHFUL - he lets his faith shine, and therefore shows the kids how to live their lives the same way
7	Sets a good example.
7	Continues to study the word of God and uses on a daily basis with the children.
7	Teaches hands on activities
7	My principal remembers daily who those in his care truly belong to and treats them as redeemed children of God
7	He is always at events
7	Deals with conflicts effectively
7	Knows each child by name and gets to know each family
7	He is a positive role model
8	Continuous professional development for himself and leader for the staff.

8	Is so dedicated
8	Welcomes students and parents outside in any weather
8	Morning devotions with all teachers every morning
8	Daily devotions with his staff each morning before school to prepare them.
8	Willing to work with parent/student on issues that arise.
8	Listens to a kids side of a story
8	He's always upbeat and happy
8	Welcomes students every morning and makes sure students get in safely
8	Effectively runs PTA by keeping meeting on task and communication follow after meetings
8	Attendance and presence at all school events and interacts with students and parents
9	Weekly newsletters
9	Has children of his own, so he knows what parents have to deal with.
9	He encourages the use of technology (teacher websites, Smartboards in all classrooms, iPad introduction
10	Very patient
10	CARES! about the school, students, parents, and most importantly his FAITH
10	Communicates well with parents on students' progress.
10	Engaged with the children.
10	Teaches in addition to principal
10	Prays for school
10	Approachable
10	He sees the good in children and knows how to bring out their individual gifts
10	Very good incorporating God's word into all of his daily duties
11	Often available to talk to
11	Helpful to parents when they need advice.
11	He is willing to hear parents out and tries to make changes where necessary.
11	Dedicated to his students wants all each child to succeed
11	Always there
11	Takes the time to think before responding.
11	Our principal leads by example
11	He cares about the students.
11	Ensures he knows all students and their families.
11	Takes the time to talk and listen to every student every time.
11	Very involved in all school activities.
11	He easily interacts with the students and the students enjoy talking with him
11	He always makes time to see me if I have a question or concern about anything.
11	Involved in many extra-curricular activities.
11	Detail-oriented

Code # Category # of % of Total

		Comments	Comments
1	Spiritual Leader	1	0.88%
2	Communicator	28	24.56%
3	Educator	19	16.67%
4	Envisioner	5	4.39%
5	Facilitator	16	14.04%
6	Change Master	19	16.67%
7	Culture Builder	4	3.51%
8	Activator	12	10.53%
9	Producer	9	7.89%
10	Character Builder	1	0.88%
11	Contributor	0	0.00%
	Totals	114	100.00%

Code # List 2-5 things your principal could do to improve his effectiveness.

1	Display a deeper understanding of God's Word and a commitment to the Lutheran message of Law and Gospel, Word and Sacrament
2	Explain things better
2	Open communication
2	Ask more directly for things we need
2	Explain himself better
2	Be open to new ideas of how students learn as they do not all learn the same way
2	Be open to technology and its uses in the classroom
2	Follow up with families and staff are needed when dealing with problems
2	I don't often feel, as a women, validated in bringing my concerns forward as compared to when my husband does
2	Doesn't communicate problems with struggling students, parents need to initiate first conversation.
2	Communication with children
2	If he makes a mistake, be willing to admit and apologize for those errors in the same manner that the error was made
2	Keep learning different ways to communicate by keeping it on the student level.
2	Respond to emails
2	He could ask for input before making decisions.
2	Communicate behavior issues going on in the children's classroom.
2	Communicate with parents and not just listen to what the teachers are telling him
2	Communicate with parents at a deeper level.
2	He could communicate better.
2	Sometimes he doesn't follow-up on things, but it's never the really important items. I'm sure he is inundated with requests, e-mails, etc.
2	Can do a better job listening to his students and staff
2	Remain objective
2	Gather more parent feedback

