

**Administrative Release Time in Wisconsin Evangelical Lutheran Synod (WELS)
Schools**

by

Harmon L. Krause

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Date:

This thesis paper has been examined and approved.

Review Committee:

Dr. John Meyer, Chair

Dr. Robert Klindworth

Dr. Jeffery Wiechman

Approved:

John Meyer
Director of Graduate Studies

Abstract

Principals are vital to their schools and the sustainability of the education system of the WELS. Therefore, it was important to study the issue of administrative release time (ART) for WELS principals. Surveys gathered data on the issue of administrative release time in the WELS.

All current WELS principals and teachers (early childhood, elementary, and high school) had the opportunity to participate in the surveys. Survey results identified ART issues that have the potential to increase the effectiveness of ART: (1) How effective are the models of ART commonly used in WELS schools? (2) What do principals, teachers, and stakeholders believe about the value of ART in the WELS? (3) What do current WELS principals do to maximize their ART? (4) How does a principal's ART affect his ministry?

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Chapter I: Introduction

Problem Statement

Educational leaders undertake more and more responsibility every day. Principals manage communication, revise handbooks, complete Synod and state forms, observe classroom instruction, build rapport with parents and students, research and study new teaching strategies, and develop short- and long-range planning (Hintz, 2014). The Professional Standards for Education Leaders (PSEL, 2015), created by the National Policy Board for Educational Administration, stated that “the high turnover rate of educational leaders nationwide points to the complexities, responsibilities, and relentless pressures of the job, and such turnover derails improvement efforts necessary for student learning” (p. 6). Principal stress is even more prominent in Wisconsin Evangelical Lutheran Schools (WELS) schools, where many principals also serve as teachers (Hintz, 2014; Meyer, Treptow, Rademan, Sievert & Brown, 2015). In some cases, principals are required to undertake responsibilities in failing schools and must figure out a solution to “fix” their schools (Schmill, 2009). Over the years, the WELS has seen a significant increase in the amount of principal vacancies and an inability to properly fill those vacancies (i.e. principal assignments from Martin Luther College, pastors filling roles, and one-year retirement calls). This presents the WELS school system with a unique challenge. In order to maximize the WELS principal position, principals need more support and time.

Recent studies conducted by WELS leaders (Meyer et al., 2015; Meyer & Rademan, 2017; Schmill, 2009) suggested that principals do not have enough time to perform their growing number of tasks, largely because most principals in the WELS are

teaching principals with Administrative Release Time (ART). The issue of sufficient time for administrative responsibilities is not isolated only to WELS schools. The National Policy Board for Education Administration suggested principals have too much to do with too little time (PSEL, 2015). Newton and Wallin (2013) reported that many public-school principals in Canada have a large workload because they are serving as principals and teachers in their settings, mostly because of the idea that principals should also be exemplary instructors.

Currently, principals receive ART based only on available resources, which many schools do not have readily available. Some things that might limit available resources are available teachers, available parents or volunteers, priority of school goals, or simple budgetary issues (Meyer et al., 2015; Schmill, 2009; & Newton and Wallin, 2013). Current research supports that principals do not have enough time, and that they are generally unhappy with the amount of time that they do have (Hintz, 2014; Meyer & Rademan, 2017; Schmill, 2009). If WELS principals are unhappy with the amount of ART they have, this could fester into becoming discontent with their service in the ministry.

Purpose of the Study

The topic of ART is an important one to study because it can impact the amount of time a principal dedicates to completing tasks. We may not be providing principals with an appropriate amount of time to complete necessary administrative tasks. If a principal has more time to focus on enrollment, teacher observations, school culture, and safety, the potential for effectiveness in these areas increases. When we look at the statistics over the past ten years, we notice a steady decline in principal contentment across the WELS. *The*

WELS Principal Position: Time, Training, and Compensation study noted only 8% of current principals believe they have an adequate amount of time to fulfill his or her responsibilities (Meyer et al., 2015). Schmill (2009) noted that only 14.3% of principals were *Very Satisfied* with their ART. Also noted, even though studies show the importance of ART, 64% of elementary schools in the WELS still fall below the recommended amount of ART (Meyer & Rademan, 2017).

Current issues with ART have the potential to drive away current principals by burning them out. Not only will it drive away current principals, but it could inhibit the recruitment of future principals. Newton and Wallin (2013) suggested that current issues with teaching principals in Canada are causing recruitment issues for future principals. With the current workload of in-service principals, limited ART hinders their ability to mentor future principals. The weight of the principalship could simply be too daunting for some.

A study of ART in the WELS will help establish the importance of ART. It is the opinion of the author that a study could also help current congregations realize the necessity of giving principals more ART. For years, it was only an option. It is not an option and the statistics suggest that leaving ART as optional is will not improve the WELS principalship. It will take time and financing sacrifices to provide WELS principals more ART. Hopefully, congregations will find that the financial commitment to provide adequate ART is an investment in their school that comes with rewards.

Research Questions

The research questions for the study are as follows:

1. How effective are the models of ART commonly used in WELS schools?

2. What do principals, teachers, and stakeholders believe about the value of ART in the WELS?
3. What do current WELS principals do to maximize their ART?
4. How does a principal's ART affect his ministry?

Definition of Terms

Administrative Release Time (ART). ART is a set amount of time given to teaching principals to perform administrative tasks and instructional supervision.

Oftentimes smaller schools will provide teachers with only two hours a week, at best, for ART. Many smaller schools will hire part-time teachers to fill-in during a principal's instructional time, so the principal can perform his administrative tasks (Schmill, 2009).

Teaching Principal. Teaching principals are principals who also teach in a classroom. They also perform administrative tasks during the school day. The amount of instructional time and administrative time they have varies depending on the resources, organization, and structure of the school.

Chapter II: Literature Review

Introduction

The literature on the topic of administrative release time (ART) is extremely limited. While many research studies in Canada, Australia, and Ireland state that a majority of schools in their countries utilize teaching principals; however, the research solving the problem of ART in these countries is limited. Newton and Wallin (2013) looked at the issue of teaching principals in Canada. Teaching principals are prevalent in Canada. The Canadian Public-School system and the WELS school system have similar struggles.

Likewise, the research on ART in the WELS is limited. The research that has been conducted overwhelmingly supported more ART for Wisconsin Evangelical Lutheran Synod (WELS) principals. Much of it went further, explaining why. A 2009 study by Schmill tackled the issue of ART in WELS schools. Schmill wanted to know the state of ART in WELS schools.

Dr. John Meyer, in coordination with WELS leaders, has researched ART in WELS schools including a study on its affordability.

The WELS Principal Standards and Professional Standards for Educational Leaders show that a principal is accountable for a wide range of items. If a congregation expects a principal to accomplish these standards *and* be effective, he must have proper ART. Chris Hintz (2014) shared similar thoughts in his study on principal effectiveness.

2009 ART Study

In 2009, Schmill, a long-time principal and teacher in the WELS, performed a study on the state of WELS ART. He sought to answer five key questions: 1) What was

the current state of ART in the WELS school system? 2) Had the state of ART in the WELS school system changed in response to the Mr. Steve Granberg study of 2003 and in light of widespread enrollment reductions and staff cuts in WELS schools? 3) What was the relationship between ART and the effectiveness of WELS principals in their positions? 4) What was the relationship between ART and attitudes of WELS principals toward their positions? 5) What could be done to improve the ART situation in WELS schools (Schmill, 2009)?

Schmill's study was a follow-up to Steve Granberg's 2003 study on ART. During the Granberg study, there were 385 WELS principals. During the Schmill study there were 363 WELS principals. During this writer's 2018 study there were 304 WELS principals. Although these statistics may sound disheartening, the 2009 study included pastors who served as principals as well.

The average years of service in the ministry for principals was 18 years. The average years of serving in a principal role was 13 years. On average, then, each principal had five years of experience prior to becoming a principal.

Schmill (2009) wanted to know the state of ART in the WELS. A good way to answer this question was by looking at WELS principal satisfaction. Schmill (2009) felt that a healthy level of satisfaction would have been if 66% of the respondents answered they were *Satisfied* or *Very Satisfied*. However, only 55% of the respondents answered as such.

Schmill (2009) discovered improvements made in relation to ART. However, they were still well short of the WELS 2003 Self-Study recommendation of "one weekly hour of ART for every 8.6 students" (p. 56). Schmill discovered that schools only provided

their administrators with “one weekly hour for every 11.9 students” on average (p. 56). This was well short of the 2018 WELSSA (WELS School Accreditation) recommendation of 1 hour weekly for every 7.5 students.

Principals were *Very Dissatisfied* if they were getting 19% of the ART WELSSA goal. *Very Dissatisfied* principals indicated that 156% of the WELSSA goal would be ideal ART. Principals were *Dissatisfied* if they were getting 46% of the WELSSA goal indicated. *Dissatisfied* principals indicated that 138% of the WELSSA goal would be sufficient ART.

Schmill (2009) discovered that only 62% of current teaching principals wanted to continue as teaching principals. This was well below his goal of at least 75%. During the time of this study, there was no formal preservice training for WELS principals. Most WELS principals went to college to become teachers. Many principals became principals because the position needed filling, not because they wanted to be a principal (Schmill, 2009). His study showed that 38% of principals wished to serve solely as a teacher. Only 9% of principals wanted to be principals with a heavy teaching load.

One of the key findings in the Schmill (2009) study was that the amount of ART principals received correlated positively with satisfaction of their ART. So, if principals had more ART in their position, they felt more comfortable with their ability to do their job well.

Schmill discovered through his research that 44% of WELS principals' attitudes were *Greatly Affected* by their ART. Forty-one percent of principals felt it *Somewhat Affected* their attitude. This total of 85% shows that a principal's ART affected their attitude about the principalship.

Finally, Schmill (2009) wanted to study how to improve the ART situation in the WELS. Eighty-four percent of principals selected a lack of funds as the reason for not increasing ART. Several other reasons were lack of personnel (53.3%), lack of perceived need (30.7%), and a lack of awareness (30.7%), tradition (26.7%), and resistance from key leaders (8.7%).

Schmill (2009) tackled the various additional responsibilities teaching principals carried outside of the principal position. He collected data on the average amount of hours spent on those tasks per week. This ranged anywhere from 0-18 hours per week. He also researched the percentage of principals engaged in these various tasks. These tasks included staff ministry, youth Bible class, Sunday school, adult choir, extended care, adult Bible class, VBS, organ, guidance, youth group, piano, tech director, coach, summer camp, athletic director, youth choir, and yearbook. These duties did not include data he collected on principals prioritizing their time on principalship tasks.

All these tasks were ranked as extremely vital to the principal: ongoing spiritual development, promotion of the school (marketing), spiritual focus of school, parent communication/involvement, congregation connection to school, cultivating school prospects, curriculum development, supervision of instruction, strengthening school culture and climate, and staff development.

2015 WELS Principal Position Survey

An informal committee gathered data to shed light on current principal issues and created a 2015 report. The report followed-up on the 2013 WELS Biennial Convention resolution on ART, “that meets or exceeds the recommended WELSSA standard of one hour [per week] for every 7.5 students in school” (Meyer, Treptow, Rademan, Sievert, &

Brown, 2015, p.3). The committee's goals were to ask three research questions based on training, compensation, and issues of time. The three research questions asked were, 1) What are WELS teacher and principal attitudes toward administrative time, training, and compensation? 2) What impact do issues of administrative time, training, and compensation have on WELS principal and teacher willingness to serve in the principal role? 3) Is there enough interest in serving as a WELS principal among experienced WELS teachers to meet Lutheran school needs (Meyer et al., 2015)?

In the Meyer (2015) survey, 73% of WELS principals responded along with nearly 41% of teachers. While the survey offered a lot of important information on training and compensation in the WELS, it will not be included in this literature review because the author wishes to study ART. The first question asked about the attitudes of WELS teachers and principals toward ART, training, and compensation. Seventy percent of all respondents felt as though principals do not have adequate time to fulfill their responsibilities. Only 8% of principals felt as though they received adequate time to fulfill their responsibilities. The survey asked participants what they felt was adequate ART for a 75-student school. Fifty-five percent of participants indicated eleven hours or more was adequate with the most common response being 6-10 hours per week (37%).

The second research question was about the impact of administrative time, training, and compensation on WELS principal and teacher willingness to serve in the position. The survey data showed that participants felt as though principals did not have enough administrative time, proper training, or compensation.

The survey participants were asked to respond to a question concerning their satisfaction serving in the principal role. The participants were able to respond with *No*

Interest, Low Interest, Interest, and High Interest. Thirty seven percent of respondents indicated they had both, interest and high interest, in the principal position. The data on principals showed that 79% of principals were interested with 36% showing high interest. This was an improvement from Granberg's 2003 study (36%) and Schmill's 2009 study (38%) not wanting to serve in this role. An interesting note- 55% of individuals would be more interested in the principal position if they were provided adequate time. Forty-two percent of current principals indicated they would be *Much More Interested* if they were provided adequate time. Sixty-two percent of men not serving as principals would have been *More Interested* or *Much More Interested* if they were provided adequate time. Ninety-two percent of principals selected ART as *Important* or *Very Important*. This showed that a significant percentage (62%) of men not serving as principals would have been interested if they were provided adequate time to be a principal. This is of important note because the WELS is currently having a difficult time filling principal vacancies. The WELS is also having a difficult time retaining current principals. This data showed that vacancies may have decreased if more principals were provided with adequate time.

Novice teachers are assigned from Martin Luther College to principal positions because congregations are unable to fill a position. Congregations may also ask their principal to step down because he is unable to fulfill the congregation's expectations. The impression in the WELS was "that there is a lack of experienced male teachers willing or able to serve as WELS principals" (Meyer, 2015, p.10). Schmill's (2009) survey sought to find out if this was true.

Only 3% of principals reported having *No Interest* in the position meaning most principals were at least willing to serve in the position. Even the 18% of respondents who

indicated *Low Interest* did not necessarily mean they would not have served ably when asked. Of the three factors (ART, training, and compensation), ART was ranked as having the highest influence in increasing interest in the principal position.

When it came to men not currently serving as a principal, 39% of respondents indicated they had interest in the principal position. This is very intriguing, considering only 12% of these men believed principals had sufficient ART. Also, 62% of these men indicated their interest would have been higher if they were given adequate ART. Of the young male teachers (less than 10 years of experience), 71% indicated they would be *More Interested* or *Much More Interested* in being a principal while 53% of older male teachers (25+ years of experience) indicated they would be *More Interested* or *Much More Interested* in being a principal. Adequate time ranked the highest for both age groups in relation to time, compensation, and training.

The survey's first finding was that, adequate ART is a WELS principal's primary concern. The research showed that principals tend to understand the man-hours and time it takes to do their jobs well while many individuals, teachers, parents, and congregation members do not understand the full range of time needed to fulfill the tasks. Sixty-four percent of principals felt as though the WELSSA guidelines were an adequate amount of time to perform tasks, while 52% of teachers who were not principals felt as though the WELSSA standards were insufficient. The results of this question signify that the communication or pitch for more administration time for principals makes it more difficult for stakeholders to see the same value in more ART as principals. "These differences in perspectives may result in teachers, parent, or congregation members dismissing a principal's request for more time as necessary" (Meyer et al., 2015, p. 15).

The Meyer (2015) study showed that there was no shortage of WELS male or female teachers who were willing to serve in leadership roles (463 males and 132 females). Three hundred forty principals were needed to fill all the existing WELS elementary and high school principal position. Many of these individuals believed that a combination of time, training, and compensation would make the position more desirable and doable.

WELS principals are currently focusing on immediate tasks (discipline, phone calls, teacher meetings, and other daily activities). Our WELS principals do not have enough time in a day to complete many of these immediate tasks. However, the principalship also “requires leadership activities like Bible study, vision and goal setting, long-range planning, instructional and curriculum supervision, and time for reflection” (Meyer et al., 2015, p. 18). These activities allow a school to thrive and grow. If a principal has no time to perform them, the school will suffer.

The Meyer (2015) study showed that providing the recommended release time has very little budget impact. “For only about \$12 per month per student, the school can provide the recommended amount of ART. Most parents would be willing to pay \$12 per child each month for improved curriculum supervision, communication, coordination, and planning” (p. 18). Schmill (2009) discovered that because one of the primary issues for getting more ART was budgetary, it should be a simple problem to solve. For a student body of 75, the annual cost for providing 10 hours per week of ART would be \$8,000 annually (Meyer et al., 2015). This is a small portion of many school budgets.

The 21st Century Lutheran Principal Initiative a 2017 Baseline Survey

Martin Luther College, the Commission on Lutheran Schools (CLS, formerly Commission on Parish Schools), and the WELS Conference of Presidents began an initiative, with the goal being, “Every WELS principal is fully trained prior to receiving a school leadership call and receives the ART and compensation needed to ensure success” (Meyer & Rademan, 2017).

The survey by Meyer and Rademan (2017) was a baseline to see where to guide relief efforts. The survey went to all 322 WELS principals; 218 responded, for a response rate of 68%. One of the goals of the survey was to find out how many schools fell above or below the WELS recommended one weekly hour for every 7.5 students. The result showed that 64% of elementary principals fell below the guideline. The survey also showed that 62% of WELS high school principals fell below the WELS guideline. At the same time, most principals (84%) reported having more than three hours per week.

The Teaching Principal: An Untenable Position or a Promising Model

Newton and Wallin (2013) explained the troubles and blessings of teaching principals common in Canada. Teaching principals are common in Canada (Newton and Wallin, 2013). A majority of schools in Canada are in rural areas, meaning the schools are smaller and the principal may have to do quite a bit of teaching depending on the school size and budget.

Newton and Wallin noted:

In many communities in Canada principals spend a significant percentage of their day teaching students, either due to organization constraints related to declining

enrollments and/or remote access, or because they work in districts that promote a philosophy that principals should be exemplars of teaching and learning. (p. 55)

The topic of whether principals should be good teachers is not really a debated topic. Principals should have a good understanding of what it is to be a teacher. However, research says teaching principals should remain “grounded” in teaching. This means that teachers want to see their principal active in the classroom and as someone who can offer insight on classroom instruction issues (Newton and Wallin, 2013). Although it is good for a principal to be a strong instructional leader, it can seem as though a principal may not be as strong in this area because they do not teach as many classes or not “in the trenches” with the teachers.

There are many more schools across the world that utilize teaching principals. In countries like Canada and Ireland, smaller schools with fewer resources require the use of teaching principals. The rural public-school model is very similar to many WELS schools. “Although urbanization resulted in small school closures in many rural, northern and remote areas [in Canada], there remain communities in Canada, the United States, Australia, and New Zealand that have resisted their demise. Many of these schools in these communities are now led by teaching principals” (Newton and Wallin, 2013, p. 56).

Sadly, it feels as if there is a need for more principals to teach because of declining enrollments and budget cuts. Newton and Wallin (2013) confirmed that this was happening in rural schools in Canada and other remote locations in the world. Principals also need to teach in multi-age and multi-grade classrooms. While these principals develop a keen understanding of what it takes to be a teacher and an

instructional leader, teaching is what takes a majority of their time compared to leadership activities that may actually help a school succeed.

Principals are also working in environments of increased responsibility and management skills. Workload has intensified which means schools are having an issue recruiting and retaining principals (Newton and Wallin, 2013). Principals feel anxious and overwhelmed by heavy workloads and unrealistic responsibilities. Principals do too many things at once, forcing them to prioritize and let things that are sometimes just as important go by the wayside. For example, if a principal noticed that there was a communication breakdown which resulted in a conflict that required an immediate meeting, he or she may need to postpone finishing their lesson plans or sending out the school newsletter to the next day.

Newton and Wallin's 2013 study identified the following:

They also identified a sense of guilt and dissatisfaction over the frequent need to be taken away from their classrooms. Many teaching principals feel that they are not prepared to deal with the resulting tensions and dilemmas that are associated with their multiple roles. This often occurs because the professional learning of teaching principals comes mostly from informal activities, on-the-job experiences, and trial and error, as opposed to formal professional development opportunities or leadership training specific to their unique role. (p. 57)

Principals are not provided enough administration time, and often feel strapped in a situation in which they have very little experience or training. This puts even more pressure on the problem.

The study that Newton and Wallin (2013) conducted indicated teaching principals were also routinely stuck with teaching the “left over” classes that the teachers did not want. These principals often felt more stress as a teacher because they taught classes of little expertise. Principals had to educate themselves on the material and learn new things on top of being a principal. The leader of a school could burn out. He or she rarely will have time to grow as a master teacher *and* master leader and help the school flourish.

Many principals in the study indicated how they did not want their teaching time interrupted. However, the reality of that happening was very low. Principals had to answer the door, answer phone calls, deal with issues in other classes, answer emails, and any other of the dozens of administrative tasks a principal has to do (Newton and Wallin, 2013). One principal said it this way, “the day is going to happen from beginning to end and I have 100 chips to give. Who is going to get those 100 chips?... And sometimes, making sure that my kids get the most out of those chips is my biggest challenge” (p. 61). The principalship is a game of prioritizing. What is most important? The answer to that question changes daily.

One of the greatest dilemmas in the life of the teaching principal is the ability to separate their personal lives from their professional lives. If principals do not have enough time in their professional day, they take it from their personal lives. Repeatedly teaching principals had to sacrifice their personal time for the sake of their professional time (Newton and Wallin, 2013). While many principals viewed their role positively, they still felt their personal lives suffered (Newton and Wallin, 2013). Many principals

cited that their principal duties fell outside of the school day. While the teachers are going home, the principal starts working.

One of the principals in the study, who was in his twenty-third year of being a principal said, “I haven’t figured that out... The only thing I do to maintain balance is when I’m done and I don’t feel like working, I don’t” (p. 63). The reality is that teaching principals have very little *personal* time. Teaching principals are correcting, planning, coaching, and busy with their family. Oftentimes, a principal’s physical and mental health can take a back seat. These items should be somewhere near the forefront because they could give a principal the energy and sanity to perform their job.

The Newton and Wallin (2013) study stated that workload affects mood. Teachers, parents, and students can see exhaustion and poor moods. A principal put off having children because of the demands of the job. Some principals wait until after their children go to bed to work on their teaching or administrative work.

WELS Principal Standards

The WELS principal standards are a great place to begin to see what the administrative tasks of being a WELS principal entail. While being very large in scope and objectives, they offer valuable insight.

Principals need time to be effective. The WELS principal standards include that WELS principals need to be Christ-centered and have a spiritual and academic vision. Principals should know how to teach and use standards to foster school growth. A principal must be able to coach and support teachers and other stakeholders. They reach out to the community and engage their school and congregation. Principals have a much broader job than what standards can cover. After reviewing the WELS Principal

Standards, it is apparent principals need ART if held to these standards. See Appendix D for a listing of the WELS Principal Standards.

The Professional Standards for Educational Leaders

The 2015 Standards showed how the leadership landscape has changed over the years. Principals are now taking on more responsibilities that require more time. The 2015 Standards show expectations for schools and their principals. They show what guides and directs the qualities and values of educational leaders. With everything focusing around student learning, the Standards show how administrators play a role in the education of each child. A successful educational leader will ensure student success in his or her school.

Overall, the principal of a school has a plethora of jobs. These jobs range from little details to big picture plans and fulfillment of plans. In order to ensure school success an administrator will focus on these items to make a school successful. These standards (PSEL, 2015) help guide principals in knowing where they should place their focus. Administrators across the country came together to create these standards. It will take time to fulfill them. Many WELS principals have acknowledged that they do not have enough time to fulfill even their most basic administrative responsibilities (Schmill, 2009). After reviewing these Professional Standards, it is apparent principals need ART if they are to adhere to these standards. See the Professional Standards for Educational Leaders in Appendix E.

A WELS Study on Principal Effectiveness

Hintz's (2014) research study looked at principal effectiveness. He sought to answer three questions in his research. His questions were: "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” (Hintz, 2014, p. 10)? While Hintz’s study looked at principal effectiveness, his research gathered data on ART.

Hintz’s (2014) study asked the principals how many hours each week they spent on administrative tasks. Nearly half of the responses were 20+ hours. The average school week calculated to 35.9 hours. Principals spent 56% of their week serving as principals. However, 47% of principals responded saying they only had 0-5 hours of ART per week. If the school week was 35.9 hours, and 47% of principals had 0-5 hours of ART and spent 20+ hours on admin tasks, that means their work week was at least 55 hours not including their classroom preparation and correcting time. This means nearly half of the teaching principals were working early in the morning, after school, in the evening at home, and/or on weekends.