2	Communication
2	Remind parents of his preferences of communicating any concerns.
2	Continue to solicit feedback & suggestions for improvement
2	Emails can have a lot of charts/graphs
2	Communicate resolutions and/or action plans to parents that have brought issues forward to him. It is not good to have parents feel that nothing is being done to improve their concerns; the rumor mill at school then often takes hold and issues grow beyond what they should have.
2	Awareness to parents about planned curriculums
3	Utilize people who want to help more
3	Hire a vice principal to lighten the load.
3	Visit other classrooms more frequently
3	See the individuals in his classroom and try to gear teaching to help them also.
3	Being a principal at our school (to many other tasks)
3	Get more help
3	Stop letting other teachers & secretary run the school
3	Become an educational leader in the school rather than just trying to be the spiritual leader.
3	He could demonstrate better leadership skills.
3	He could ensure that teachers are competent and that they provide quality instruction.
3	Delegate some duties.
3	Be more aware of what happens in some teachers' classrooms
3	Keep involvement in the classrooms
3	Observe the other teacher's and help them to be more effective and encourage them to grow their skills and update with the nation is doing academically.
3	To continually remind himself and staff of the individual student's needs due to family, economic, or health concerns that may impact the students' progress.
3	He needs to make sure his staff is learning about other ways to teach and give them ideas on new things to try.
3	He needs to be aware of the grading and the teaching that takes place in the school.
3	He needs to allow the teachers more time to prepare for their classes and provide an effective lesson. The teachers need to differentiate their lessons.
3	Be more proactive in guiding the Technology Director to integrate technology into classroom learning.
4	Very 'old style' would like to see more modern songs and style.
4	Maybe help to modernize image.
4	Not sure how well he sees the big picture for the future of Christian education. He is not a visionary and is very happy keeping things the way they are -- both in the classroom and for how the larger school system operates.

4	I think he is stuck in too traditional ways - he has been there a long time and things have changed or become more progressive in other WELS schools he does not appear to be open to some changes.
4	get more acclimated to our school & culture
5	Come across more approachable
5	More personable
5	Be careful to fairly treat all parents with respect
5	Treat all (parents/students/ faculty) with respect
5	Have obvious available time for parents who want to come ask questions or discuss something. Our teachers are available after school but I often feel I am interrupting something they are working on, or a necessary discussion they are having with another faculty member.
5	Advocate for students a little more, especially those with needs that do not have specialties provided, (i.e., ADD and ADHD students), provide resources for parents of such students.
5	Chat with parents more so that we feel he is more approachable.
5	Don't talk to other teachers about issues with students
5	Develop relationships with parents.
5	He could lose the sanctimonious attitude. It's a false humility.
5	More responsive to female parents.
5	He is in the school but maybe more time in the hallways so other students have the chance to interact with him.
5	A classroom teacher handed out a disciplinary assignment and the principal said the child did not have to do the assignment because the parents of the child talked him out of it. This made the teacher look bad. He needs to trust that the teachers have done the right thing in their discipline.
5	As my children got older they wished the principal would not talk to them like they were much younger.
5	Confidence of principal can come off condescending
5	Be more outgoing to all parents at the school
6	It's not easy handling difficult "personnel" issues
6	I wish he was more confrontational; says what needs to said
6	Little more flexibility with change from the norm.
6	A little stricter with discipline.
6	Did not fully deal with an issue regarding bullying
6	Despite frequent complaints about a teacher's ineffectiveness, the teacher has not changed and continues to teach
6	Recognize potential problems and areas for improvement and work together to develop plans of action.
6	Follow through with issues
6	He could admit there are problems and work to solve them instead of minimizing parental concerns.
6	Be stronger in discipline.
6	A little firmer discipline...not in the classroom, but overall.
6	Isn't great dealing with what to do with kids who are having challenges.

6	Keeping things the same across the board no matter who the family might be, or past issues that might arise.
6	Need to be a mediator at times and not a ruler (situational). Can be judgmental.
6	Not a very strong principal when it comes to discipline and follow-through with regard to the rules of the school
6	Mild-mannered by nature, needs to be strict when he needs to be strict
6	Doesn't care to address interpersonal issues between children
6	Does not address issues with school staff members
6	Our principal can be non-confrontational, so issues aren't always dealt with as quickly as necessary
7	Work towards bully free zone
7	More accountability from teachers
7	He could enforce more rigorous standards.
7	Don't let people get away with things
8	Be more attentive to conflicts that arise and deal more aggressively with them.
8	Be more confident and assertive.
8	Consistency
8	Take some initiative
8	Follow thru on things
8	He could be a little more organized.
8	He could be a stronger leader in guiding the PTO.
8	Have/show he has a backbone when it comes to staff, parents, and students
8	Lacks in preparedness for upcoming school events
8	Could be a little more organized
8	Could take a little more hard lined in his position of authority. I think he is just a little too passive in some situations, and his say should mean more than it does.
8	He needs to be firmer at times - needs to understand that the kid's immaturity does not always allow them to see the right path on their own.
9	Market school better; do more to obtain more students and grow school
9	Be more outgoing in finding grants & funding
9	Reach out to more church parents - encourage them to attend our school
9	Maybe works towards more of a "marketing" attitude about the school in the community, to help with enrollment potentially.
9	Build a youth program.
9	Think outside the box to increase enrollment.
9	Seems quick to expel problem students.
9	Hold parent-teacher conferences twice yearly, instead of only once yearly.
9	More zeal to do outreach for the school, plan more activities for outreach.
10	Be fair and firm