The study also asked if the principals were *Satisfied* or *Dissatisfied* with their ART. Hintz noticed a trend in dissatisfaction from Granberg (2003) to Schmill (2009) to his study. Granberg’s (2003) study showed that 42% were *Dissatisfied* or *Very Dissatisfied* with 45% in Schmill’s (2009) study and 51% in Hintz’s study (Hintz, 2014) answering the same way.

Hintz also asked what obstacles were in the way of receiving more ART. “The 73 principals that completed the survey selected or wrote in 134 obstacles to increasing ART. The two most often selected obstacles were lack of funds (34%) and lack of personnel (26%) both of which have budgetary impact” (Hintz, 2014, p. 41).

There was also an interesting correlation between ART and how many hours principals spent on administrative tasks.

Hintz (2014) discovered:

Thirty-eight percent of principals surveyed 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. 58% of surveyed principals that receive 6-10 hours of ART, actually spend 16-20 hours on administrative tasks and 25% 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% spend 20+ hours. 100% of surveyed principals that receive 16-20 hours of ART, actually spend 20+ hours on administrative tasks. (Hintz, p. 42)

This data showed that principals were spending many hours outside of school and their allotted ART to complete administrative tasks.

Hintz also noted a trend in ART based on how many hours a principal had. 100% of principals who received 16-20 hours per week were *Satisfied* and 67% of principals with 20+ hours of ART were *Satisfied* (Hintz, 2014).

The study showed that younger men (0-5 years of ministry experience) typically had fewer hours for ART. His study discovered that these young men were finding themselves less effective (Hintz, 2014).

Hintz's 2014 study was another example showing that principals need more ART. The study showed that there is correlation between principal effectiveness and the allotted hours of ART. Principals need more time to do their jobs well.

Summary

The research studied shows the principal position is expanding. It is a job with growing responsibilities, duties, standards, and expectations. Research showed that if principals do not have enough time to perform their duties, they may feel ineffective and grow dissatisfied with their ministry. While efforts have improved in relation to ART in our synod, there is still a great need for improvement, especially because of the trend of growing dissatisfaction and vacancies.

Chapter III: Methodology

Introduction

This study investigates the practices and attitudes related to administration release time (ART) in Wisconsin Evangelical Lutheran Synod (WELS) schools. The specific research questions are as follows:

1. How effective are the models of ART commonly used in WELS schools?
2. What do principals, teachers, and stakeholders believe about the value of ART in the WELS?
3. What do current WELS principals do to maximize their ART?
4. How does a principal's ART affect his ministry?

Research Design

This study was a descriptive design. It answered questions on the current issue of ART. It collected data from current WELS principals and teachers on what their schools do for ART and what their opinions are when it relates to ART.

The research design utilized three surveys. One of the surveys went to all WELS principals, elementary and high school. This survey was meant to gather quantitative data on ART in WELS schools. A second survey was sent at the same time and went to all WELS teachers, early childhood, elementary, and high school. This survey's purpose was also to gather quantitative data on ART in WELS schools. Finally, after receiving feedback via personal emails, the researcher decided it would be a good idea to send out a third survey gathering qualitative data. The purpose of the third survey was to gather data that could not have been gathered in the first two surveys. Individuals responded with similar versions of, "I didn't see a spot for comments on your form, but I wanted to offer

some additional thoughts on the issue of ART.” Therefore, an additional “Comments” survey was created while research was still being gathered. WELS principals and teachers had additional comments they wanted to offer that were not included on the original survey form. This survey was sent to all WELS principals and teachers. Some individuals also offered feedback via email response, outside of the “Comments” survey. While this was an unusual step, the researcher believed that an open-ended question survey could provide data that could be helpful not only for this survey, but also for future research.

Population and Sample

The researcher contacted the Commission on Lutheran Schools (CLS) office regarding the study by all called workers. CLS was provided information about the survey, why teachers’ and principals’ opinions were sought, and the research questions for the survey. The CLS office provided an email list to the researcher that contained all WELS principals, teachers, and early childhood directors (i.e., 2,724 individuals).

The surveys were sent via email invitation to every WELS elementary and high school principal and WELS elementary and high school teacher. WELS early childhood teachers and directors were also sent the survey. They were sent it to offer a perspective on the issue of ART, if they served under or with a principal. Several pastors also received the survey because they served in a principal role.

There were 403 early childhood ministries, 313 Lutheran elementary schools, and 25 high schools at the time of the survey (WELS.net, 2018). There were 309 WELS principals, 284 of these serve in elementary schools and 24 serve in high schools. There were 1,618 elementary teachers that do not serve as principals and 515 high school

teachers. The principal survey had a total of 162 responses (14 high school and 148 elementary principals). The survey had a response rate of 162 of 309 (52%). A total of 14 of 24 (58%) high school principals responded to the survey, while 148 of 284 (52%) elementary principals responded to the survey. The teacher survey had 564 teachers (120 high school and 441 elementary teachers) take the survey. The survey had a response rate of 564 of 2,133 (24%). A total of 120 of 515 (23%) high school teachers responded to the survey, while 441 of 1,618 (27%) elementary teachers responded to the survey.

Eleven individuals (4 teachers and 7 administrators) responded to the researcher via email with thoughts on ART. The researcher created a third survey to collect qualitative data. The qualitative survey was sent once and had 65 responses (mix of teachers and administrators). The survey and email responses were combined to gather qualitative data about ART for a total of 76 responses. This is a total response rate of 3% of elementary and high school teachers and principals.

Data was gathered from WELS principals and teachers. It was imperative to gather data on the demographics of the respondents to see if it represented the actual demographics of the WELS. The survey results were like that of the actual WELS population for WELS elementary teachers. This is indicated in Figure 1. The respondents from principals of schools with an enrollment of 26-50 was lower than that of the actual WELS population. However, the response of principals from schools with an enrollment of 101-125 and 126-150 was slightly higher than the actual WELS population. This demographic data for WELS elementary principals shows that data may be slightly skewed toward schools with an enrollment over 51 students. Principals from smaller schools may not have had time to complete the survey on top of all of their other tasks.

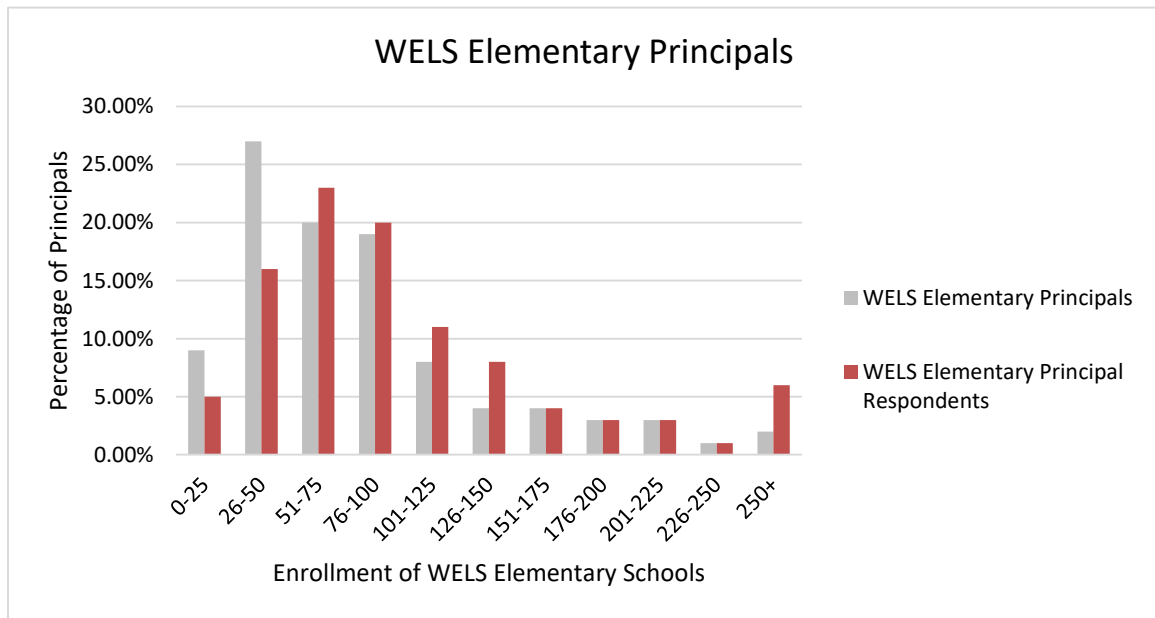


Figure 1. Percentages of WELS elementary principal respondents by enrollment.

The surveys also gathered data from WELS high school principals. It was important to gather data from high school principals because many of them also. This is indicated in Figure 2. The responses for principals in schools of 250+ was higher than that of the actual WELS population. However, the percentage of respondents for the smaller high schools was slightly lower than the WELS population (enrollments of 51-75 and 76-100). The responses for high school principals was like the actual WELS population, however, it does skew results slightly toward larger schools.

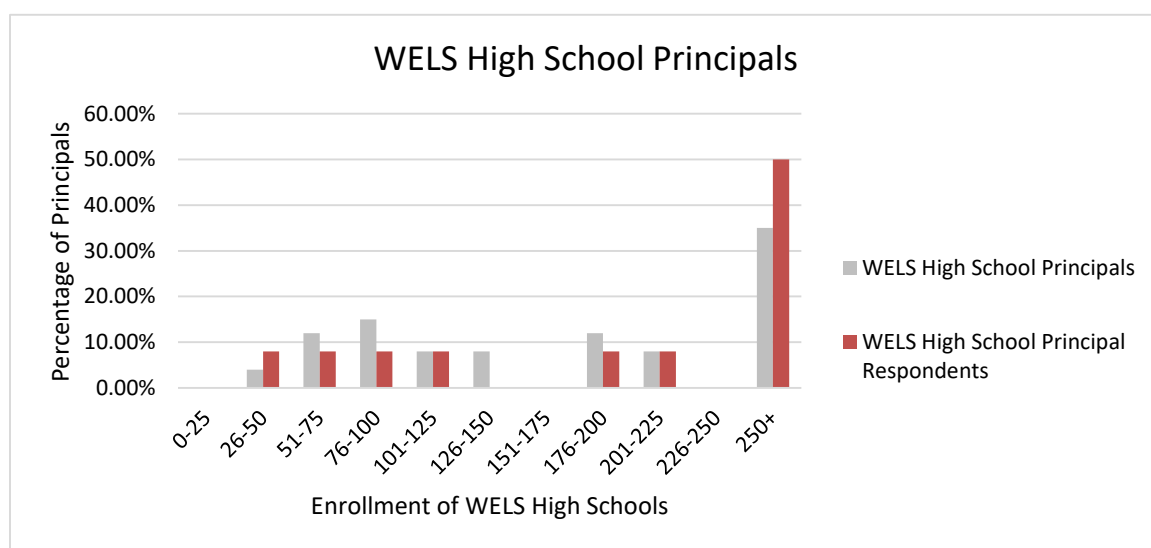


Figure 2. Percentages of WELS high school principal respondents by enrollment.

Figure 3 provides data for all WELS principals when compared to all the responding principals of the survey. A smaller percentage of principals responded from schools with an enrollment 26-50 than that of the actual WELS population, therefore, the results were skewed slightly toward larger schools.

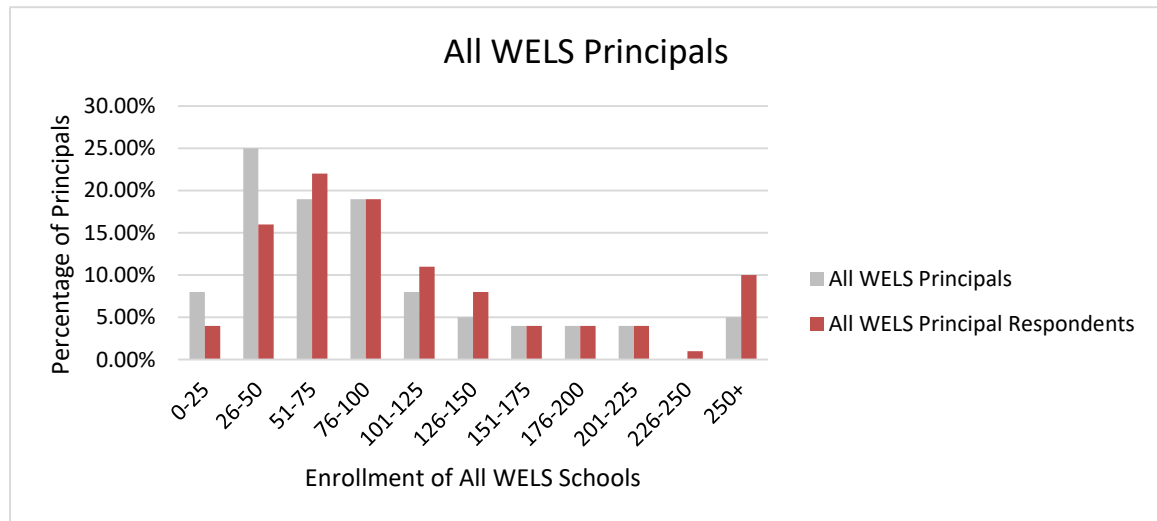


Figure 3. Percentage of all WELS principal respondents by enrollment.

Since data was also sought from WELS teachers, it was important to compare the demographic results of the respondents to that of the actual WELS population. The data for teachers was organized into the twelve districts of the WELS. The data of the respondents for elementary WELS teachers was similar to the actual WELS population. The survey results for elementary teachers were representative of the overall teacher population.

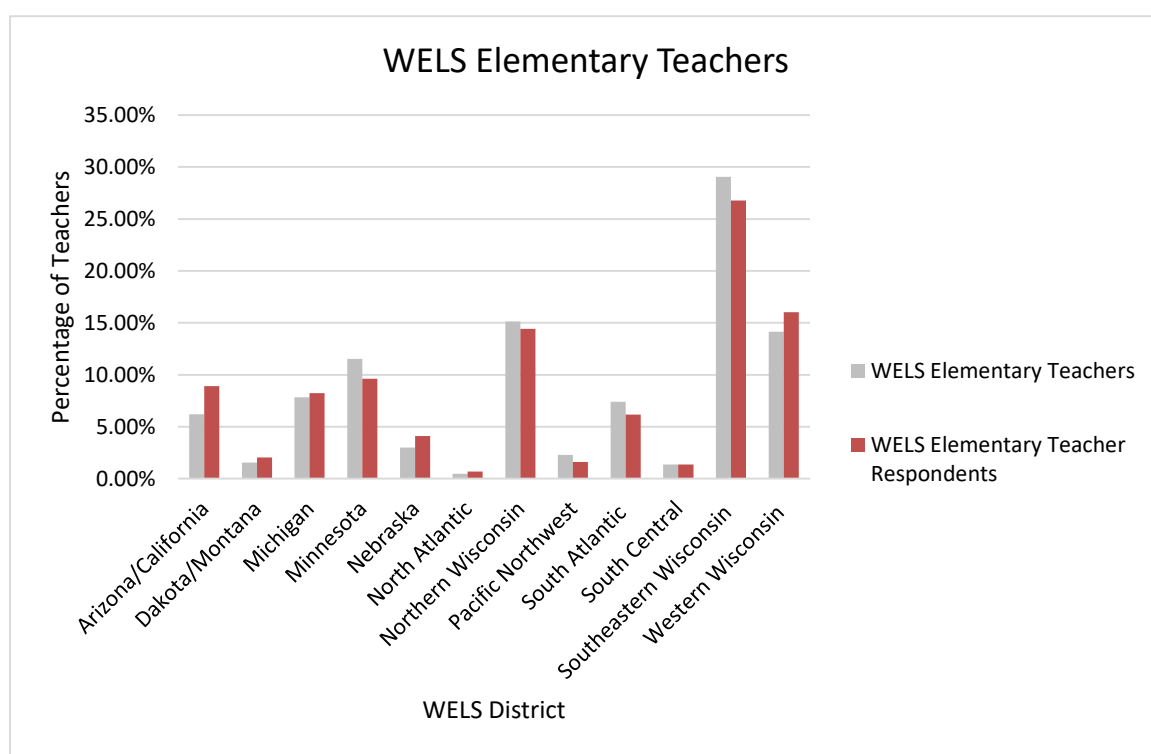


Figure 4. Percentage of WELS elementary teachers according to WELS district.

Data was also sought from WELS high school teachers. Their survey responses were valuable because they serve under principals who also teach or they may have served previously in elementary schools. The survey responses for high school teachers was representative of the actual WELS population. This is shown in Figure 5.

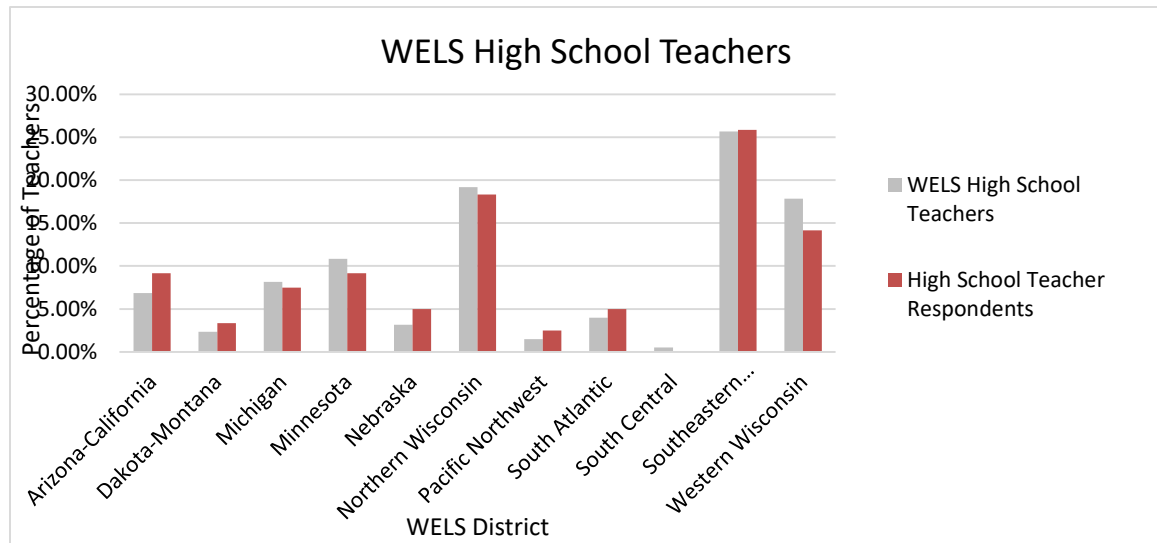


Figure 5. Percentage of WELS high school teachers according to WELS district.

Figure 6 provides data for all WELS teachers when compared to all the responding teachers of the survey. The responses of teachers from the WELS districts was similar to the actual WELS population and doesn't indicate skewed results.

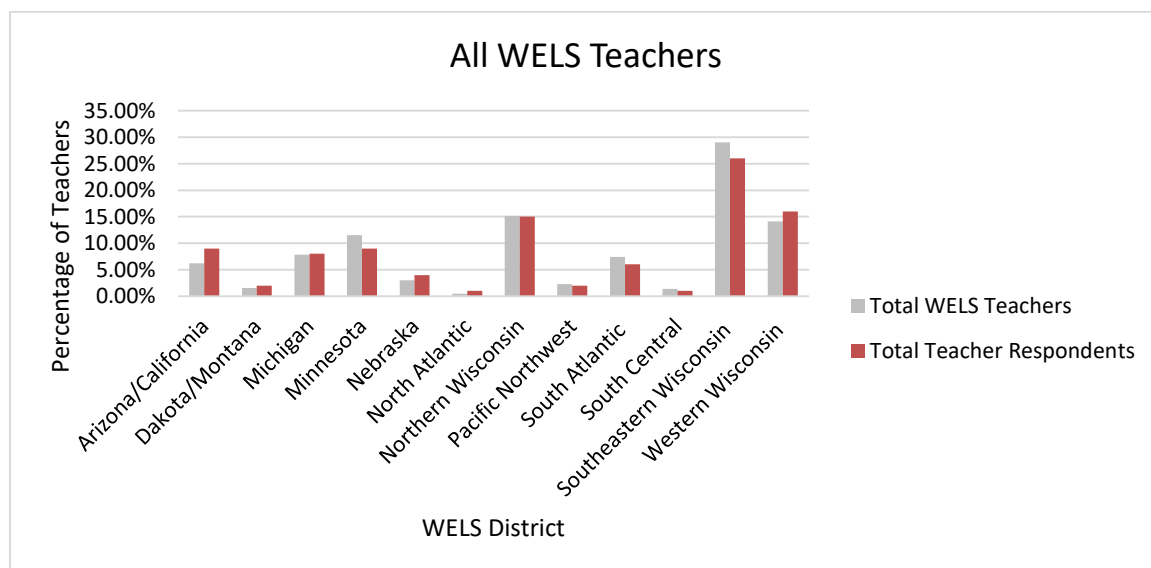


Figure 6. Percentage of all WELS teachers according to WELS district.

The principals were also surveyed on their highest level of education. The percentages for each degree are indicated in Figure 7. Most principals attained their master's degree.

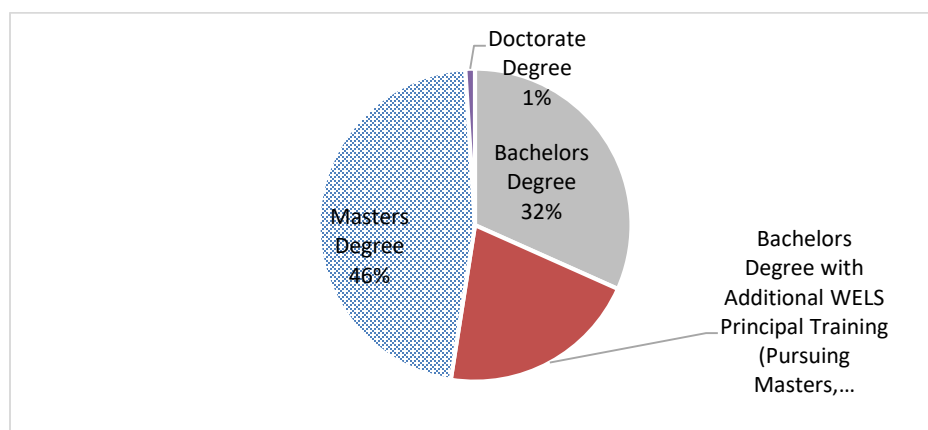


Figure 7. Percentage of principals per education level.

Instrumentation

Three surveys were created for this descriptive study. Two initial quantitative surveys were created via Google Forms. One survey was created to gather data from teachers (early childhood, elementary, and high school), while another survey was created to gather data from principals. Both surveys asked close-ended questions with the purpose of gathering quantitative data. These surveys used a Likert scale with 1 being disagree and 5 being agree. This made it easier for respondents to select their answer for each question. Teachers were asked to provide if they taught in a high school or elementary school. They were also asked if they previously served as principal, enrollment, and how many years they served in the ministry. The principals of the schools are asked to supply their enrollment, years in the ministry, years as principal, and additional background information for the gathering of ART questions. Copies of the teacher and principal surveys are found in Appendix G and H.

Gmail typically only permitted 500 sent emails per day. The researcher purchased a monthly subscription called GMass. GMass allowed a daily email send limit of 2,000 emails per day. GMass also allowed the researcher to send emails individually to each of the email addresses and helped emails stay in separate threads.

A Google Site was created as a central place for the respondents to access when the email invitation was sent. Individuals could click on a link in the first email and it allowed respondents to select their survey. The first email invitation was sent on May 11th and 12th of 2018, and the survey was sent over two days because of amount of emails allotted per day through GMass. A copy of the first email invitation is found in Appendix A.

Several respondents mentioned they were having trouble with the link in the first email. So, in the second email invitation, direct links to each Google Form were placed into the email invitation. The second email invitation was sent on May 14th and 15th of 2018. A copy of the second email invitation is found in Appendix B.

The researcher received email responses from respondents on additional thoughts of ART. The researcher thought it would be valuable to receive additional qualitative data on the issue of ART. Therefore, the researcher created a third “Comment” survey and included a link to it in the final email notification. A copy of the qualitative comment survey can be found in Appendix F. A final email invitation with three links to the three surveys was sent on May 21st and 22nd. The surveys closed on May 25th, 2018 at 11:59 pm. A copy of the third email invitation is found in Appendix C.

Three surveys via Google Forms were the main source of gathering information for this descriptive study. An electronic survey was selected because of the cost and immediacy of reaching a wide range of individuals across the United States.

Data Analysis Procedures

Google was used to collect and analyze the data. Google Forms also offers a transferable program which can move data to Google Sheets for analyzing with pivot tables. Microsoft Excel was also used in addition to Google Sheets and Google Forms to analyze the data. After the surveys were collected, the data was separated into multiple spreadsheets. Most of the data analysis was done with Microsoft Excel, however, some data was analyzed in Google Sheets for pivot table purposes. Because categorical quantitative data was being collected, cross tabulation needed to be used in some instances.

Cross tabulation was useful when analyzing between types of ART. The responses to questions about principal satisfaction were cross-tabulated with the number of administrative hours principals are given. The responses to how ART was administered were cross-tabulated to show how effective those various methods were. This enabled the researcher to investigate the degree to which the amount of ART and satisfaction might be related. Cross-tabulation was also useful when analyzing data among teachers of varying enrollments. A vast majority of the data was collected and analyzed via charts and spreadsheets. Data that showed principals or teachers agreed was compared to those that did not agree and vice versa. Other data was easier to analyze in a table, especially data which uses a pivot table.

Limitations of the Design

Some respondents left questions blank. They felt that the questions did not apply to their specific situation or did not want to answer. Some of the principals of elementary schools are also the pastor for their congregation so they may have felt the questions did not apply to them.

The response rate could be low because of emails and the busyness of principals and teachers. Face-to-face surveys would yield the highest response rate but are unrealistic.

Chapter IV: Results

Introduction

The purpose of this study was to establish the importance of administrative release time (ART) by displaying the effectiveness of current WELS ART models, showing what principals, teachers, and stakeholders believe about the value of ART, explaining how current principals maximize their ART, and displaying how ART affects a principal's ministry. The results of this study are not intended to drastically modify schools across the WELS. The goal of the survey was to present data that WELS schools and congregations can use within their own settings.

The study offered a unique perspective of ART from WELS teachers. WELS teachers were able to review how they observe ART being used, how it can be maximized, and whether they believed their school had the resources to improve it. WELS principals were able to offer their own thoughts on ART and how they are currently executing it. However, because all teachers and principals have different gifts and interests, blessed to them from their Lord and Savior, the results should not be thought of as "one size fits all."

Data Analysis

The survey instruments were sent to every WELS elementary and high school principal and WELS elementary and high school teacher. WELS early childhood teachers and directors were also sent the survey. All questions for the two quantitative surveys were forced choice. Participants were asked to respond to these questions using a Likert scale of one to five. Five indicated "strongly agree" while one indicated "strongly

disagree.” For many of the other questions, participants were asked to select from a variety of options providing solely descriptive data.

Cross-tabulation was used for Figure 10 to discern how responses might differ for how effective principals felt according to how their ART was provided. It was also used for Figure 11 to discern whether respondents age correlated with ART.

Readers may notice that the total respondents to some of the questions do not add up to the total respondents for a survey. This is because some of the respondents left some questions blank; they answered most of the questions in the survey yet did not answer all. They felt that the questions did not apply to their specific situation or they simply may not have wanted to answer a question. Some of the principals of elementary schools were pastors for their congregation so they may have felt the questions did not apply to them.

Information About Respondents

The average years of service in the ministry for responding principals was 21 years, while the average years of service *as principal* was 15 years. On average, then, each principal had 6 years of teaching experience before becoming a principal. Figures 8 and 9 illustrate the information about years of service according to the various years-of-experience groupings. It was interesting to note that principals in this survey reported greater years in service than either the Schmill (2009) or Granberg (2003) survey, perhaps indicating that fewer principals are being assigned to the position out of college and that principals are staying in the position longer.

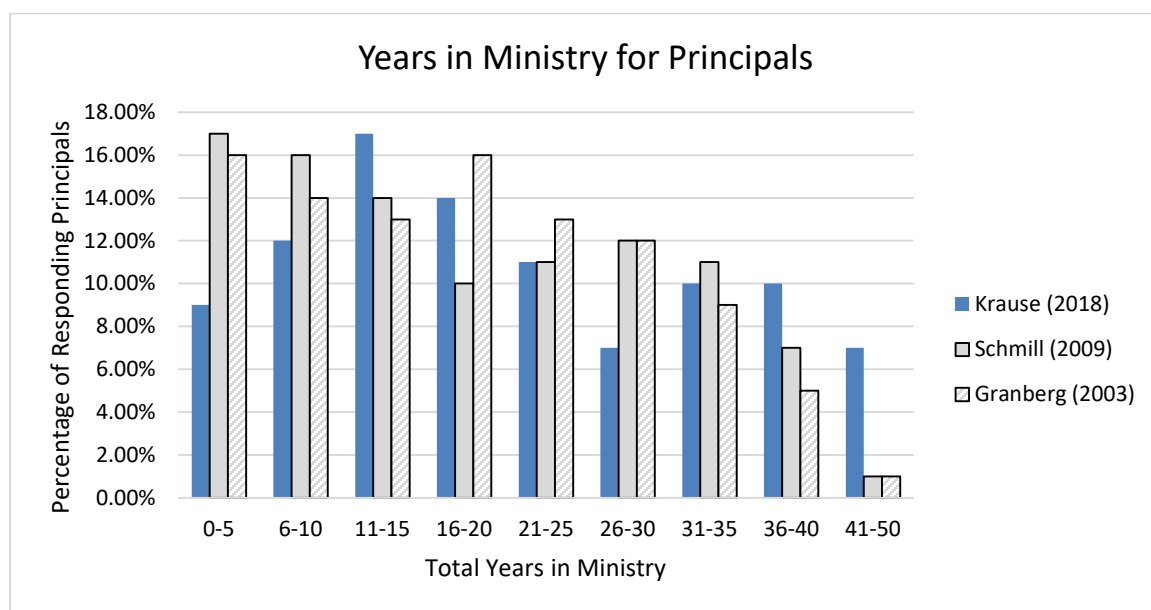


Figure 8. Percentage of responding principals per years of service in the ministry.

Figure 9 displays the years of service as principal for responding principals. It was interesting to note that the percentages were similar to the two previous ART studies. While many of the principals have not been serving long as principals, they had more than 5 years of experience in the ministry. This indicated fewer graduates were assigned out of Martin Luther College.

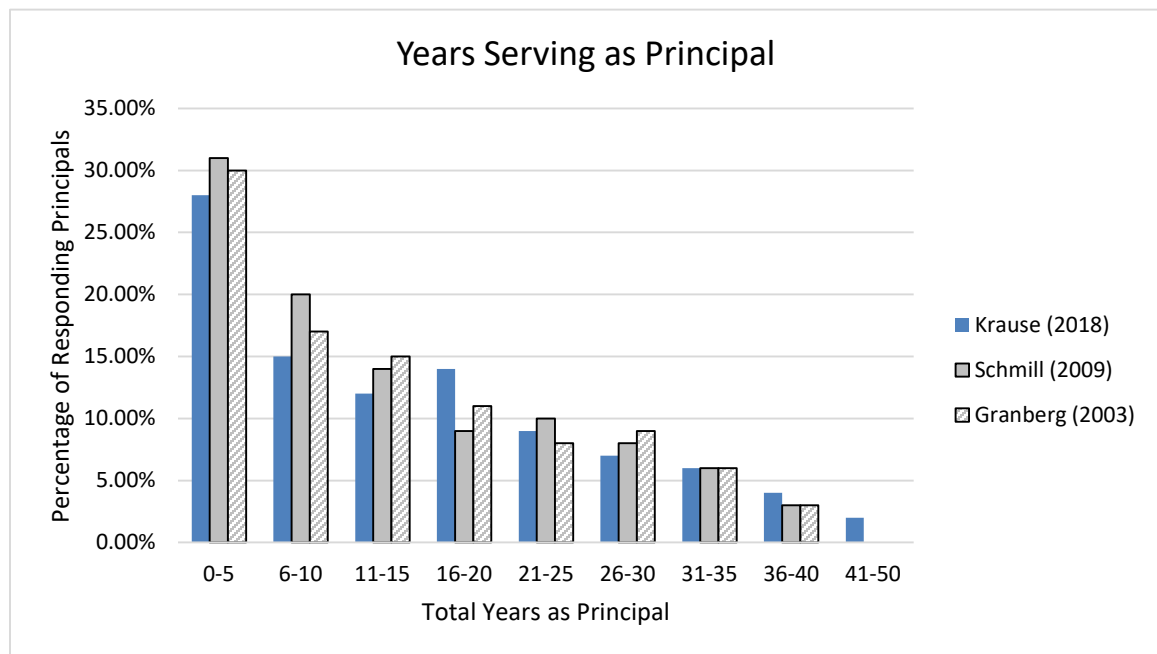


Figure 9. Percentage of responding principals per years of service as principal.

How effective are the models of ART commonly used in WELS schools?

To answer this question effectively, data was gathered on what current models of ART exist. Figure 10 displays how the responding principals' release time was allocated. Principals were specifically asked, "*How is your release time allocated?*" The highest allocated trait of ART was spread across each day. This meant that a principal's release time could be in the morning and in the afternoon, with teaching between release times. The second highest allocation varied from when other teachers or pastor had their students. This meant the principal's ART worked around when the pastor had catechism or other teachers could take their students. The third highest allocation depended on the day of the week.

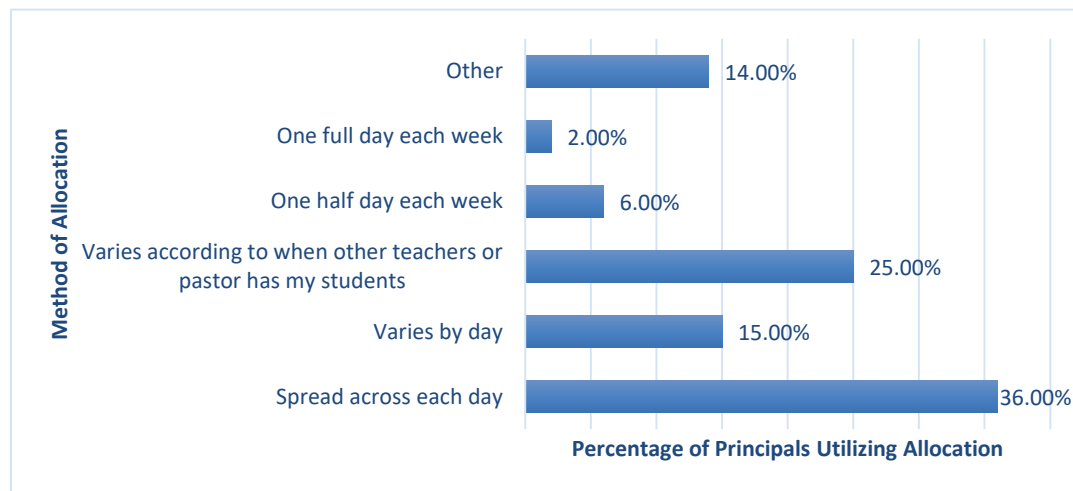


Figure 10. Percentages of how each principal's ART was allocated.

A key part of ART allocation was the person who was filling in for the teaching principal. Principals were asked, “*Who is in charge of your students when you have ART (Mark all that apply)?*” Figure 11 shows the seven different selections that a principal could select. This does not include combinations (I.e. *Paid Parent or Teacher* and *Pastor*). The most common selected item was *Paid Parent or Teacher* at 54%. *Pastor* was selected 33% of the time with 21% of responding principals selecting *No one. I don’t teach.*

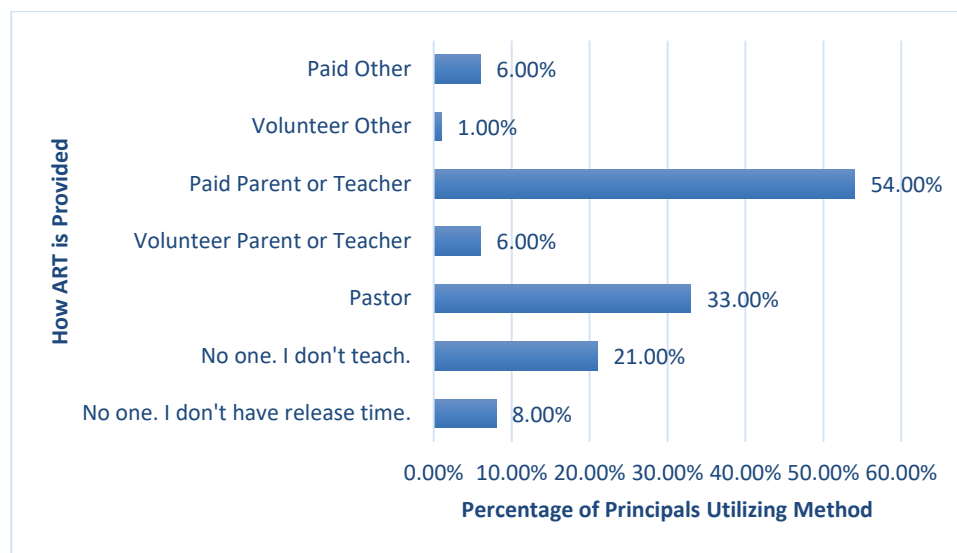


Figure 11. Percentages of how often each principal’s ART was allocated. This does not include combinations (I.e. *Paid Parent or Teacher* and *Pastor*).

Figure 12 displays the combinations of what each principal could select. It answers the same question as Figure 11; however, it shows the data a different way. Principals could select more than one of the ways provided from the question, “*Who is in charge of your students when you have ART (Mark all that apply)?*” Some of the principals used a combination of ways to get their allocation of ART. *Paid Parent or Teacher* was selected on its own 30% of the time, with a combination of *Pastor and Paid Parent or Teacher* being selected 20% of the time and 20% of the principals selecting that they did not teach.

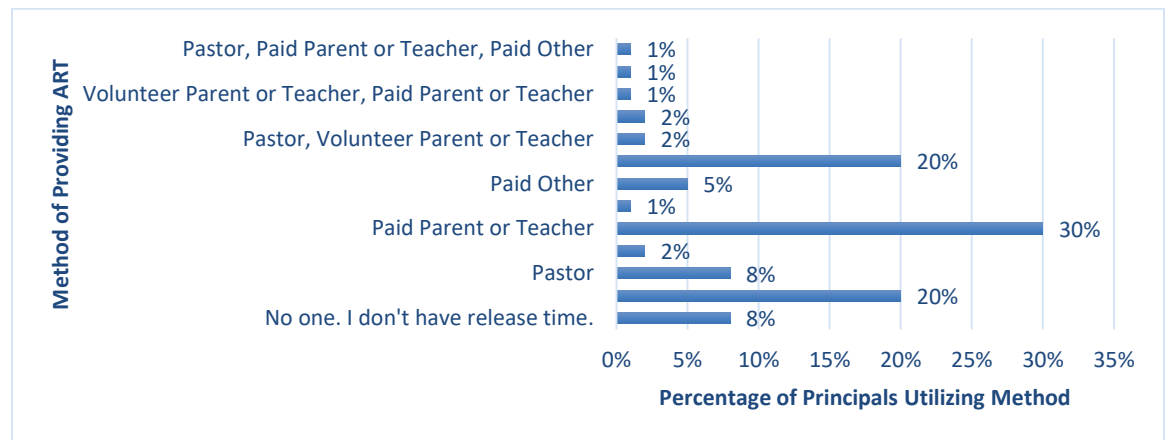


Figure 12. Percentages of how often each principal's ART was allocated. This does include combinations (i.e. *Paid Parent or Teacher* and *Pastor*).

Principals were asked, “*Are you effective as a principal with your current ART?*” Using how effective principals felt and how principals ART was provided (I.e. *Paid Parent or Teacher*, etc.) a pivot table was created to compare how effective principals felt according to how their ART was provided. The greatest number of principals who answered the question of effectiveness and how their ART was provided selected *Paid Parent or Teacher* (30%). Of the principals who selected *Paid Parent or Teacher*, 40% selected *Effective* or *Strongly Effective* on the scale of effectiveness. Thirty-three percent of those principals selected neutral on the scale of effectiveness while 27% of those principals selected *Strongly Ineffective* or *Ineffective*, indicating they did not feel effective. The second highest groups tied at 20%. Principals either selected *No one, I don’t teach*, or a combination of *Pastor and Paid Parent or Teacher*. Seventy-five percent of the principals who had full ART selected *Effective* or *Strongly Effective* on the scale of effectiveness, with 25% selecting either *Strongly Ineffective*, *Ineffective*, or *Neutral* on the scale of effectiveness. Of the principals who used a combination of pastor and a paid parent, 34% selected *Effective* or *Strongly Effective* for effectiveness. Thirty-one percent of those principals selected neutral and 34% selected *Ineffective* for their ART. It should be noted that how a principal’s ART was provided may not necessarily be the source for effectiveness or ineffectiveness; it could be for various reasons.

A large majority of principals who had full ART (did not teach) felt effective. This really was not close to how any other ART was provided. Only 40% of principals who had a paid teacher or parent felt effective as a principal. This was 35% below principals who felt effective with full administrative time.

<i>Who is in charge of your students when you have ART?</i>	<i>Level of Effectiveness for Principals</i>					<i>Percent of Total Respondents</i>
	<i>Strongly Ineffective</i>	<i>Ineffective</i>	<i>Neutral</i>	<i>Effective</i>	<i>Strongly Effective</i>	
No one. I don't have release time.	25.00%	16.67%	41.67%	16.67%		7.59%
No one. I don't have release time., No one. I don't teach.		100.00%				0.63%
No one. I don't teach.	3.13%	6.25%	15.63%	31.25%	43.75%	20.25%
Paid Other	12.50%	37.50%	25.00%	12.50%	12.50%	5.06%
Paid Parent or Teacher	8.33%	18.75%	33.33%	27.08%	12.50%	30.38%
Pastor	15.38%	30.77%	46.15%	7.69%		8.23%
Pastor, Paid Parent or Teacher	3.13%	31.25%	31.25%	28.13%	6.25%	20.25%
Pastor, Paid Parent or Teacher, Paid Other			100.00%			0.63%
Pastor, Volunteer Parent or Teacher			100.00%			1.90%
Pastor, Volunteer Parent or Teacher, Paid Parent or Teacher		33.33%	33.33%	33.33%		1.90%
Volunteer Other			100.00%			0.63%
Volunteer Parent or Teacher		100.00%				1.90%
Volunteer Parent or Teacher, Paid Parent or Teacher					100.00%	0.63%

Figure 13. Percentages of effectiveness cross-tabulated with how ART was provided.

Figure 14 displays the percentage of effectiveness ratings that each principal provided when asked whether they were “effective as a principal with your ART?”, most were effective (39%) with 15% of those being *Strongly Effective*. In contrast, 29% were ineffective with 7% feeling *Strongly Ineffective*. Many (32%) were *Neutral*. This indicated most principals were in the middle and felt effective, but not overly effective.

Principals were asked, “*How many years have you been serving as principal?*”

Figure 14 displays a pivot table according to age. The principals were divided up into different groups, depending on their years of experience as a principal. The total number of principals in each age group are listed at the bottom. An interesting note- 31% of principals, according to this table, had 0-5 years of experience as a principal. Generally, all principals selected *Ineffective*, *Neutral*, or *Effective*. Many of the principals were *Neutral* in their selection of effectiveness. Of the principals with 16-20 years of experience, only 14% felt ineffective (*Ineffective and Strongly Ineffective*). However, of the principals with 26-30 years of experience, 66% felt ineffective (*Ineffective and Strongly Ineffective*). This table shows that years of experience play little to no role in how effective a principal feels with their ART.

<i>How Effective with ART?</i>	Principal Experience							Total
	0-5	6-10	11-15	16-20	21-25	26-30	31-50	
<i>Strongly Ineffective</i>	2%	8%	5%	5%	7%	33%	11%	7%
<i>Ineffective</i>	25%	25%	20%	9%	21%	33%	16%	22%
<i>Neutral</i>	31%	49%	25%	32%	21%	17%	42%	32%
<i>Effective</i>	27%	17%	35%	27%	43%	8%	5%	24%
<i>Strongly Effective</i>	14%	4%	15%	27%	7%	8%	26%	15%

Figure 14. Percentages of effectiveness cross-tabulated with years of experience.

What do principals and teachers believe about the value of ART in the WELS?

Both, principals and teachers answered questions about the value of ART in WELS schools.

Using a Likert scale of one-to-five, principals were asked, “*Do you believe your teachers would be supportive of you receiving more ART?*” Figure 15 displays if the principal believed their teachers would support them receiving more ART. Sixty-seven percent of principals felt their teachers would be more supportive of them receiving more ART. Only 13% of principals believed their teachers would not support them receiving more ART.

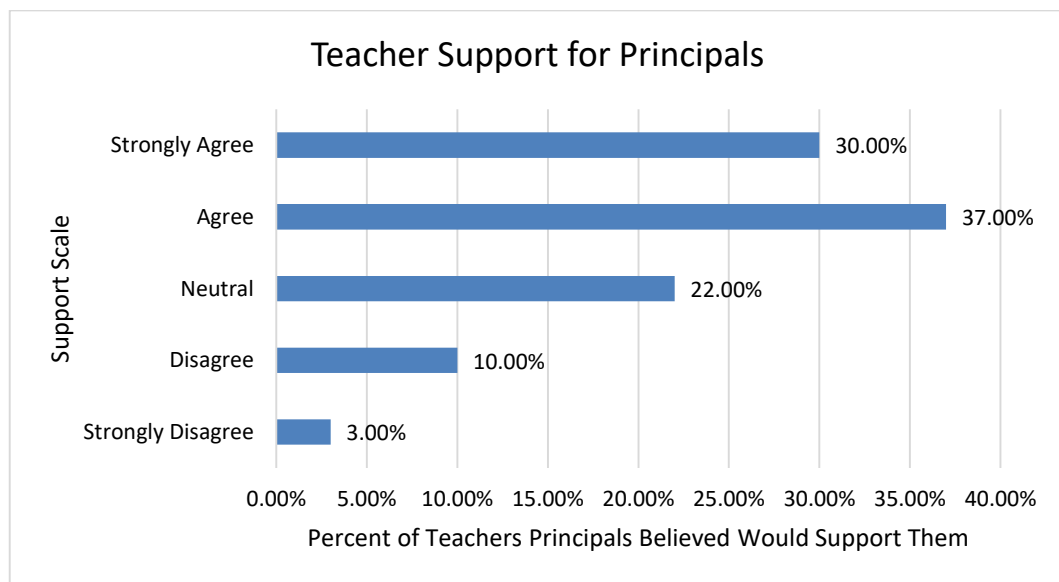


Figure 15. Percentage of teachers principals believed would support ART.

Using a Likert scale of one-to-five, principals were asked, “*Do you believe your congregation would be supportive of you receiving more ART?*” Figure 16 displays if the principal believed their congregation would be supportive of them receiving more ART. Only 26% of principals selected that their congregation would not be supportive of them receiving more ART. Nearly half (48%) believed their congregation would be supportive of them receiving more ART. Several principals did not answer this question. This could be because they taught at a high school without a congregation or did not need more ART because they taught full-time. Some of the principals may have also selected neutral because they were full-time principals.

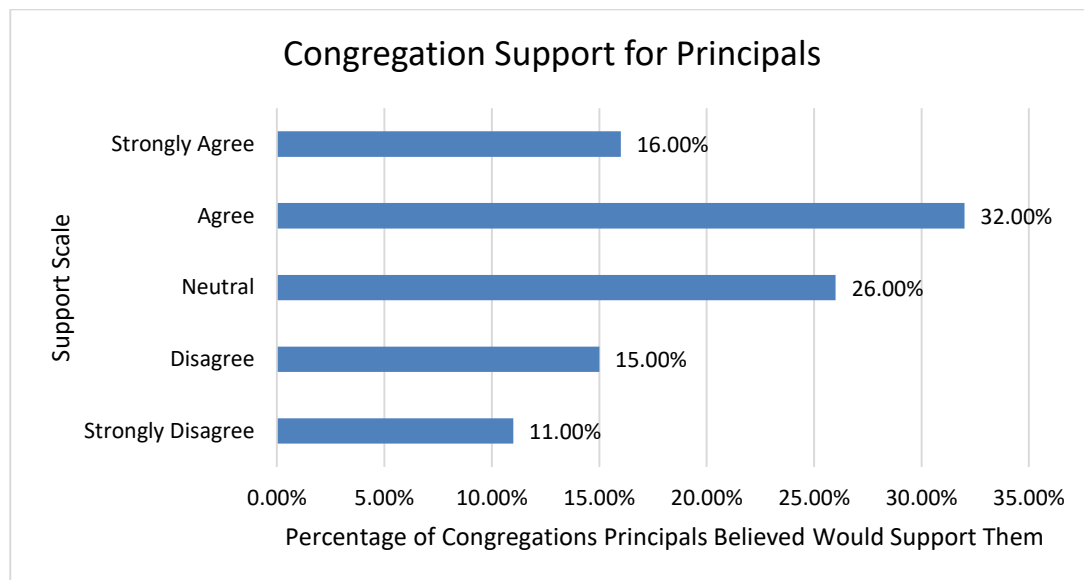


Figure 16. Percentage of congregations principals believed would support ART.