Appendix I: Students' Qualitative Data

Code #	Category	# of Comments	% of Total Comments
1	Spiritual Leader	1	1.72%
2	Communicator	0	0.00%
3	Educator	6	10.34%
4	Envisioner	2	3.45%
5	Facilitator	29	50.00%
6	Change Master	1	1.72%
7	Culture Builder	4	6.90%
8	Activator	10	17.24%
9	Producer	0	0.00%
10	Character Builder	2	3.45%
11	Contributor	3	5.17%
Totals		58	100.00%

Code # List 2-3 things your principal does that make him a good principal.

1	He is a strong believer in Christ.
3	He wants us to ask questions.
3	He wants us to be the leaders of the school.
3	Teaches
3	Smart
3	He cares about how we learn
3	Let's us go on computers
4	He makes things work out for the school
4	He always looks for ways to improve the school, the church, and the students within.
5	He cares about us students.
5	If someone becomes ill in class he asks often asks how they are.
5	He is available to help in an instant if a student needs help.
5	He is loving and caring.
5	Helps students
5	He understands kids and the discipline is very nice and raises my level of respect for him.
5	He cares for the welfare of all the students
5	Helps us when we need help.
5	Doesn't yell THAT much.
5	He understands children that are having a hard time and helps them.
5	He is nice if you are good.
5	Cares about his students.
5	He will cheer students up when they are sad or down
5	He will play with us if we want him to.
5	He has fun and he is a good principal
5	He loves and cares about us and the people around him.

5	He's nice and patient doesn't get angry right away
5	He is very nice and loving and caring
5	Gives us long recess
5	He is REALLY fair when it comes to certain things
5	He is always looking out if one of his students is in trouble or needs help
5	He encourages
5	He also helps when we don't understand
5	He is understanding, he is loving, and he is creative.
5	He helps people
5	He is kind to people
5	He is nice
5	He cares about us
5	I can talk with him
6	He helps solve problems and keeps secrets.
7	He gives us a lot of work..... He must trust us to get it done....
7	Hard working
7	Hard working
7	He helps us achieve our goals.
8	Athletic, helps us with it.
8	He also is very organized with everything.
8	Very organized
8	He's organized
8	Tells the best jokes.
8	He can be strict if someone is being naughty.
8	Funny person
8	He is very funny at times; he makes it fun to come to school
8	He is funny
8	He smiles a lot
10	Patient
10	Gives us his trust
11	Helpful
11	He works as a principal, a teacher, and a basketball coach for the older kids and gets it all done.
11	He acts as a principal and a teacher

Code #	Category	# of Comments	% of Total Comments
1	Spiritual Leader	1	2.94%
2	Communicator	0	0.00%
3	Educator	18	52.94%
4	Envisioner	1	2.94%
5	Facilitator	3	8.82%
6	Change Master	2	5.88%
7	Culture Builder	0	0.00%
8	Activator	3	8.82%
9	Producer	1	2.94%
10	Character Builder	0	0.00%
11	Contributor	0	0.00%
12	Other	5	14.71%
Totals		34	100.00%

List 2-3 things your principal could do that would improve your education or make the school better.

Code #	
1	Have chapel more often
3	We could learn different things or have more classes.
3	Have more PE class
3	More free time to do homework and more reading time.
3	A couple of field trips that are educational (like the science center or the farm).
3	More math time, too many math classes, kind of feel rushed.
3	Not make us do typing club
3	Sometimes gives to much homework
3	More homework
3	More homework
3	Give out more work to the students
3	Having fun things to help students learn
3	He could make some more changes to the subjects
3	He should encourage more study time and less homework
3	More PE
3	Give us harder stuff and more free time to work
3	He could let us have more study halls and less homework so we can read more
3	Less homework
3	Less homework
4	Add to the school a gym
5	Not be so stressed out all the time, and get angry over the littlest things.
5	Interact more
5	If a student wants to have a study hall after school let them so you can explain things more to them.
6	Being able to play with more stuff in daycare
6	Make the teachers have us use the computers more for homework

8	Wear more fun ties!
8	Do fun stuff in class
8	He could make sure that all of the staff are running smoothly
9	Try to get more kids to come to our school (athletic boys)
12	We could use more sports.
12	Less homework be more fun
12	Healthier hot lunches
12	Get the basketball hoops put in
12	Have new swings