Using a Likert scale of one-to-five, principals were asked, “*Have you asked for more ART before and been granted it?*” Figure 17 shows 34% have asked for ART and had been granted it, while 66% of principals had either not asked for it or had asked for it and not been granted it.

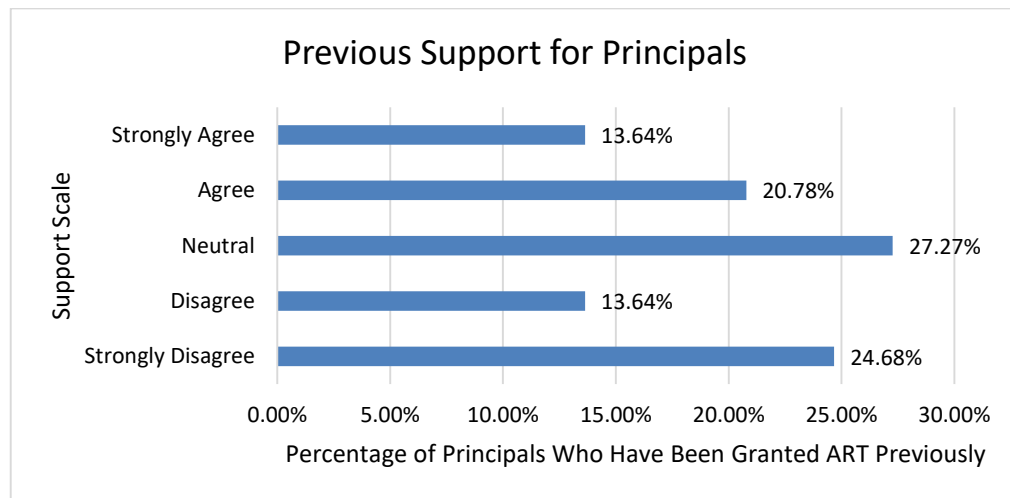


Figure 17. Percentage of principals that asked for ART and were previously granted it.

Principals were asked, “*Do you believe your school/congregation has the resources to provide more ART?*” Figure 18 shows a majority (57%) of principals did not believe their school or congregation had the resources to provide their principal with more ART. Twenty-four percent of principals believed their congregation had the resources to provide more ART with 19% of principals remaining neutral. Some of the neutral principals may have been full-time principals.

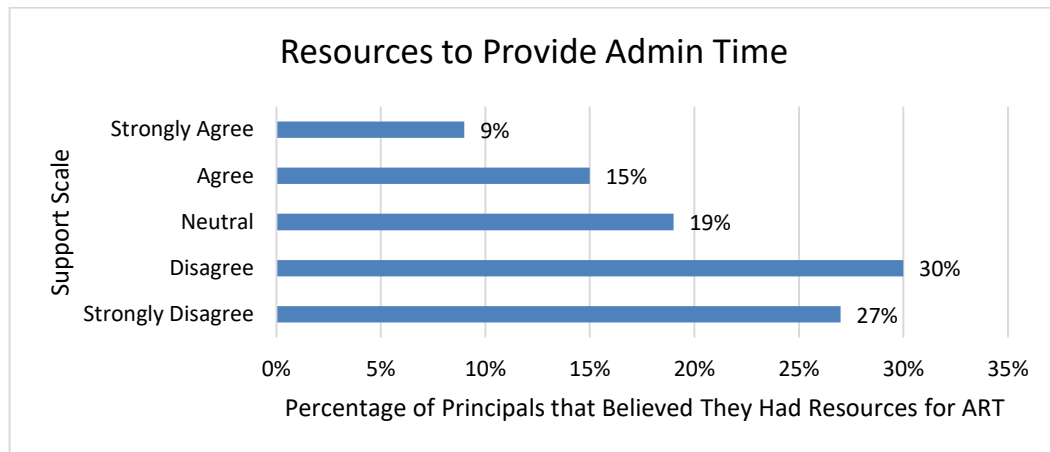


Figure 18. Percentage of principals that believed their congregation or school had the resources to provide ART.

Teachers were asked, “*Do you believe your principal currently has sufficient ART?*” Figure 19 shows that only 26% of teachers believed their principals did not have enough ART. Fifty-five percent of teachers believed their principals have adequate ART while 19% percent remained neutral on the topic.

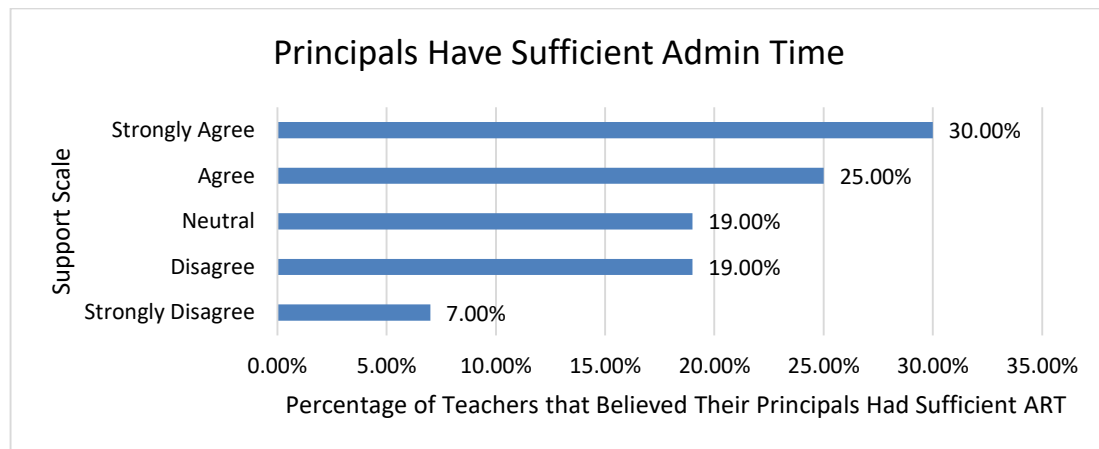


Figure 19. Percentage of teachers who believed their principals had sufficient ART.

Teachers were asked, “On a scale of 1-5, do you wish he or she [principal] had more ART?” Figure 20 displays 45% of teachers wished their principals had more ART, while 35% did not wish their principals had more ART. This table contradicts what the principals believed about their teachers. There was a 21% gap between what their principals believed about their teachers being supportive of more ART and what teachers actual wanted for their principals.

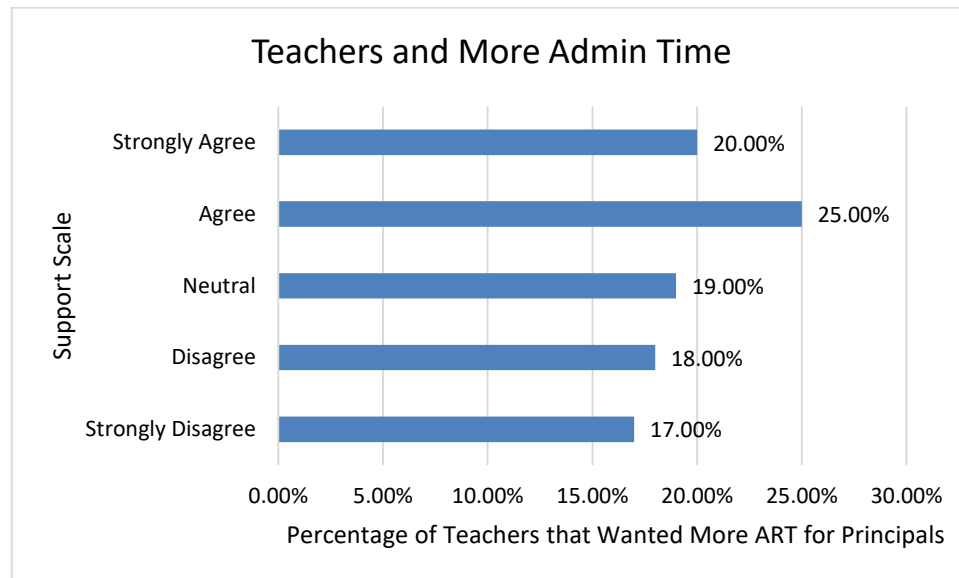


Figure 20. Percentage of teachers who believed their principals should have more ART.

Although teachers remained divided on whether their principal should receive more ART, they are very supportive in their principal's current amount of ART. Figure 21 answered the question, *"On a scale of 1-5, do you wish he or she had less ART?"* This was an important thing to ask teachers, because 35% of teachers said they did not want their principals to have more ART. Only 8% of teachers wished their principals had less ART while 69% of teachers disagreed to their principals receiving less ART. This data was intriguing because it showed teachers believe ART is important; however, teachers believed their principals current ART was the proper amount.

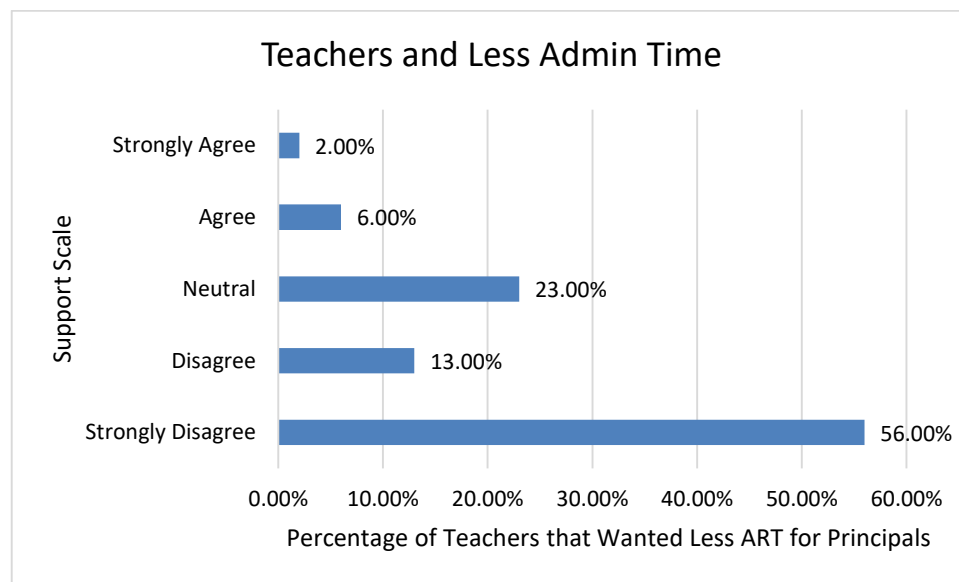


Figure 21. Percentage of teachers who believed their principals should have less ART.

Figure 22 is like Figure 21 and shows the teacher responses to the question, “*On a scale of 1-5, do you believe your principal has more ART time than needed?*” Seventy-four percent of teachers did not believe their principals had more administrative time than needed while 9% of teachers did. This was intriguing when compared to Figure 16. Figure 16 asked teachers if they believed their principals had sufficient ART. Twenty-six percent of teachers responded that their principals did not have sufficient ART.

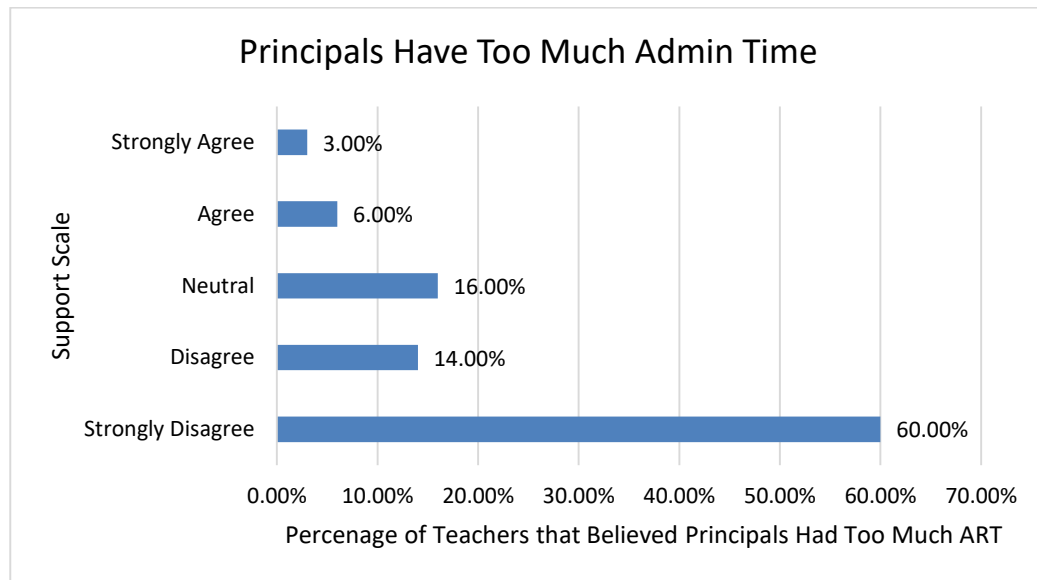


Figure 22. Percentage of teachers who believed principals had more ART than needed.

Figure 23 displays the teacher responses to the question, “On a scale of 1-5, do you believe your school has the resources to provide your principal with more ART?”

Thirty-two percent of teachers believed their school had the resources to provide their principals with more ART while 45% percent of teachers believed the opposite. This lined up well with what the principals believed about school resources. Twenty-six percent of principals believed their schools had the resources to provide ART and 57% did not.

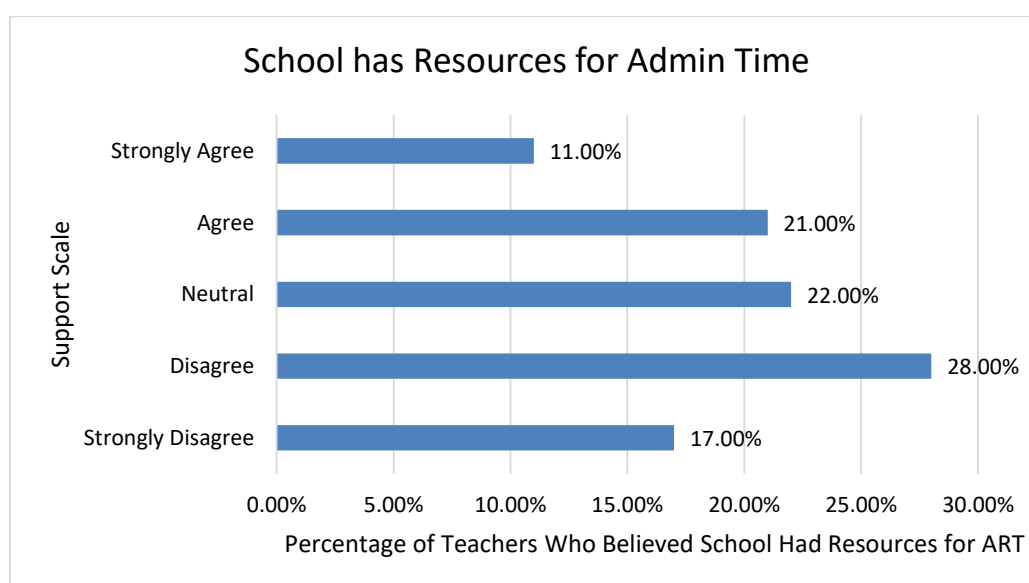


Figure 23. Teachers believed their school had the resources to provide more ART.

Teachers were asked, “*How many hours of ART do you think is ideal per week?*” Teachers were given various options to answer this question (0-5, 6-10, 11-15, 16-20, 20+). This could vary depending on the enrollment of the schools. Figure 24 shows 35% of the responding teachers believed 20+ hours were ideal per week. The WELS Synod ART recommendation said a principal should receive one hour per week for every 7.5 students in the school (WELSSA Handbook, 2010). Seventy-six percent of teachers, according to Table 5, were from schools of enrollments greater than 75 students (at least 10 hours of ART). The WELS School Accreditation (WELSSA) recommendation fell in line with what teachers believed was ideal. Seventy-eight percent of the teachers believed their principals needed at least 10 hours of ART.

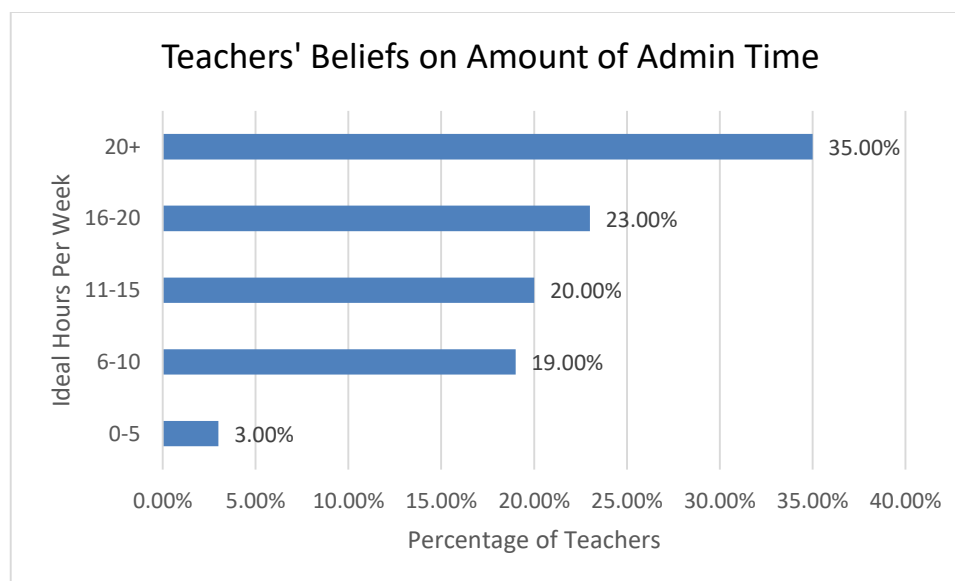


Figure 24. Teacher beliefs on the ideal amount of ART per week.

What do current WELS principals do to maximize their ART?

Principals were asked to respond to the statement, “*You are able to complete your administrative tasks solely during your release time.*” Figure 25 shows how principals felt about their ability to complete their tasks solely during ART. Twelve percent of principals felt as though they could complete all their tasks during ART. This should be noted because around 20% of principals who responded were full-time principals. Even full-time principals (who did not teach) felt they could not complete all their administrative tasks during their ART. Seventy-six percent of principals said they did not feel like they are able to complete their tasks during their ART.

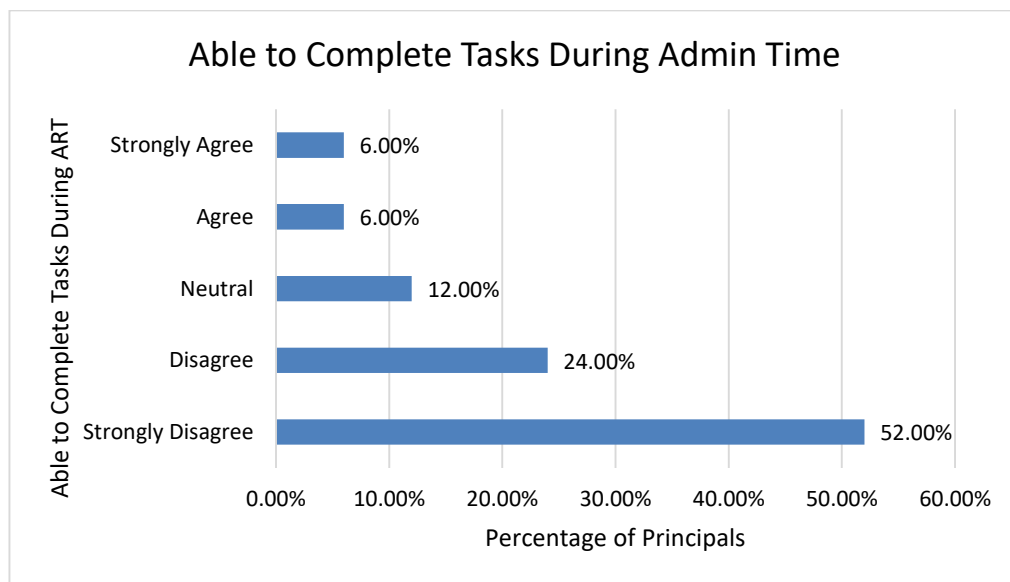


Figure 25. Percentage of principals able to complete tasks during ART.

Figure 26 is similar to Figure 25. It shows the principals' responses to, "*You currently have more ART than you need.*" Only 4% of principals felt they had more ART than needed.

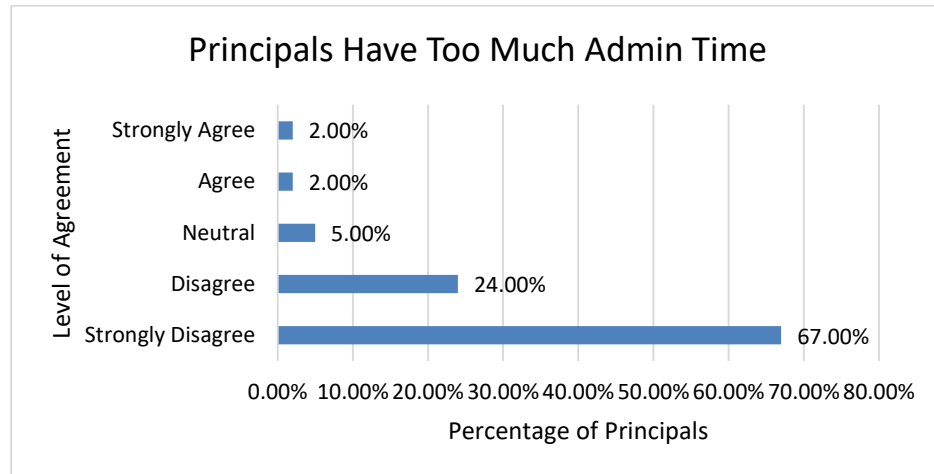


Figure 26. Percentage of principals who believed they had more ART than needed.

Figure 27 shows the average weekly hours the responding principals selected for the various tasks listed below. Principals could select 1, 2, 3, 4, or 5+ hours. The average amount of time spent on these admin tasks was 26.5 hours. Please keep in mind these tasks did not incorporate any teaching tasks or additional duties a principal may have performed. These tasks did not include any additional tasks the researcher may have missed and did not include an option for “other.”

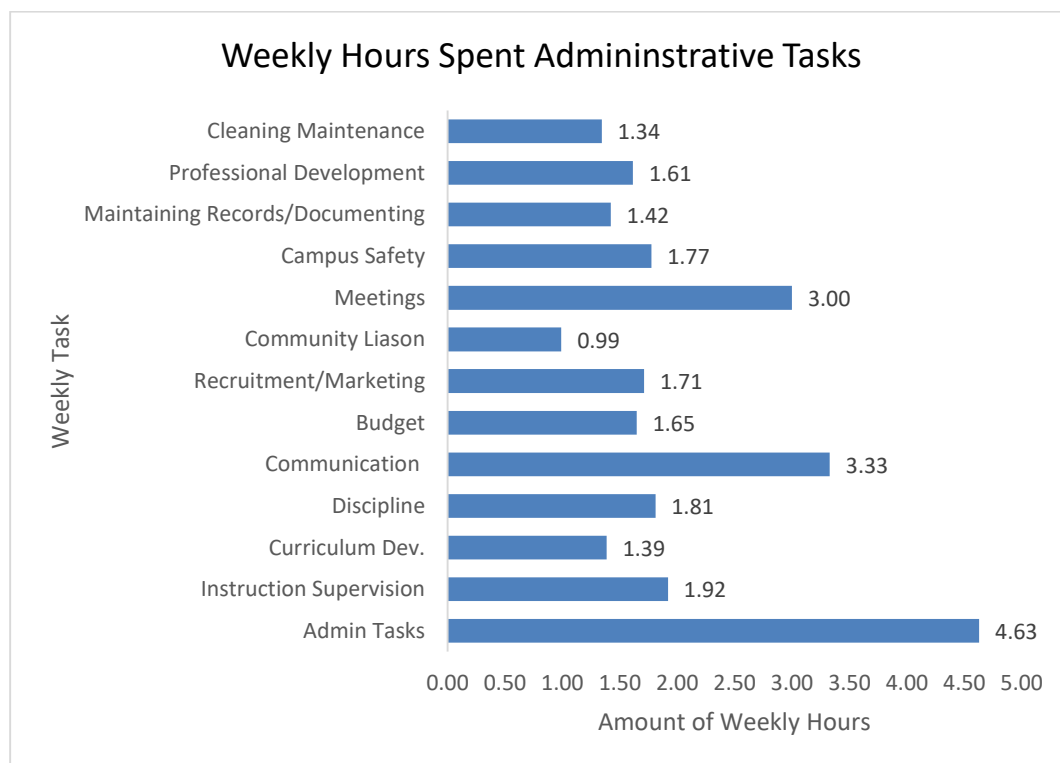


Figure 27. Average weekly hours principals spent performing various administrative tasks.

Principals responded to the question, “*In addition to your current ART, how many MORE hours per week would be ideal for you to complete all of your tasks?*” Figure 28 shows the percentage of principals and how many more hours of ART would be ideal for them to complete their tasks. The most selected option was 4-6 hours at 34%. The average amount of ART of the principals was 15.2 hours. The average amount of time spent on admin tasks was 26.5 hours from Figure 27. This means there was a shortage, on average, of 11.3 hours per week. Most principals selected 4-6 more hours per week. Therefore, a majority of principals said 19.2-21.2 hours of ART would be ideal, however, this still fell short of the average 26.5 hours spent on administrative tasks.

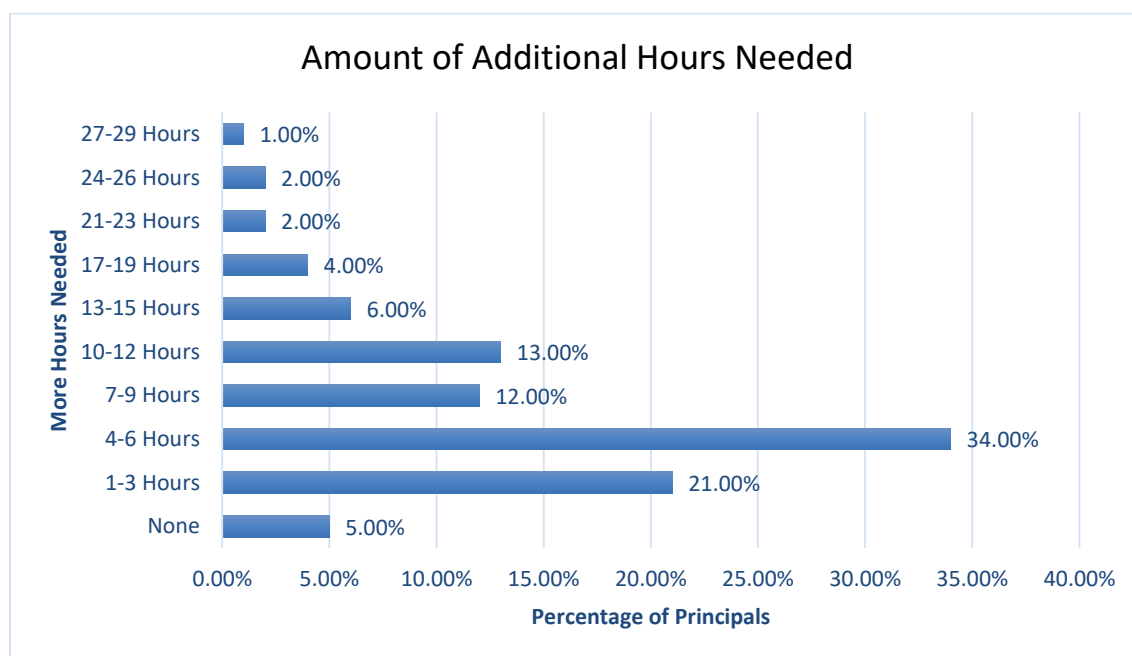


Figure 28. Percentage of principals according to how many *more* hours of ART principals felt they should have.

In Figure 29, teachers were asked, “*Do you believe your principal is capable of completing all admin tasks during release time?*” Thirty-five percent of teachers said that they believed their principals could complete their tasks solely during ART. Forty-two percent of teachers surveyed believed their principals could not fulfill all their tasks solely during ART. Figure 22 read that only 12% of principals could complete their tasks during their ART. There was a 30% discrepancy in what teachers believed their principals could accomplish in their ART and what principals could actually accomplish.

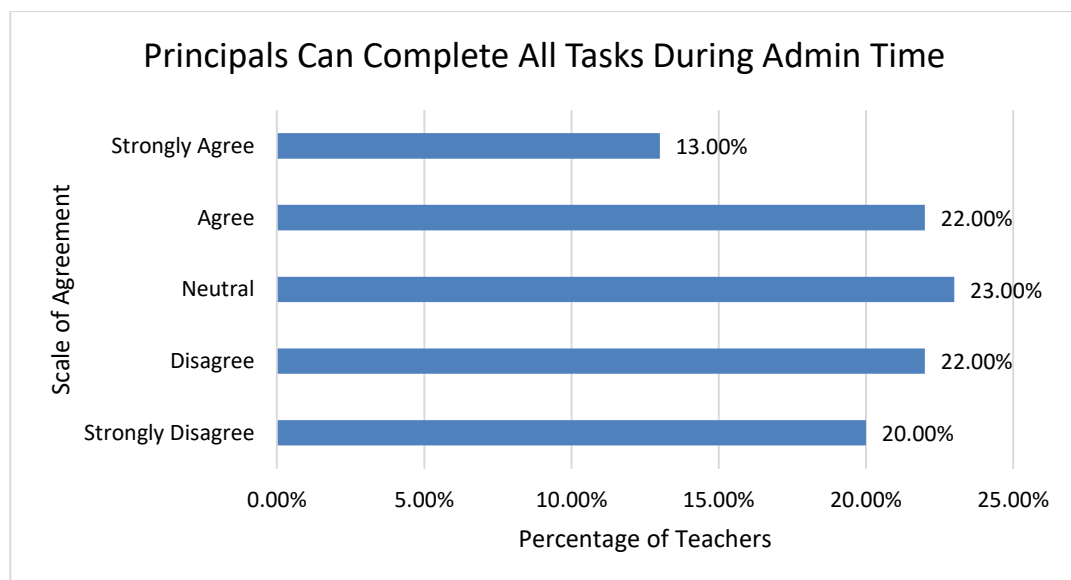


Figure 29. Percentage of teachers who believed their principals could complete their tasks solely during their administration time.

Teachers were asked, “*Do you believe your principal completes admin tasks during release time?*” Figure 30 displays the teachers’ responses to this question. Fifty-eight percent of teachers believed principals completed administration tasks during ART. Forty-two percent of teachers were not confident in the assumption that their principals are completing administrative tasks during administration time. Figures 33 and 34 show how teachers observed their principals using their ART.

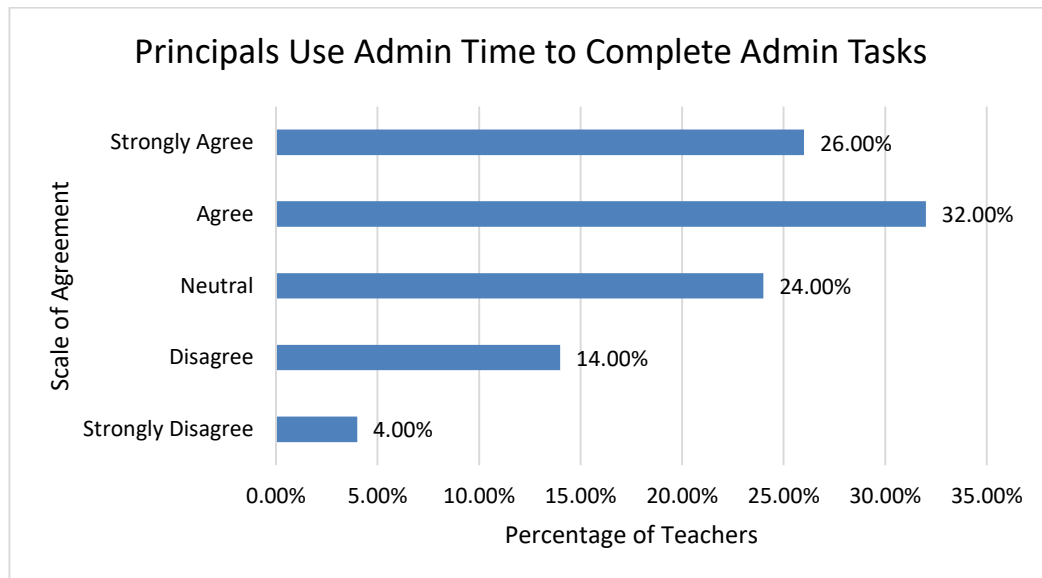


Figure 30. Percentage of teachers that believed principals are using their ART for administrative tasks.

Teachers were asked, “*Do you believe your principal maximizes his/her ART as well as they can?*” Sixty-five percent of teachers believed their principals were great at maximizing their ART. Figure 31 shows this data. Seven percent more teachers than principals believed administrative tasks could be completed solely during ART.”

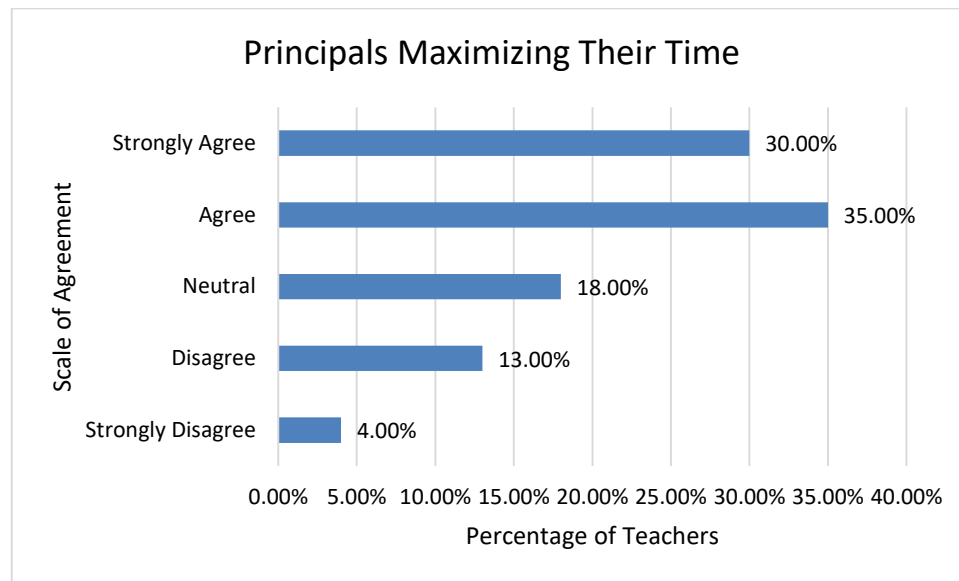


Figure 31. Percentage of teachers who believed their principal maximized their ART.

Teachers were asked, “*How does your principal typically use his or her ART? Mark all that apply.*” Figure 32 shows how teachers saw their principals using their ART. Teachers could choose more than of the items listed below. The two most selected items were *In his office* (86%) and *Administration-Paperwork/Calls* (82%). The figure indicates the percentage of teachers who selected the tasks they saw their principals completing. In other words, teachers could select all of the ways they saw their principal using his or her time when they had ART. Forty-three percent of principals were observed visiting classrooms.

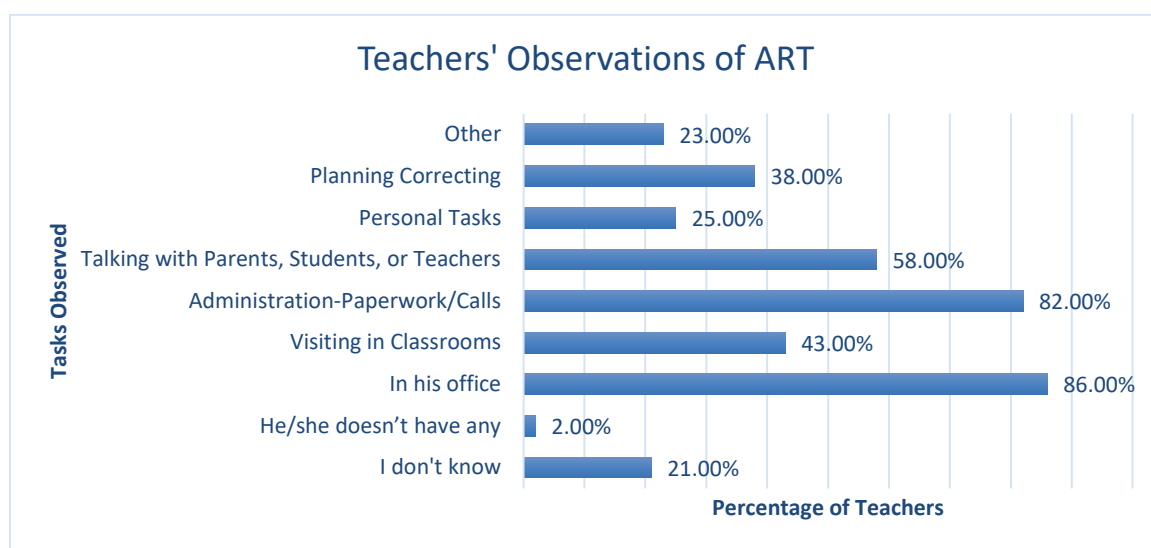


Figure 32. Percentage of teachers who saw their principal performing these various tasks.

Figure 33 shows data from the question, “*What does your principal typically use his or her ART for the most? Mark one.*” Thirty-seven percent of teachers said they saw their principals performing *Administration-Paperwork/Calls*, while 28% said they did not know what their principal is doing. An additional 21% said they saw observe their principal in his office the most. This figure was different than Figure 33 because Figure 30 shows what teachers saw their principals doing at some point. Figure 34 shows what they saw their principal doing the most. This means 49% of teachers had close to no idea what their principals was doing during ART because the principal was either in his or her office or the teachers simply stated they did not know.

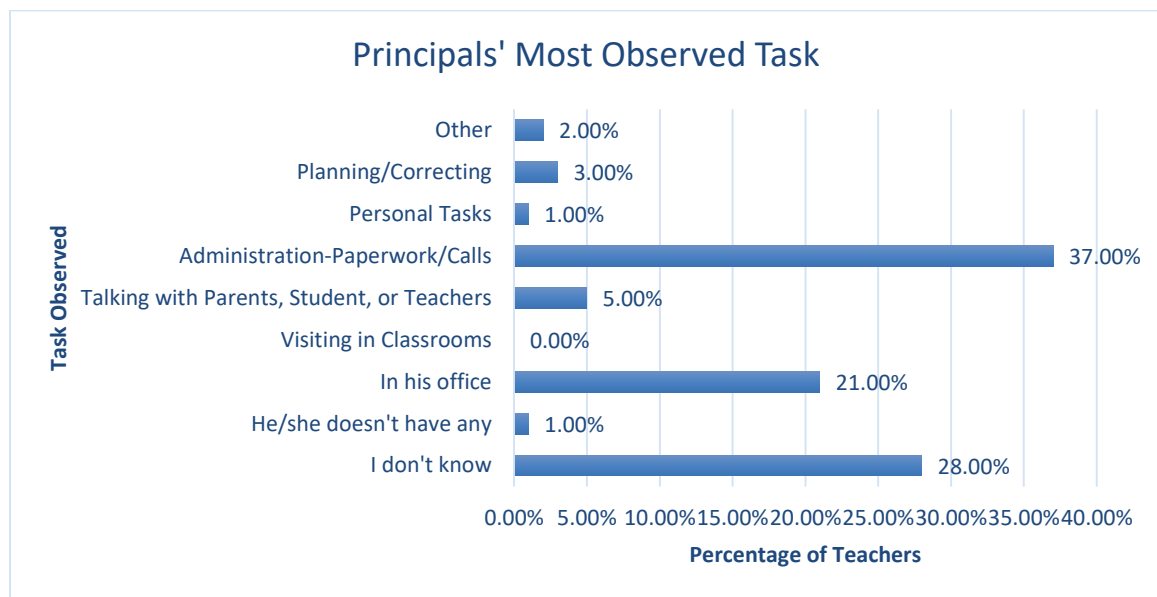


Figure 33. Percentage of what teachers observed their principals doing the most.

Principals, teachers, and early childhood teachers were also given the opportunity to voice their opinions on ART in WELS schools. The study also collected qualitative data. All responses are in the Appendices in Appendix F. The comments were organized into three categories: WELS early childhood teachers and directors, WELS teachers, and WELS principals. Important information pertaining to the research questions are highlighted below.

Early Childhood teachers and directors were provided the survey as well. Often, preschools work in correlation with a WELS school and can offer valuable insight on the principalship. Eighteen percent of the directors noted that they are not provided with sufficient administration time themselves. One of the most interesting comments was on the WELSSA recommendation of one hour for every 7.5 students. A director noted administration release time should not be provided with a formula. This is important to note because different principals require different amounts of time to complete projects, etc. However, this study reported that principals with even a full amount of ART still could not accomplish all their duties.

Many teachers (47%) said that ART was critical for the principalship. Some of these teachers indicated their principal did not have enough ART and needed more. A common trend was release time for teachers. Eight percent of the teachers said they felt overworked as well and need time to perform their tasks. Another common trend was the use of ART. Many teachers (25%) felt this time could be used more wisely.

Forty percent of principals said that ART needs to increase while teaching should decrease. One of the principals stated that ART should be allotted a large amount no matter the size of the school. In smaller schools, principals have more to do because they

serve more roles. Some principals (13%) acknowledged the difficulties of recruiting young men for the principalship.

How does a principal's ART relate to his job satisfaction?

Principals were asked to respond to the question, *“Do you see yourself as principal in five years with your current amount of ART?”* Figure 34 shows if principals saw themselves as principals in five years with their current amount of ART. While 47% of principals said they do see themselves as principals in five years with their current amount of ART, 31% of principals said they do not see themselves as principals with their current amount of ART.

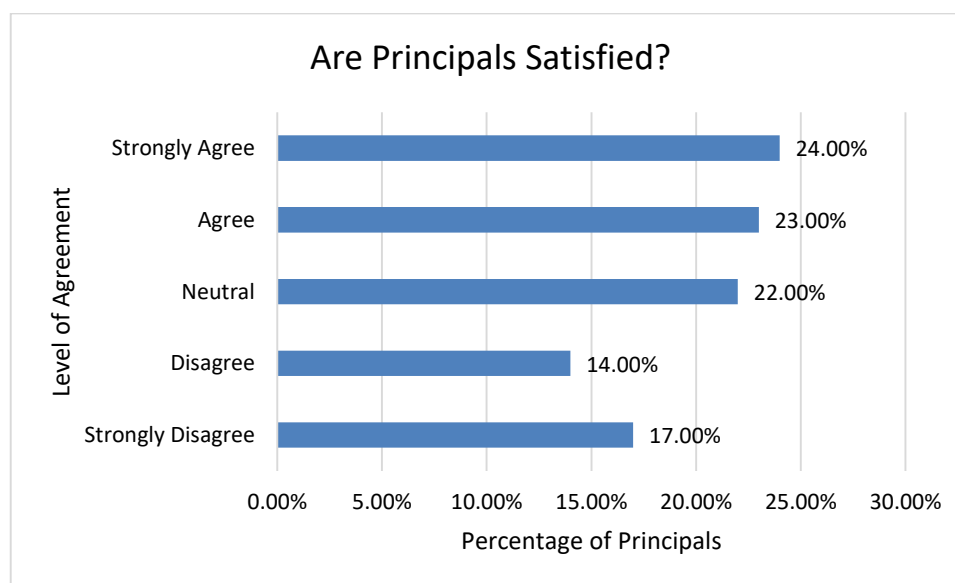


Figure 34. Percentage of principals who said they see themselves as principal in five years with their current amount of ART.

Summary

The overall data from WELS principals and teachers shows that there are shortcomings when it comes to ART in WELS schools. It should be noted that efforts to

improve ART have increased in recent years (when compared to Schmill (2009) and Hintz (2014)).

Most principals received ART through a paid parent or teacher. Many of these principals felt effective. Most principals (75%) felt effective with full ART (no teaching).

Teachers and principals are not on the same page. There was a significant (22%) gap in how supportive principals thought their teachers would be regarding ART and what teachers want for their principals. Teachers do not understand completely what their principals do with their time, ART specifically.

Data shows WELS may lose a significant number of principals over the course of the next five years.

Chapter V: Summary, Conclusions, and Recommendations

Introduction

The purpose of this research project was to study the issue of administrative release time (ART) in the WELS (WELS) school system and to provide schools and principals with the necessary data to make appropriate changes.

Additionally, the study sought to determine the state of ART in WELS schools by researching the state of ART since the Schmill (2009) study.

This study gathered data from WELS principals and teachers, using surveys that focused on these key research questions:

1. How effective are the models of ART commonly used in WELS schools?
2. What do principals, teachers, and stakeholders believe about the value of ART in the WELS?
3. What do current WELS principals do to maximize their ART?
4. How does a principal's ART relate to his job satisfaction?

Summary of the Results

An effective principal is defined by a variety of things. However, one of the key items that helps a principal, is time to be effective. Many principals in the WELS teach and are also administrators. WELS principals are blessed with many gifts. Principals, teachers, synod leaders, and school boards, can study the data found in this study, select the data that applies to them, and implement them to help make changes to their ministry. God-willing, this will improve the principalship in WELS schools and have a positive influence on the entire Wisconsin Synod.

The study gathered data on what principals and teachers think about ART in WELS schools. Many feelings were shared from adamantly opposed to those strongly supportive. Overall, many teachers see the value of ART and feel as though their principal has sufficient ART, regardless of the amount. WELS teachers feel their principal shouldn't have less ART. They also feel like their principal shouldn't have any more ART. Nearly all principals feel like they do not have enough ART and need more. A large portion of teachers identified not knowing what their principal is doing with his or her ART (i.e. "In Office" or "Don't Know".) Significant percentages of principals identified not wanting to continue to be principal in five years with their current amount of ART.

Previous research and new data show the need to increase the amount of ART in WELS school. Hintz (2014) indicated this is especially vital for young principals; however, all principals need increased amounts of ART to improve their schools. Hintz (2014) also noticed relationship-oriented skills improve greatly when a principal has time to work on task-oriented skills in the office.

Conclusions

Finding One: Effective ART Models Come at a Cost

- A. Most of the principals indicated their ART was provided with a paid teacher or parent.
- B. Of the principals who selected Paid Parent or Teacher, 40% selected 4 or 5 on the scale of effectiveness. This was by far the highest rating of effectiveness for principals who have ART.

C. Seventy-five percent of the principals who had full ART selected 4 or 5 on the scale of effectiveness. Most principals felt effective when they had full ART.

D. This data indicated a majority of principals who were not full-time did not feel effective. This is cause for concern.

Finding Two: Principals and Teachers are not in Agreement Regarding ART

A. Figures 19, 20, 21, and 22 showed teachers believed ART was valuable, but that the amount provided was sufficient.

B. Figure 23 showed principals and teachers viewed school and church resources similarly.

C. Sixty-seven percent of principals believed their teachers would be more supportive of them receiving more ART; however, only 45% of teachers responded saying they wished their principal had more ART. There is a significant gap (22%) in how supportive principals believed their teachers were in regard to ART. This can be seen in Figure 35.

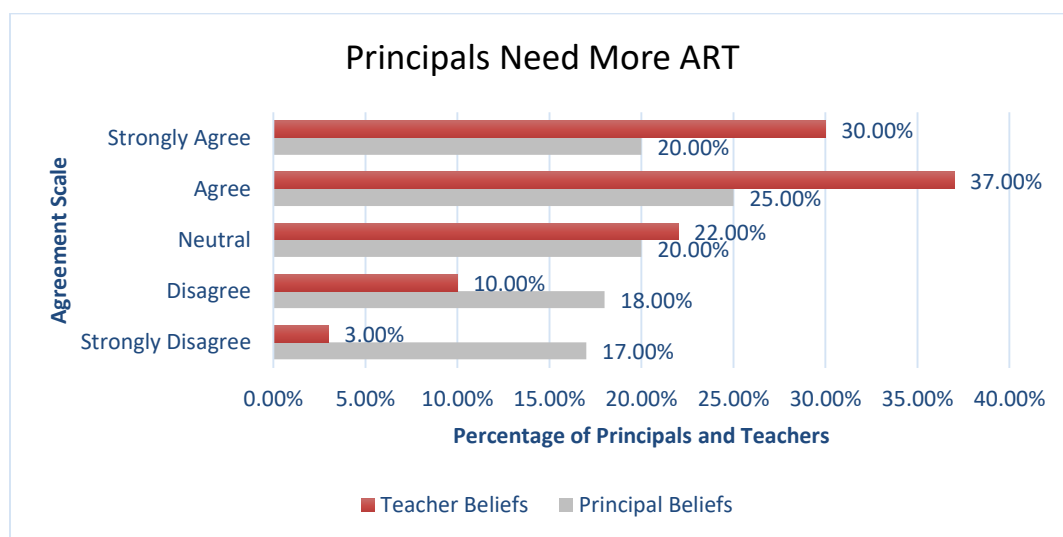


Figure 35. Percentages of teachers and principals that believed a principal needs more ART.

- D. Only 35% percent of the responding teachers believed 20+ hours were ideal per week for ART. The average time the principals spent doing administrative tasks was 26.5 hours.
- E. Thirty-five percent of teachers also believed their principals could complete all their tasks during ART. Only 12% of principals said they could complete tasks solely during ART. See Figure 36.

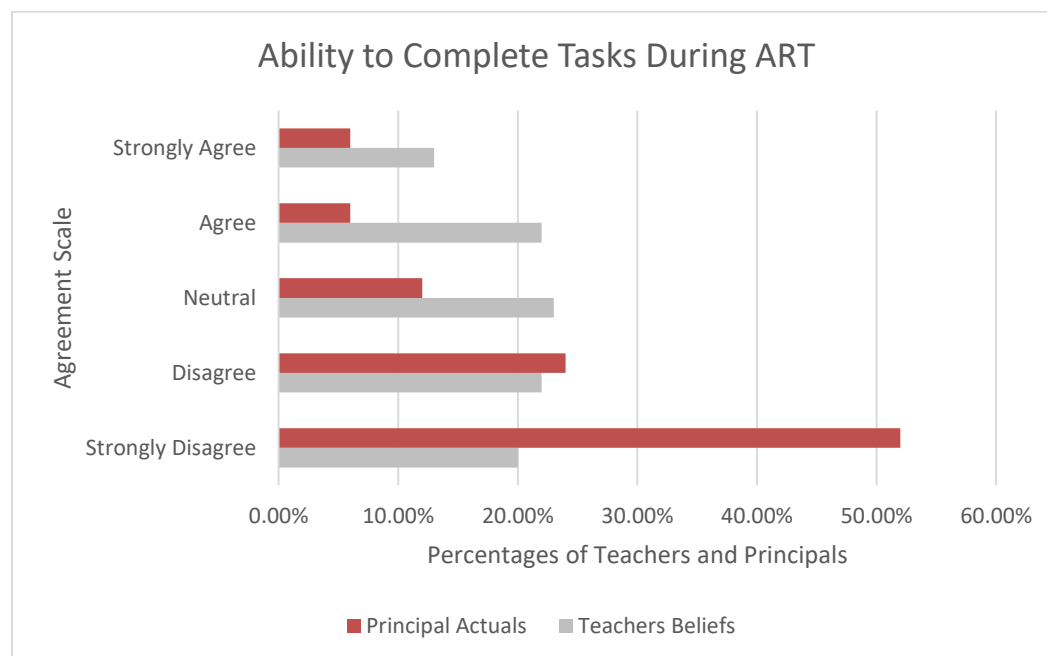


Figure 36. Percentages of teacher beliefs compared to principals' ability to complete tasks.

- F. Fifty-eight percent of teachers believed their principals were completing administrative tasks during ART.
- G. Forty-two percent of teachers were not confident in the assumption that their principals were completing administrative tasks during ART. This could contribute to another reason why teachers believe their principals do not need more ART.

- H. Seven percent of teachers believed principals maximizing their time involved performing tasks outside of administrative tasks. These tasks include additional duties (I.e. athletic director, teacher, Bible class, etc.).
- I. Thirty-five percent of teachers believed their principals could be maximizing their ART better. These teachers may not have a full grasp of what the principalship entails or they need to work with their principal to improve productivity.
- J. Only 43% of principals were observed visiting classrooms. Most principals and teachers will attest to the importance of observing teachers; however, either most principals did not have time to do it or simply did not prioritize it because of the other tasks they had to do. Teachers indicated the importance of visiting classrooms in the qualitative survey.
- K. Forty-nine percent of teachers had close to no idea what their principals were doing during ART because the principal was either in his or her office or the teachers simply stated they did not know. This is significant because it showed principals need to do a better job showing teachers what they were doing. Teachers may assume good or bad things about seeing the principal in the office. They can either think he or she is working, or they think they are working on other duties or personal things. For teachers to be more supportive of their principals there needs to be transparency in the activities of the principal.
- L. Eight percent of the teachers said they felt overworked as well and needed their own release time to perform their tasks.
- M. A common trend in the qualitative survey was the use of ART. Many teachers (25%) felt this time could be used more wisely. Either these teachers felt their

principals were not using it well or they should spend more time communicating or observing their teachers.

- N. Teachers wanted their principal on campus observing them and helping grow the school. Teachers felt the school grows with communication among the staff.
- O. Principals are doing other tasks that may not necessarily have long-term health effects on the school.

Finding Three: Principals Need Help to Maximize their ART

- Twelve percent of principals felt as though they could complete all their tasks during ART. This should be noted because around 20% of principals who responded were full-time principals. Providing principals with a full-time administrative role (no teaching) may not be feasible for everyone; however, the amount of completed tasks a principal can fulfill and how much ART a principal receives are related.

Even full-time principals (who do not teach) felt they could not complete all their administrative tasks during their ART. Seventy-six percent of principals said they did not feel like they were able to complete all their tasks during their ART. Principals are burning out because they need to accomplish their administrative tasks outside of their ART. Principals need more help performing their duties and tasks. Principals can have a tough time being held accountable for their administrative tasks if they do not have time to do them.

- While this study indicated that 88% of principals said they needed more ART to complete their tasks, only 48% believed their school or congregation would support them receiving it.

- Thirty-five percent of principals have asked for more ART in the past and have been granted it. Principals may have asked for it in the past and may have been afraid to ask for it again or simply knew their congregation would not be supportive of the idea.
- Principals responded that they had an average of 15.2 hours per week of ART. However, the average amount of time selected for completing their tasks per week was 26.5 hours. Principals were shorted, on average, 10 hours per week to complete their various tasks. Principals had to find roughly 400 hours a year outside of ART to complete their tasks.
- A majority of principals said 19.2-21.2 hours of ART was ideal, however, this still fell short of the average 26.5 hours spent on administrative tasks (Figure 28). This is interesting to note and could indicate a variety of things. Such as, principals have underestimated how much time they need. Principals might be afraid to give off the perception that they are asking for too much time. Principals may be slowly asking for more ART. Principals do not have time or do not know how to quantify what they are doing during their time in general to ask for more ART.
- School Boards and principals should review literature on practical use of ART. Duane Vance (2017) identified five ways ART could be properly used: (1) Improved communication with families, faculties, and congregations, (2) Instructional supervision of faculty, (3) curriculum planning and oversight, (4) Long-range planning and school improvement, and (5) faculty development.

- In the comments survey, teachers wanted their principals to spend more time outside of the office, developing relationships and observing classrooms. These are elements which could have a long-term impact on the school. Right now, with the current state of ART, most principals do not have time to do these things effectively with their other, more immediate, tasks.
- Principals, teachers, and early childhood teachers were also given the opportunity to offer additional comments on the issue of ART. Their opinions and thoughts varied greatly from how much ART a principal should have to how a principal should use that ART. These are in Appendix F.

Finding Four: Principals are Not Satisfied with ART

- Thirty-one percent of WELS principals selected *Disagree or Strongly Disagree* to seeing themselves as principal in five years with their current ART.
- ART played a large role in the satisfaction of the principalship, but it also showed the WELS may lose a significant portion of principals over the course of the next several years. This should send the message that if things don't change, the WELS school system will have an even greater principal shortage than what already exists.

Recommendations

The following recommendations are proposed to improve the current issue of ART in WELS schools: (1) schools add a budget line for ART, (2) teachers need to have a better understanding of the principal position, (3) principals are trained on how to use

their time and report how they use it, and (4) support for principals' time and their needs *must* grow. A correlated future study is recommended.

Find Room in the Budget

Schools are encouraged to find room in the budget to support their principal.

“Principals must be given adequate amount of ART to be effective” (Hintz, 2014, p. 57).

If a principal does not have sufficient ART, the leader of the school will be ineffective, thus causing issues in the school.

Of the currently used models of ART, having a paid parent or teacher provide relief for the principal is the most effective model of release time. This doesn't mean finding a volunteer or utilizing the pastor is an effective model, it just isn't the most effective model in current WELS schools. The relief position should be a paid position. It helps the person stay long-term and feel like they are getting something in return. It doesn't even have to be a called worker filling the void with all the extra benefits, a fixed salary or hourly wage should be sufficient. If a principal needs 10 hours a week of ART, you can pay someone \$10 dollars an hour for around \$3000 per year. If you are having difficulty finding someone, you can double or even triple it for under \$10,000 a year. For most WELS schools or churches \$5,000 to \$10,000 is a small percentage of the school's overall budget to provide a school leader with more support. Hintz (2014) recommended charging the parents an additional fee of \$20 per month per student to help provide relief for the principal. For a school of 75 students this would provide \$15,000 in the budget to find relief for a principal.

In addition to simply finding room in the budget, schools, congregations, and teachers have to be prepared to provide full-time administrative time for their principals.

Seventy-five percent of full-time principals felt effective as principals. This was 35% higher than how effective any teaching principal felt.

Teachers Understand Principal Position

Survey data indicated that teachers knew very little about the position of the principal. Teachers often did not know what their principal was doing during ART. Forty-two percent of teachers were not confident in the assumption that their principals were completing administrative tasks during administration time. If teachers don't even know what a principal's job entails, they cannot make correct assumptions about how a principal is utilizing his or her time. This lack of knowledge can evolve into a trust issue. It is difficult for teachers to fully support their principals when they don't know what he does or when they see him doing classroom prep during administrative time, they may feel jealous they don't have the release time. The principal may be doing prep time during release time because he has after school administrative work about which the teacher is unaware. Transparency can ward off trust issues.

Principals need to share what they are doing during their ART. Once principals become more transparent and share all their duties they are doing, they will only improve their chances of receiving ART. Principals should share with their school boards and faculty what they are doing. The school board and faculty may even be able to help the principal with a task.

Teachers also should pay attention to the fact that principals are burning out at a large rate. If they have seen several principals throughout their tenure as teachers, they might recognize the issue of the principalship. Pray for the principals. Teachers are very busy with their own lives and teaching in their own classroom, however, they should take

time to recognize the sacrifice principals are making. Teachers need to take time to ask questions about the principalship. Teachers need to know what their principals do so they know why principals need more ART.

Better Training and Documenting for Principals

Principals need to work on maximizing their ART. One of the full-time principals even commented on feeling guilty because he feels like he might not be maximizing his time as well as he can be. As principals grow in their ministry and professionally, they will only understand more how and what to use their ART. A principal's life becomes one of prioritizing. Principals need to know what can wait and what they need to tackle immediately. Oftentimes one discipline issue or disgruntled parent can throw off a principal's entire day or week.

Improved Support for Principals

A great place to start to support a principal is time. Principals need a lot of it. According to the surveys, they need more than they even know. In addition to time, principals need support for their time. Teachers, churches, and Boards need to share the expectations they have for the principal so that he knows what to prioritize.

Data suggests the principalship is in trouble in the WELS. WELS schools need to notify future principal recruits that things will change for the better. Principals need support. If they do not receive it from their schools, faculty, and Boards, there will be future shortages. If these percentages were to hold true and nothing would change, the WELS will lose many principals over the course of the next five years.

Summary

It is critical that the WELS continues to address the issue of ART. Principals have indicated through this survey that in a few years they may not have a desire to be a principal. Principals need to be provided more ART- to the point of a full-time principal. They need to get as many tasks done during this time as possible. Teaching principals balance a classroom on top of that. Many principals have other duties and responsibilities that everyone may not see or know about. Principals need prayer, time, and support for their personal lives as well.

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Appendix A: May 11th and 12th Email Notification

Hello!

My name is Harmon Krause. I am a graduate student at Martin Luther College. I am currently working on a thesis project which I hope will be beneficial to the WELS as a whole. My study focuses on the need for increased ART for WELS principals. My research will seek to answer these four questions:

1. How effective are the models of ART commonly used in WELS schools?
2. What do principals, teachers, and stakeholders believe about the value of ART in the WELS?
3. What do current WELS principals do to maximize their ART?
4. How does a principal's ART relate to his job satisfaction?

You can help me in my research by clicking the link below and responding to the correct survey choice. If you are a WELS teacher please click the **teacher survey link**. If you are a WELS principal please click the **principal survey link**. The survey should take around 15 minutes to complete.

My hope is that the results can be used by WELS schools to identify how we can better ART for our WELS principals. I will be collecting results until May 25, 2018.

[CLICK HERE TO OPEN LINK](#)

Thank you for your time.

In Christ,

Harmon Krause

Appendix B- May 15th Email Notification

Hello,

I previously sent a survey out regarding WELS principals and their ART. First of all, thank you to the hundreds who have already participated in the survey. I would like as much input as possible to gather good data to use. This data will be used to answer my four research questions while also providing valuable data for the WELS as a whole.

Some notes:

- If you have filled out the survey already, thanks! No need to fill it out again!
- I have provided two links from this email directly to the surveys. Some people were having difficulty with the first link or receiving error messages. If this continues, please email me so I can send you the link separately.
- ART is the time provided to a principal during the typical school day to perform administrative tasks. This should not include weekend or post-school day hours.
- If you are an early childhood director or teacher and have a principal on your campus, it still can be valuable data.
- If you are serving in the principal role, it still can be valuable data. Please fill out the survey as best as you can- even if there are some questions you cannot answer.
- Please continue to ask questions that may come up before/after your survey. You may even send personal thoughts on the topic (some individuals have added some thoughts outside of the survey).
- Thank you so much for your time! It should take approximately 10-15 minutes to fill out the survey.

My research seeks to answer the following research questions:

1. How effective are the models of ART commonly used in WELS schools?
2. What do principals, teachers, and stakeholders believe about the value of ART in the WELS?
3. What do current WELS principals do to maximize their ART?
4. How does a principal's ART relate to his job satisfaction?

You can help me in my research by clicking one of the links below. If you are a WELS teacher please click the **teacher survey link**. If you are a WELS principal please click the **principal survey link**.

My hope is that the results can be used by WELS schools to identify how we can better ART for our WELS principals. I will be collecting results until May 25, 2018.

[CLICK HERE TO OPEN THE TEACHER SURVEY LINK](#)

[CLICK HERE TO OPEN THE PRINCIPAL SURVEY LINK](#)

Thank you for your time.

In Christ,
Harmon Krause

Appendix C- May 21st Email Notification

Hello,

This will be my final reminder to fill out the WELS ART survey. The survey will close this Friday, May 25, 2018 at 11:59pm.

In addition to the original survey, I have added an additional personal comments form on ART. You can click below to fill it out. This personal comment form is completely anonymous. If you would like, offer up your own beliefs or thoughts on administration time. Many individuals have emailed back with their own thoughts, if you have time, offer up as much as you would like.

[Please click here to fill out anonymous comment form.](#)

Some notes:

- If you have filled out the survey already, thanks! No need to fill it out again!
- I have provided two links from this email directly to the surveys. If you have difficulty filling out the survey, please email me so I can send you the link separately.
- ART is the time provided to a principal during the typical school day to perform administrative tasks. This should not include weekend or post-school day hours.
- If you are an early childhood director or teacher and have a principal on your campus, it still can be valuable data.
- If you are serving in the principal role, it still can be valuable data. Please fill out the survey as best as you can- even if there are some questions you cannot answer.
- Thank you so much for your time! It should take approximately 10-15 minutes to fill out the survey.

My research seeks to answer the following research questions:

1. How effective are the models of ART commonly used in WELS schools?
2. What do principals, teachers, and stakeholders believe about the value of ART in the WELS?
3. What do current WELS principals do to maximize their ART?
4. How does a principal's ART relate to his job satisfaction?

You can help me in my research by clicking one of the links below. If you are a WELS teacher please click the **teacher survey link**. If you are a WELS principal please click the **principal survey link**.

My hope is that the results can be used by WELS schools to identify how we can better ART for our WELS principals. I will be collecting results until May 25, 2018 at 11:59pm.

[CLICK HERE TO OPEN THE TEACHER SURVEY LINK](#)

[CLICK HERE TO OPEN THE PRINCIPAL SURVEY LINK](#)

Thank you for your time.

In Christ,

Harmon Krause

Appendix D: WELS Principal Standards

Domain I: Spiritual Leadership

STANDARD ONE: An effective Lutheran school principal is a person of faith.

- a. Understands and follows doctrines of the Bible
- b. Accepts the Bible as the absolute truth in matters of faith and life
- c. Models faith both personally and professionally
- d. Displays Christ-like love for all
- e. Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation
- f. Acts with integrity, fairness, and ethics

STANDARD TWO: An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care

- a. Collaboratively develops and implements a shared vision and mission
- b. Articulates, implements, and guards the vision
- c. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- d. Creates and implements plans to achieve goals
- e. Promotes continuous and sustainable improvement
- f. Monitors and evaluates progress and revise plans

Domain II: Instructional Leadership

STANDARD THREE: An effective Lutheran school principal knows how to teach.

- a. Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards
- b. Understands the developmental needs of children
- c. Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs
- d. Has command of a variety of learning theories and instructional methods
- e. Employs good classroom management
- f. Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes
- g. Uses informal and formal assessment strategies to measure student progress

STANDARD FOUR: An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.

- a. Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts
- b. Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty

- c. Maximizes school time spent on quality instruction
- d. Advocates for and fosters affirmation, respect, and inclusion of a diverse student body
- e. Promotes the use of technology to support teaching and learning

STANDARD FIVE: An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts

- a. Guides the development of beginning teachers
- b. Uses formative supervision to guide teacher performance toward improved student learning.
- c. Communicates teacher and staff performance through summative evaluations
- d. Works collaboratively with teachers to design comprehensive professional growth plans
- e. Builds teacher capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development
- f. Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning.
- g. Effectively communicates with faculty and staff.

Domain III: Administrative Leadership

STANDARD SIX: An effective Lutheran school principal wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.

- a. Organizes the environment to support quality instruction and student learning
- b. Monitors building operations
- c. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources
- d. Promotes and protects the welfare and safety of students and staff
- e. Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church
- f. Supports and works closely with the school's governing board

Domain IV: Community Leadership

STANDARD SEVEN: An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.

- a. Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community
- b. Engages families and the local congregation in school decision making as appropriate

- c. Collects and analyzes data and information to understand and to respond to the needs of the school's environment
- d. Utilizes community and synod resources to carry out the school's mission
- e. Promotes the school among school families and within the congregation and community
- f. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- g. Works cooperatively with synod agencies
- h. Participates in district and synodical responsibilities

STANDARD EIGHT: An effective Lutheran school principal understands both the local and broader context in which the school exists.

- a. Serves as an advocate for children, families, and caregivers
- b. Acts to influence congregational, syndical, local, state, and national decisions affecting student learning Lutheran education
- c. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies

Appendix E- Professional Standards for Educational Leaders 2015

Standard 1. Mission, Vision, and Core Values- Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2. Ethics and Professional Norms- Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3. Equity and Cultural Responsiveness- Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction, and Assessment- Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5. Community of Care and Support for Students- Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6. Professional Capacity of School Personnel- Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7. Professional Community for Teachers and Staff- Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Standard 8. Meaningful Engagement of Families and Community- Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.

- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10. School Improvement- Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Appendix F- Comments on ART**The following are quotes from early childhood teachers:**

- A. I do have release time. I am pleased that they allow me to have time.
- B. I have ART.
- C. Some questions didn't fit with me/my work. So, to explain "Who's in charge during release time?" There is no PreK session on 2 afternoons/week so that I can have administration time. Also, my hrs/wk admin time and the hrs I listed for various tasks does not match up. Much of my admin work is done in "large clumps" of time during the summer (I.e. professional development- taking classes) or as it comes up during the school year. (I.e. assessment) not a set # of hours / week. I just tried to estimate what it would be if evenly spread over the year.../week.
- D. Early childhood directors/lead teachers (only teacher) do not have much administrative time during a school day. Walk-ins and phone calls may be the only exception. My administrative time is after 4:00 pm closing time. Evenings and weekends usually provide the time for other administrative tasks.
- E. I feel in this day and age it is necessary for a principal to have ART. There are a lot more decisions, forms, and involvements required of a principal. I know my son, who is a WELS principal, appreciates it and can accomplish a lot more. In comparison, as a director there are a lot of things that I am dealing with besides helping in one of my rooms. I have dealt with insurance companies, lawyers, the DOJ, other state agencies, also county agencies. If I was to be just in a room, it would be rather difficult to get things done. Another aspect for a principal is

dealing with parents, students, board members, and other people that come into contact with the school. This gives him an opportunity to do it without being out of the class room. In closing I think it is a necessary thing to allow principals to have.

F. I have none at the moment.

G. I fit it in after or before working 9-10 hrs per day with the kids. But the leadership is aware of this and is trying to work in time during the day.

H. I think ART is necessary for principals of smaller schools. I have witnessed this as a student years ago, as a teacher filling in for principals and as a teacher at a smaller school. In my current situation, I would not see it as necessary. I teach in a large school and our principal is called to only be the principal. He does teach a few things, but I think it is up to him to determine how to balance his principal duties with the classroom time. I think one of the dangers of having admin. time is that if you don't keep yourself focused and organized, you may not use the time for what it is intended.

I. Our principal gets time. He doesn't use it. We aren't visited. He complains about all the work he has to do but leaves every day at 4, doesn't come back and comes to our recess time which is during his release. It's very frustrating for the rest of us that also have a lot of work and DON'T get release time.

J. Our school is a unique situation. Our principal is also our Staff Minister of Outreach. He has no teaching time. Much of his time, I feel, is devoted to outreach efforts. Which I think is great. I also feel he should be doing more principal duties than the assistant principal. We also have an assistant principal

(our Kindergarten teacher). She has every afternoon off from 1:15-3:30.

Personally I feel that is too much being the assistant principal. I feel that there is time needed away from the teaching hours to do the administrative tasks; however, not every afternoon. Other years when we have had teaching principals they have been given two afternoons a month for a couple of hours to do administrative things. (Which was probably not enough time.) Now we basically have two people covering the job of principal; one having no teaching time, and the other teaching half days. I think there needs to be a happy medium but I'm not sure what that entails. Not every school is blessed to have a full-time non-teaching principal and assistant principal. Having every afternoon off for being assistant principal is a lot in my opinion.

K. I think I filled everything out that I was supposed to, but it seemed rather short, so I am not sure. I would like to add a few thoughts about release time: I am not sure the "one formula fits all" that we currently use to figure release time is good. I am currently serving as our preschool director. Our preschool has 70 students. Our elementary school has 31. Our principal has a few hours of release time Friday afternoon. I have none. If a school has a preschool director and a principal, how does that affect release time when they share duties when it comes to the preschool? Do we figure release time for our principal based on 100 students, 31, or somewhere in the middle? Also, I understand that for schools that are accredited or receiving state funds (Florida schools) there is more paperwork required on the part of a principal, just as a state licensed preschool requires plenty of extra administrative time. If a school doesn't fall into those categories,

does the principal require the same amount of release time? And finally, my principal may be one of the first teachers to arrive and he is often the last to leave. However, he rarely spends time at school on the weekend. The other elementary teachers are usually there for several hours on the weekend, and their arrival and departure times during the week are fairly close to the principal's. (I would say I average 4-5 hours per weekend.) Just some thoughts. I believe release time is important for the sake of the school and principal, but I think there should be much more to it than a formula that suggests release time purely based on student enrollment.

The following are quotes from WELS teachers:

- L. I just filled out your form for release time for principals and wanted to comment that it's a really valid topic to consider. I hope you get a good amount of responses. I teach part-time at two different schools and I know the people I work with are swamped at this time of the year. I also found it a little difficult to answer many of your questions. The ones you started 'Do you believe' needed to be answered with a 'Never-Always' choice. I just don't think of myself as 'never' or 'always' having an opinion about something.
- M. I completed your survey, but did not see any section for comments (perhaps you didn't want them). So I wanted to give you some observations I have had as a principal's wife for over 10 years. I have been privileged to not only have the perspective of a principal's wife, but also to teach on the same staff as that principal for 7+ years. Wives have the ability to see the hours that are spent on the weekends, in the evenings, etc. I have also had the privilege of getting to

know other principal's wives and we have had many discussions over the years about what we have experienced and observed. 1) Your survey asked for teachers to speak about whether their principal was the first person to arrive or the last person to leave. I have often observed this to be true, yet it often goes unnoticed as other arrive later or leave earlier. I also have noticed that teachers EXPECT their principal to be there when they are there and leave tasks for the principal that really do not need to be completed by an administrator. 2) Often ART is being used for tasks that are expected of the principal and not necessarily the tasks that are going to have long-term positive effects on the school (observations, planning, curriculum development) 3) I have sat in faculty meetings where teachers have stated and then others have echoed, "Why would we want to give you more administrative time, then you give us more work to do" (for observations, for curriculum, standards, etc.). There is a lack of understanding of the importance of teachers and principals engaging in growth activities. 4) I think that it is great that you are studying this topic, but I don't think anything will change in the WELS until our people (lay people, teachers, pastors) respect the work of the principal. 5) There also needs to be recognition of the fact that when we ask someone to teach and principal we are essentially asking them to do two jobs for the price of one. Even if a school is small, the principal needs to be given enough time during the school day to do the principal job. This also should not be a time when he is expected to plan for a sub and then correct for the time he was out of the classroom. Many schools give ART with the stipulation that the principal has to figure out how to get it himself and he often has to do the planning for a sub and

then correct. That should not count as ART because having a sub is more work than teaching yourself.

N. While I feel it is very important for Principals to have release time I would love to see that also available for teachers to have a prep/administrative time on the grade school level. I understand if schools are departmentalized it lends itself easier to that structure. Concerning principals, I feel that is very difficult for them to both teach and be principal without adequate time for administrative needs; since teaching demands so much time to preparing lessons, teaching lessons, and correcting work showing what was learn in mentioned lessons. It is a challenge to balance both effectively and well. I am sure burnout happens more frequently for principals who also teach! Even when a principal has full administrative time (it seems from my experience) that there is always more that needs to get done than time allows in the day. On that note an area I personally would like to see focused on more for principals is to have more interaction with the faculty throughout the day whether that is in informal walk throughs, communicating with the faculty of special concerns or practice information that was unplanned event since the latest monthly faculty meeting, or simply to check in with how they are doing personally and professionally really shows that the principal is invested in working with and alongside those in that school's ministry. Communication and organization must be strong characteristics for principals and giving appropriate time to principals is key so they can be successful in carrying out the administrative needs of their school. Thank you for you work on this!

- O. Our situation is completely different.... better than release time is a retired principal!! At least for our situation, the principal release time didn't work for our previous principal that needed the release time to figure out teaching and classroom management. Unfortunately, the survey doesn't really fit our current situation and if we did it based on our previous experience it would be very not in favor of ART...
- P. I believe release time is important to a principal doing his job well. However, there has to be some type of system for monitoring how it is used. In our school the time is used on correcting and lesson prep and the administrative duties are simply given to the rest of the staff to accomplish, or not done at all.
- Q. I found it hard to fill out the survey. We have an interim principal this year. I actually filled out the answers to reflect when we had an actual principal. It might be helpful to keep in mind that some of the answers may be affected by what the principal situation is in a school. (none, pastor principal, one-year principal, etc.)
- R. Our principal rarely has enough time in a week to complete all the necessary tasks related to be a principal. He does get release time for several hours, but it is often taken up with items/issues that crop up at the last minute. On paper the release time looks like a lot but in the real day to day workings of the school it is not. It seems that unless one is acquainted with the day to day workings of a school, one doesn't understand the multitude of tasks needed to successfully run a school/classroom. It often seems that many still think teachers and principals are "lucky" to have summers off. Many don't understand how many hours are spent beyond the school day preparing materials and performing administrative tasks.

- S. I believe it is very important for principals to have release time. They need to be in classrooms, visiting with students and parents. They need to know what is happening in the school. They need to be aware of so many things of the school environment. In order to do these things well they need time. They also need to be very open with how they spend their time.
- T. Our principal has all day except one hour that he teaches math. He is in and out of classrooms for various other reasons. He does spend hours before and after school still doing work especially many meetings. He would never be the first one here because we have a teacher who is a super early bird.
- U. WELS schools are severely understaffed. All middle school teachers (not just principals) need some prep time. Not giving principals release time is going to lead to a continued shortage. By not providing the release time that is needed to both principals and middle school teachers, the WELS will continue to have people leaving the ministry because of burnout. No teacher induction or principal training program can remedy unrealistic job expectations for teachers. Parents of students expect the teachers to do a lot and the schools are not able to support the teachers with any prep time at all. This is not workable.
- V. I wish there was a chance to comment on your initial survey. School size: School size could be based on preschool or no preschool. This was an unspecified question. Does it have 3K or 4K or no Kindergarten? Many circumstances may influence release time. Ideal hours is all based on school size. Two hundred kids would be unreasonable to have 0-5 hours. Whereas, 35 kids, 20+ hours might be extreme. Also, several of the questions are subjective based on appearance.

Classroom teachers do not always have visibility on what the principal does, and in some cases, they should not. ART should be used for what it is intended: to give the principal time to do administrative work. It should not be used for personal appointments, etc.

- W. I think that ART is necessary for all principals and directors. In that release time, they are able to make sure they have done their work faithfully.
- X. Our school has been without a principal for 3, going on 4 years now. Teachers are expected to fulfill the duties such as tuition running, etc. We used to have an hour of leave time a day at lunch but when we had to hire a fourth teacher they took that away and now there is no leave time to do both multi-grade teaching and administrative duties. It is hard to explain to the congregation why we have had more than 10 different called workers in less than 10 years for such a small school. Most of it is just burn out.
- Y. I do not feel that principals are given enough ART. They are one person doing two jobs. In order to do a good job as principal and a classroom teacher they need to be given time. In most cases these principals are also husbands and fathers and when they are not given time to do principal duties they use their evenings to do their work instead of being with their families. Principals should not have to choose between being a good principal and family time.
- Z. I think principal release time is very important if it is used correctly. It is important for the principal to have time to complete tasks that will better the school. However, many times I have seen principals use the time to plan/prep for the classroom rather than get tasks done in a timely manner.

- AA. I believe WELS needs to better organize and help schools make use of the assistant principal role. Our school has two but they are not used well. Their roles are not clearly defined and it turns into a whose responsibility is it problem.
- BB. Only in my elementary school teacher, my husband was a principal for 16 and a half years. So I have experience as a spouse! I didn't do the survey yet but I will, my comment would be simple. ART for a teacher who is also an administrator, is essential for all aspects of that Ministry. The individual needs time to accomplish two jobs, in the time of one day or 1 week or 1 year. How can one person do a good job working multiple positions if not given sufficient time to do either sufficiently?
- CC. Our principal doesn't teach which is ideal!
- DD. I feel that principals should have release time to do all the extra principal duties and the phone calls and the paperwork and the "making himself seen around the school to the other classrooms to say hi and to keep open lines of communications with parents, etc. These are all time-consuming things and need to have time set aside each day to accomplish those goals.
- EE. Year to year our principal release time changes. We have several retired elementary teachers that can sub for our principal if he is willing to let them. It would still only equal about 10 hours a week.
- FF. Our schools need to find ways to give administrative time for teachers. Our teachers are burning out and need that time during the day to save time at night for their families. They cannot be expected to do the high-volume amount of work all day, every day with no break, which they are dealing with currently.

GG. You questioned if the principal was the first on campus and the last off campus. Just because he may not be the first on campus or off campus may not give a clear picture. Our principal returns to campus almost every evening to work and works on Saturdays at the school, also Sunday's. This often needs to be the case because during the principals release time he finds himself fixing technology for other classrooms, unplugging toilets, cleaning up vomit for other classroom teachers, handling discipline issues etc. and rarely getting at school paperwork and school bills. Also, with changing of staff, our principal also had to take on the role of helping with AD duties yet the Board did not allow more principal release time.

HH. There needs to be an awareness in WELS schools and its boards that they are may be asking too much of their principals. How many others elementary school bodies are asking principals to be that and teachers? Is there any comparison being done between our schools where there is strictly a principal and those that are principal and teacher and how well the school is thriving? At the same time the health of the school should not only be based on the principal.

II. I feel that our principal does not use his release time effectively. He has visited my classroom one time during this entire school year. He is overpaid for the job he is doing. The teachers who are doing the most work in the school (lower grade teachers) are overworked and underpaid. He only teaches less than 7 hours a week and tries to avoid even doing that well. My own children have been in his class and there is so little work- and he has even said to me that if I don't want so much correcting I should assign less homework. I have had several great principals in

the past, so I know that this is not the norm. There needs to be a better way of evaluating these positions that are held so high.

JJ. I think that release time is a huge factor for potential principals' candidates. In order to be an effective teacher and administrator, their needs to be trade-offs of less classroom time and more release time. A big deterrent of potential candidate principals is the amount of time they will have to administrate the schools they are to help lead.

KK. I believe it is important for administrator relief time, however not at the expense of the other teachers. In my school our principal is in the classroom very little, but some of the rest of us teach our heads off and do extra duties besides.

LL. Our principal is both a high school/elementary principal and the 8th grade teacher. He doesn't have any time at all during the day to do his principal duties such as classroom visits, teacher's evaluations, other staff (janitorial/cafeteria) evaluations, paperwork, parent visits, phone calls, etc. Because of this there is no leadership in our school, several teachers are NEVER in their class teaching, other teachers and staff feel they are the principals and tell our principal what to do. Since our principal is in his classroom all day he doesn't see the tension it's causing between the staff or he just chooses to ignore it because he can't handle all the issues. Principals needs to only be principals. They should never be teachers and principals at the same time.

MM. I can understand the reasoning behind administrative time, however I also think a set of goals is necessary. All called workers have busy schedules. If principals would choose to use their ART for correcting or finishing course work,

then all teachers on staff should receive time in their day for the same purpose. If principals have goals set up by their staff and congregation, he can maximize that time for the benefit of the ministry as a whole. I do think that leadership in general is something WELS should tune in to. We have many individuals who come into ministry with a servant's heart, but do not have the skill set or teaching tenure to be in a leadership role. Unfortunately, this leads to much frustration, and if I may be so bold, accounts for a healthy chunk of resignations each year. What can be done to build up strong principals and support all staff? I do not think that ART alone is the answer.

NN. It is important to allow the principal to do his job. I have been a principal in the grade school and spent many of my personal hours that should be dedicated to my family doing principal work. We have to respect the godly role of a husband and a parent when expecting a principal to complete his work. While I do not have evidence to support it, I truly believe that we have lost many people out of the principal's office within our schools because of a lack of time to complete their administrative duties. I also believe this is the reason that our schools lack enrollment. Principals need to have more time to give to the marketing of the school and ministry.

OO. I believe our administrative positions need ample release time. They are in a very important (full time) position as well as being a teacher (full time). By giving them a significant release, they can focus on the school as a whole which benefits every individual teacher.

PP. I think sometimes our principals have to or choose to be on WELSSA

committees, visiting committees and also synod committees. This work is vital but what suffers is the whole atmosphere of our school. We, the faculty and students, need the presence of the principal here on our campus, otherwise we are ship without a rudder. Because of this sometimes decisions are "reactive" instead of "proactive" and then things look disorganized. We need to have a faculty time for one on one with each other and time to be listened to instead of being talked at. The students, and the fulfilling of our calling to be faithful teachers of the Word are why we are here foremost and number one. Faithful to our calling as was preached to the newest graduation class from MLC.

QQ. I believe principals should have release time.

RR. Administrative release is of growing importance given the increased demands being placed on schools to be able to fulfill educational needs of a more diverse range of students. In states such as Wisconsin, where the Parental Choice Program is another factor to consider along with accreditation, principals are split even more within their administrative tasks. Where our school is regarding release time (7 of the 8 available class periods) seems about right for a student body of our size (405 students). Our principal is then able to meet the administrative demands and still make a connection with the student body.

SS. Too many times I observe elementary school principals spend release time correcting papers/planning/etc. Our principal at the elementary school has observed my wife as a teacher, once as a walk-through and no official observation. Release time seems to be a huge extra cost for our congregation for

the principal, who has no athletic nor IT duties, to get caught up in other professional areas.

TT. Administrative release is extremely valuable as a high school teacher and recruitment director.

UU. I'm an assistant principal in a unique situation on the north side of Milwaukee. For this reason, it was difficult to answer the survey questions without explanation. I can say that a school of well over 300 students requires maximum amounts of release time for all administration.

The following are quotes from WELS principals:

VV. I just finished taking your survey and thought I'd give a couple thoughts since there were no open-ended questions on the survey. My school is small and I have a disproportionately large amount of ART compared to many schools, which is a huge blessing to me. My school was an administrative nightmare when I arrived, and it has taken a lot of work to try and turn things around, work that would not have gotten done without that ART time. As I become more experienced as a principal, however, I am starting to see why WELS schools really stand-alone by hanging onto the idea of a "teaching principal." No matter the size of the school, teaching a substantial amount of the day takes time away from important tasks principals should be doing to better their schools. Whether its studying curriculum more closely, creating new marketing materials, supervising instruction in a more meaningful way...the list is endless, as your survey pointed out with the breakdown of how we use our time. I'm a firm

believer that schools, no matter the size, should have a principal that teaches AT MOST one subject. Even in small schools, a principal that is striving to accomplish everything that should be done will not have enough time in a full day. WELS schools, as much as possible, need to start moving in this direction if we want to remain relevant. Those are my thoughts; I'm sure there are a lot of principals who would agree with me, and there are certainly people who would disagree (some in my own congregation!).

WW. Another interesting aspect to collect data on might be the work of the school secretary. In my case currently I do not have a secretary. A vast majority of the administrative work I currently do should be done by a secretary. If I had a secretary, the 10 hours/week of time that I have would be quite sufficient.

XX. Your research topic is an interesting and an important one for our synod school system. I completed the survey last week, but I don't recall questions pertaining to how I maximize my release time (#3 in your study). I find that question especially interesting because I am pretty much a full-time administrator and I am often concerned about how well I am using my time.

YY. I filled out the form for administrator. I hope my reply doesn't skew your results. I am supposed to be a 50% administrator and teach 2 -30-minute classes each week. I am the interim principal for our school, here for only this school year. Our previous principal taught and had administrative duties. On paper it was supposed to be 50% principal, 50% teacher, but he taught more than 50% of the time. We also have a 50% teacher on a 1-year call that is covering the classes our former principal taught. We have a new principal coming for next year. I end

up being at school almost every day of the week and usually (at least 95% of the time) here from opening to closing, and often much later than closing. Since I am new at this position (I am a retired public-school teacher), it takes me longer to complete tasks because I have to figure what I'm doing or what I'm supposed to do. That is why I put down I have 30 hours/week of ART. I could have put down 40 hours and it would have been accurate, especially if you add monthly Board of Education meetings and monthly Church Council meetings, and other events and meetings for the school. I'm sure any principal would appreciate more time for administrative duties. I feel like it is a full-time job without teaching. I felt I had to qualify my response because it isn't typical for a WELS principal.

ZZ.I filled out your survey but wanted to clarify a few things. I am blessed to be on a team of administrators at our school in Milwaukee where we serve 325+ students and continue to grow each year. Our administration consists of: Principal, Vice Principal, Academic Dean, and a Campus Pastor. I am the Academic Dean and handle teacher supervision, professional development, and curriculum. Our Vice Principal handles discipline and school culture while our Principal takes all other duties. Other than our Campus Pastor who teaches religion, the other 3 administrators work on administrative duties all day without teaching, and those duties easily consume that time. Not having to teach allows us to be effective in our roles. I pray other WELS congregations realize the importance of the work of our Principals and all it entails and give them the release time or supportive staff that is needed to effectively do their jobs.

AAA. I filled out the survey for you already, but some of the questions were harder to answer as being a full-time administrator (teach 60 minutes per week). I hope that my numbers do not skew the results. I started the same project in 2009 with Greg Schmill. I had to stop because things were chaotic here but Greg went on to finish his project, His project was the 10th year anniversary of the thesis that Steve Granberg. I have Steve's project on my shelf right now that I periodically look at. Not sure if you will address this or not is that in Steve's study he put recommendations for time related to enrollment. One thing I would encourage is to raise those numbers because being an administrator/educator is more difficult than it was 20 years ago. Also, no matter how small your school is you should have an absolute minimum of 2 hours per day of ART (ART). The smaller your school the more the principal has to do (A.D, choir, organ, recruitment, sit on every board, evangelism, mission advancement, teen leader, etc.) The small school principals actually need more time sometimes than the larger schools and how do small schools think they are going to grow without a person doing all the things I mentioned? Personally, I think all principals should be at a minimum of 50/50. There is so much the principal has to bring home with them that most aren't even aware of.

BBB. This survey really doesn't apply to my current situation, my principal is not a teaching principal. But, from past experience they need more release time, but not on the teachers backs. Schools need to provide that for their principals. Also, if principals are given release time they need to use the time for school. NOT personal things.

CCC. Most LES principals do not ask for the time needed because they first desire to teach. This is a huge problem since all principals have many similar responsibilities and they need the time to do those responsibilities. I am a District Schools Coordinator for the CLS and it is difficult to have principals first understand they need to educate their Boards on this matter. Second, the principals themselves have to want to do their administrative responsibilities. Third, our Synod needs to put teeth into this so that congregation are required to provide the proper amount of ART. This is why so many young men do not want to serve as a principal. They hear the horror stories from existing principals and they do not want to get into that mix of things. This coming school year we will have between 20 and 30 schools without a qualified principal. I pray that your study will shed some light on this side of the problem not just the opinions of those who are serving.

DDD. I am filling a part-time role this year in the absence of a normal 7-8 grade teacher/principal. Other than a 45-minute class 2 times/week, I do only administrative work.

EEE. I feel ART is important for those principals that are teaching full-time. Otherwise they should have time built into their schedules.

FFF. The role of principal has changed so much in the past 30 years, and our congregation is struggling with the "it worked like this before" mindset. It is a struggle to show what the benefits of a more focused principal/administration role would have on the school. I believe that so much has changed that there is a great deal of education that our congregations need to have in regard to the roles and

expectations of our administration. I say all this as a school that is about to enter into the Accreditation Process and I pray that it will help to open eyes to the real need in our school as well as our sister schools.

GGG. Without ART, I have been spending the largest part of my time in the school office before and after school hours. That is time that should be spent on preparing for the day in my classroom. I feel the administrative work gets done satisfactorily, but classroom quality suffers. I also have no time to be in other classrooms.

HHH. As many studies show, administrative leadership is key to successful, high-functioning schools. A small but strategic change that could be made to highlight the principal's important role is for WELS (and this survey) to stop using the phrase "ART." Administration of the school is and should be the main function of the principal and thus should not be accomplished in some allocated "release time." Congregations could be discussing how much "Teaching Release Time" can be afforded to their principals.

III. The question about asking for additional administrative time and being granted it was flawed. That should have been two different questions. Has the request ever been made followed by how the request was decided. Also, consider departmentalized settings where the principal is part of a departmentalized structure and the students have homerooms. This could be a part time teaching part time admin type position.

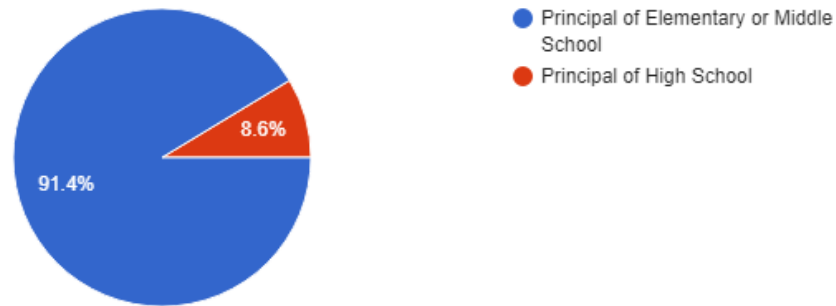
JJJ. It is important to allow the principal to do his job. I have been a principal in the grade school and spent many of my personal hours that should be dedicated to my

family doing principal work. We have to respect the godly role of a husband and a parent when expecting a principal to complete his work. While I do not have evidence to support it, I truly believe that we have lost many people out of the principal's office within our schools because of a lack of time to complete their administrative duties. I also believe this is the reason that our schools lack enrollment. Principals need to have more time to give to the marketing of the school and ministry.

Appendix G- Principal Survey and Data

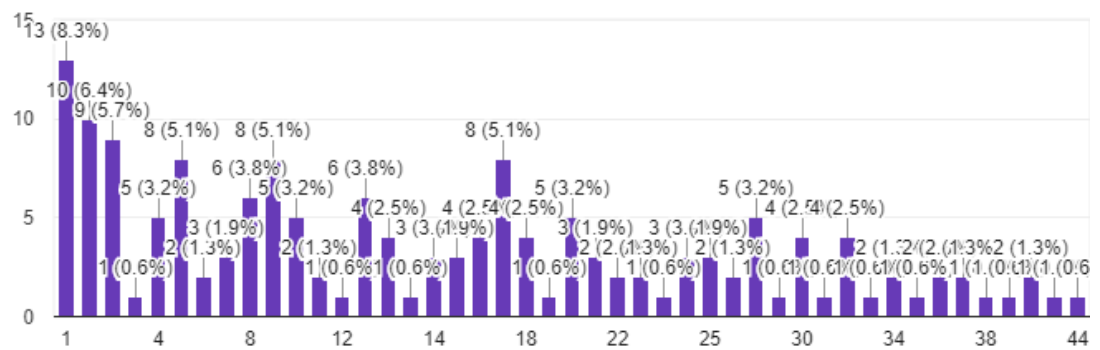
Please select one of the following.

162 responses



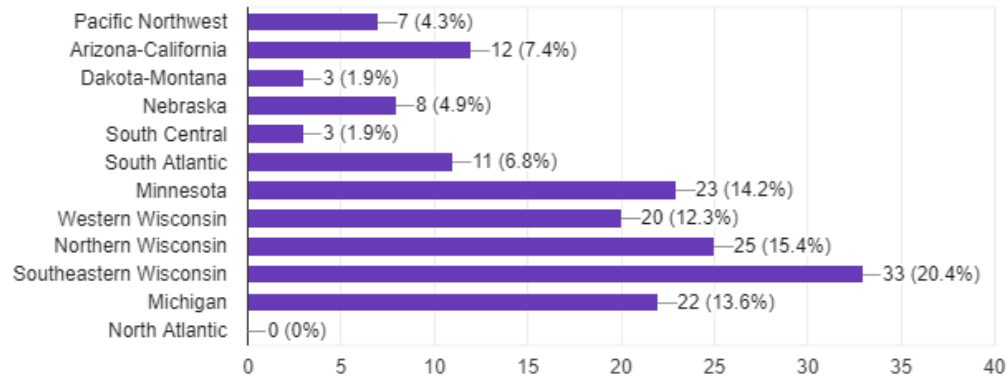
How many years have you been serving as principal?

157 responses



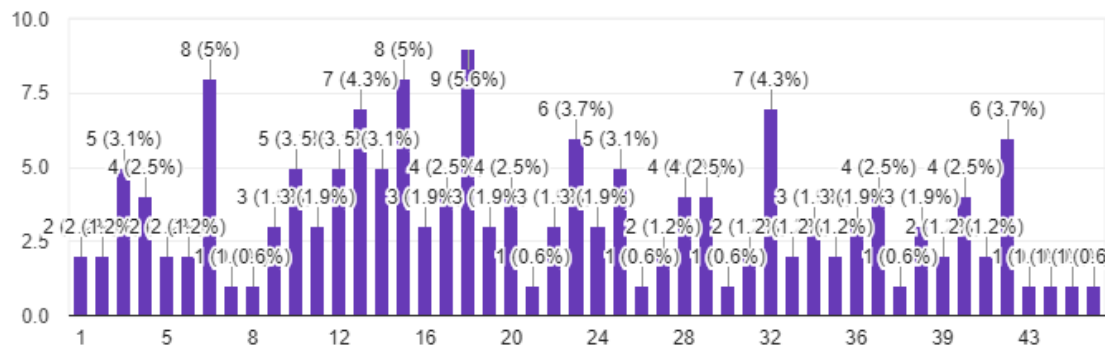
Please select the WELS District in which you serve.

162 responses



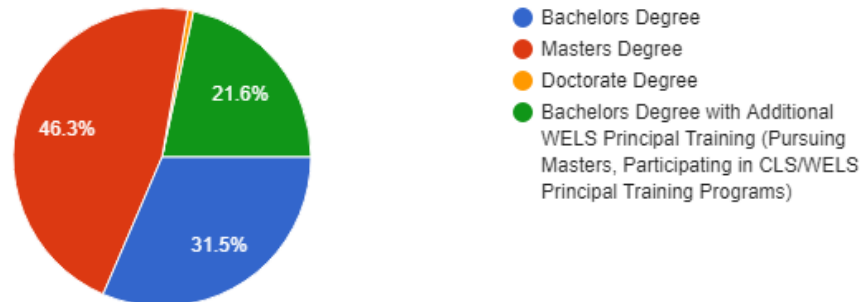
How many years have you been serving in the Ministry?

161 responses



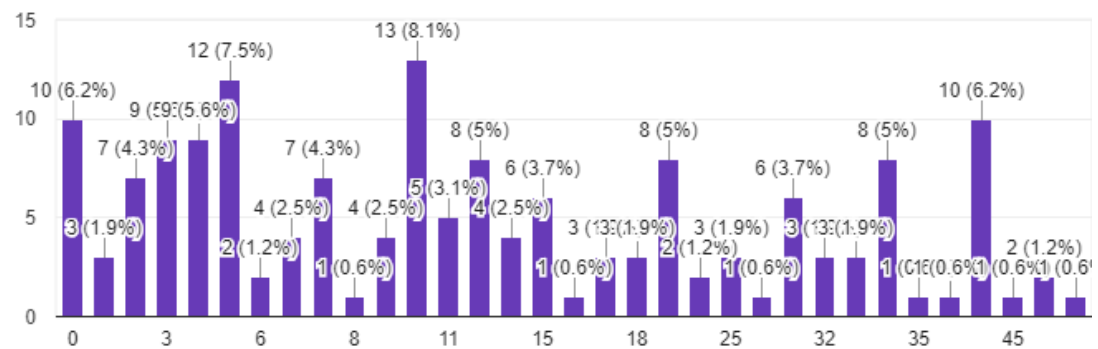
Please select your highest level of training.

162 responses



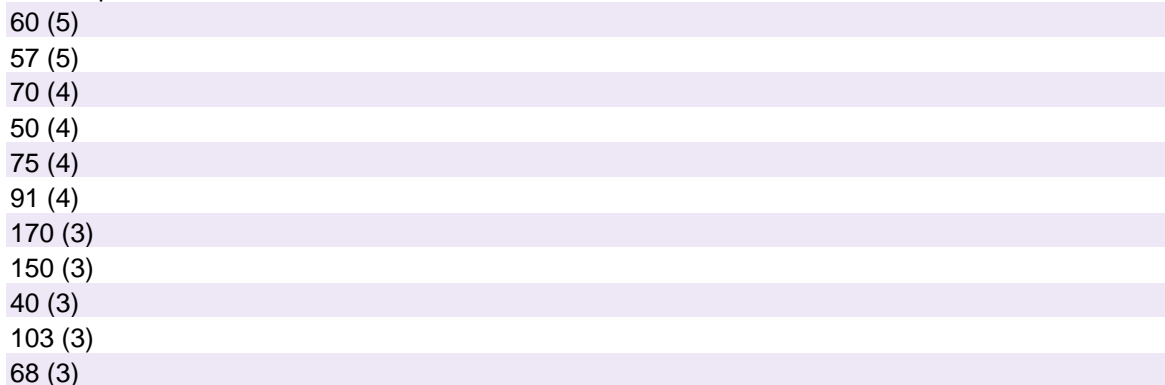
Enter how many hours of admin time you have PER WEEK.

161 responses



Enter how many students you have in your school.

162 responses

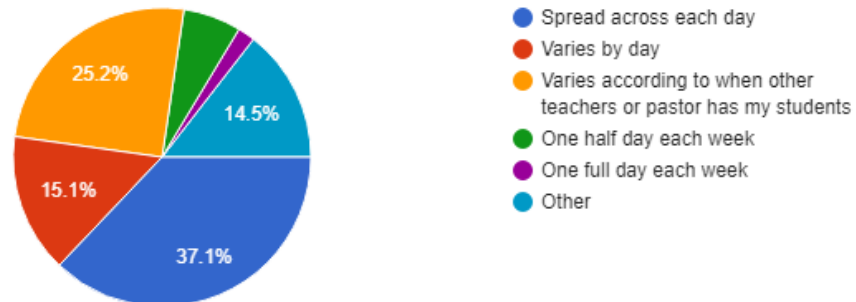


62 (3)	
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125 (3)	
65 (3)	
130 (3)	
104 (2)	
95 (2)	
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84 (2)	
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36 (2)	
86 (2)	
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Other (6)	

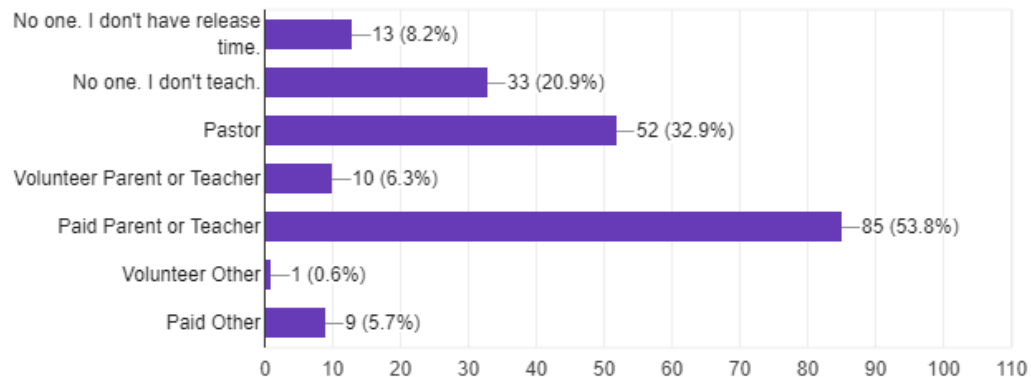
How is your release time allocated?

159 responses



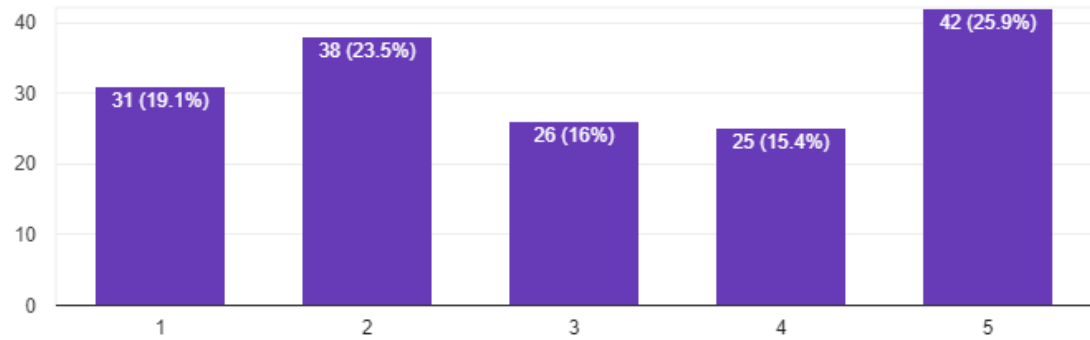
Who is in charge of your students when you have administrative release time? (Mark all that apply)

158 responses



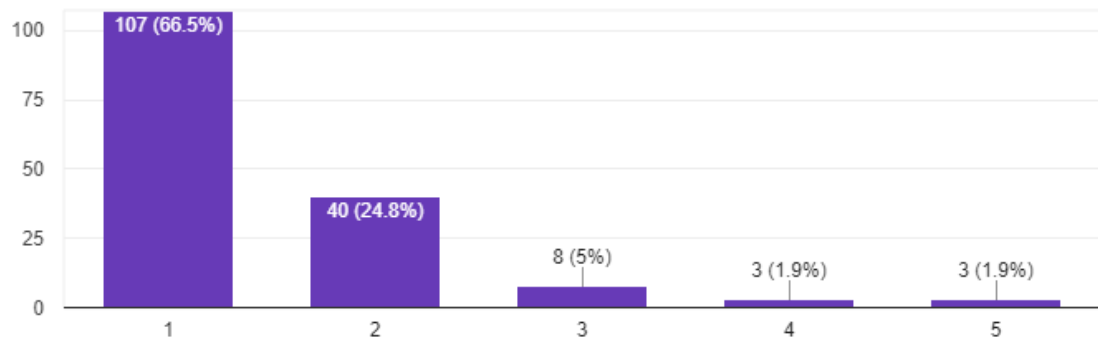
You currently have sufficient administrative release time?

162 responses



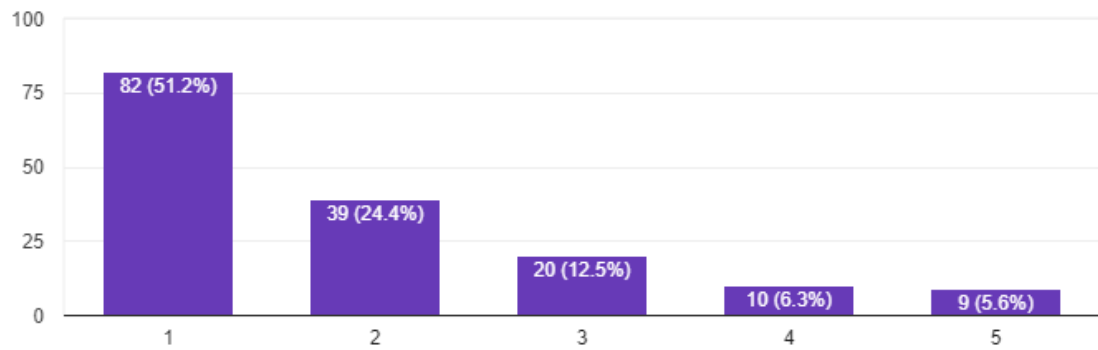
You currently have more administrative release time than you need.

161 responses



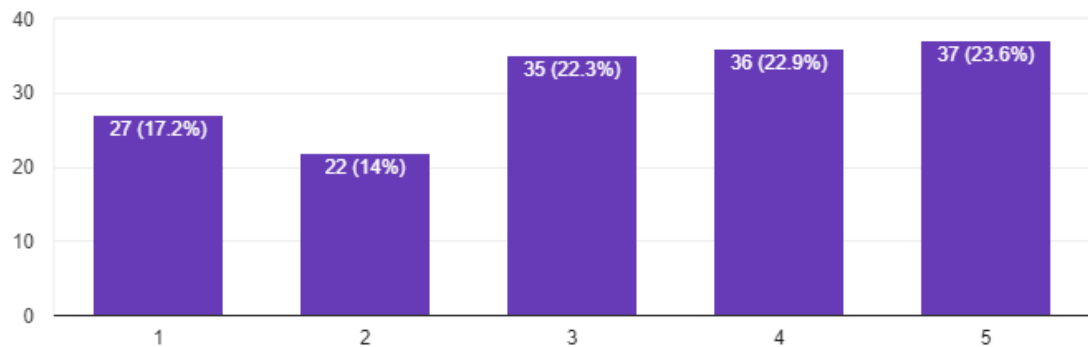
You are able to complete your administrative tasks solely during your release time.

160 responses



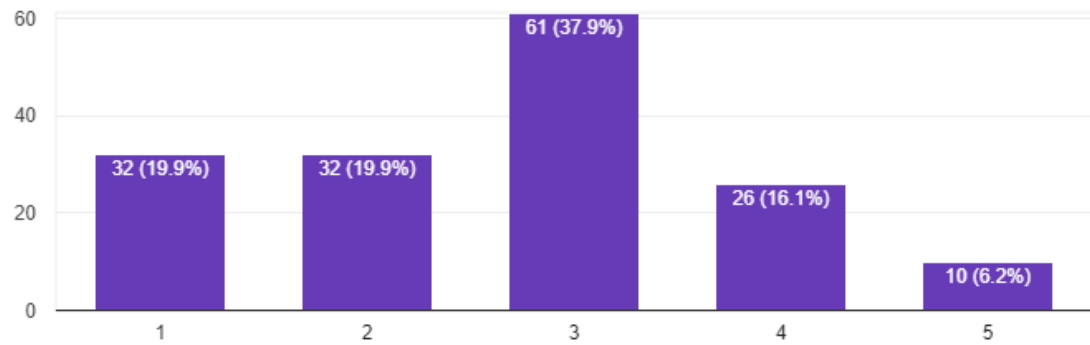
You see yourself as principal in five years with your current amount of administrative release time.

157 responses



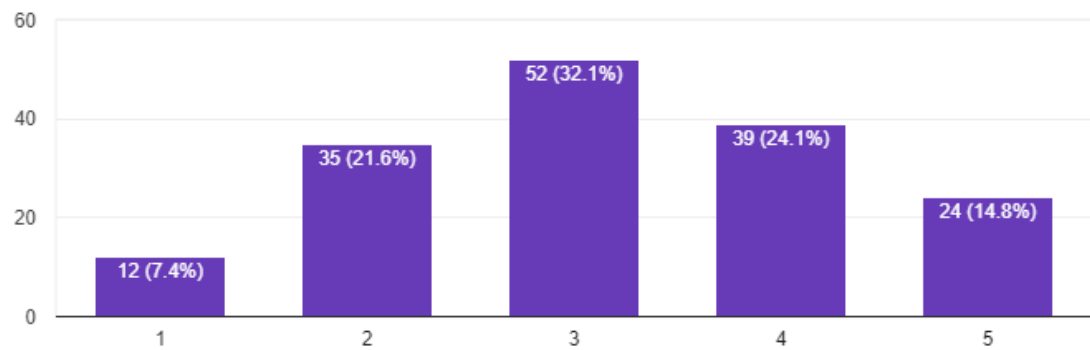
If you asked for more administrative release time would you be granted it?

161 responses



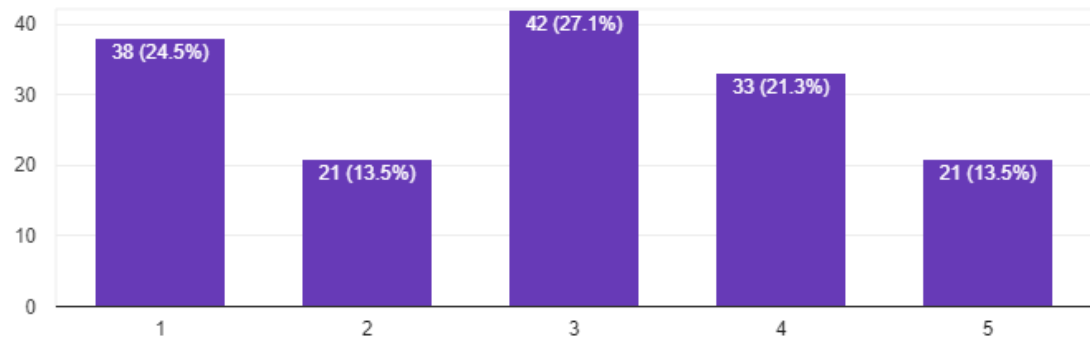
You are effective as a principal with your current ART?

162 responses



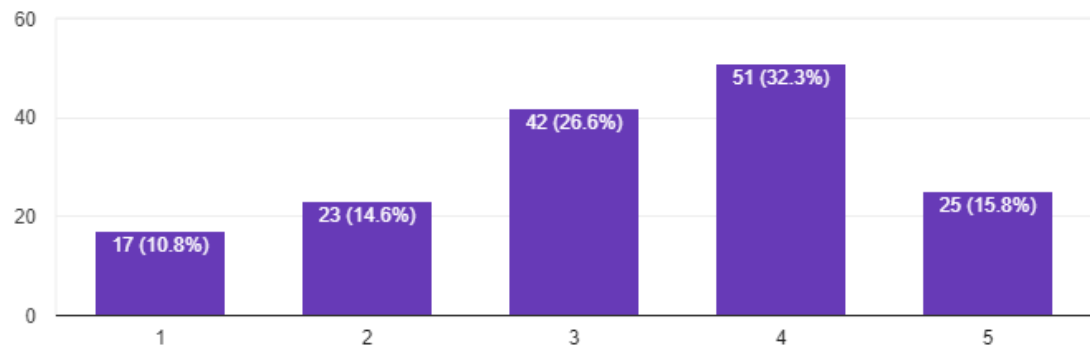
Have you asked for more administrative release time before and been granted it?

155 responses



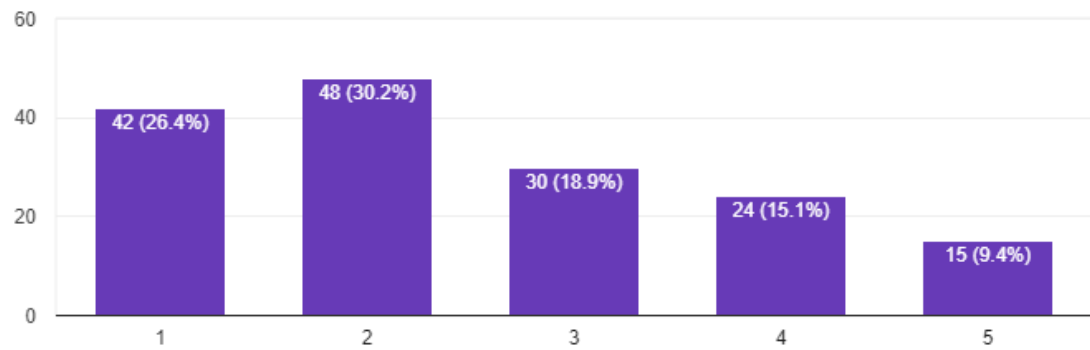
Do you believe your congregation would be supportive of you receiving more administrative release time?

158 responses



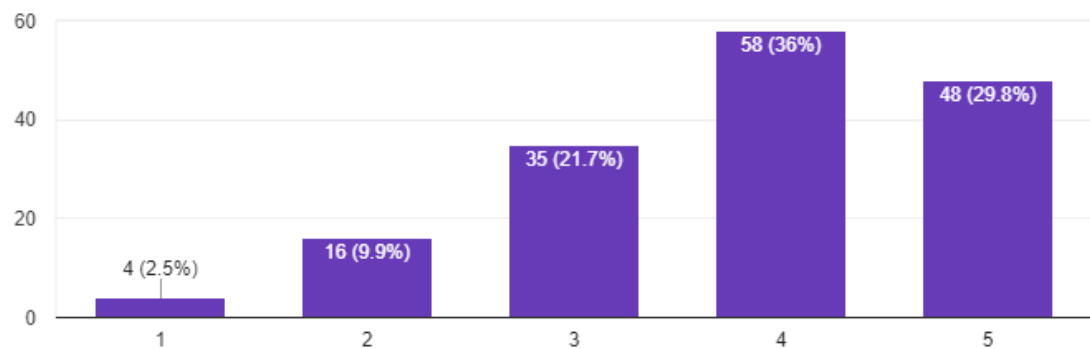
Do you believe your school/congregation has the resources to provide more administrative release time?

159 responses



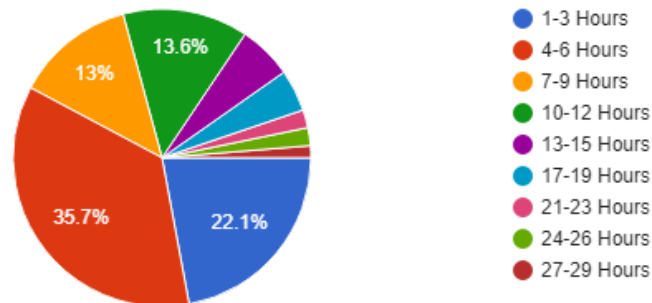
Do you believe your teachers would be supportive of you receiving more administrative release time?

161 responses



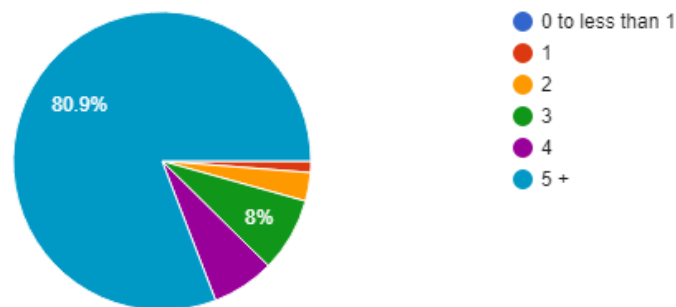
In addition to your current administrative release time, how many MORE hours per week would be ideal for you to complete all of your tasks?

154 responses



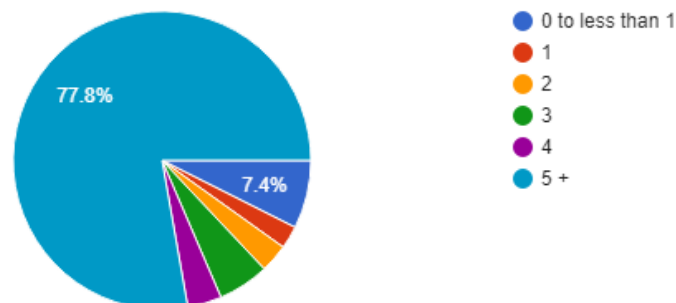
Please select the amount of weekly hours spent on ADMIN TASKS.

162 responses



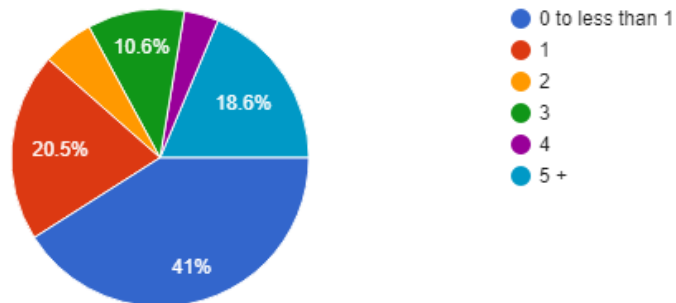
Please select the amount of weekly hours spent on TEACHING TASKS (Lesson Planning, Grading, Student/Parent Meetings for Classroom).

162 responses



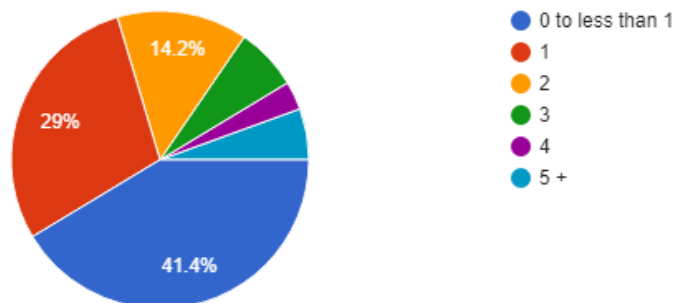
Please select the amount of weekly hours spent on INSTRUCTIONAL SUPERVISION TASKS.

161 responses



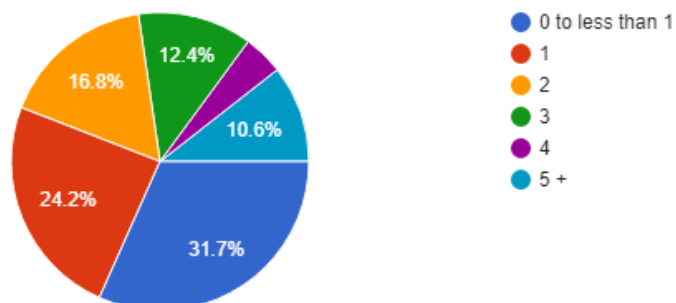
Please select the amount of weekly hours spent on CURRICULUM DEVELOPMENT TASKS.

162 responses



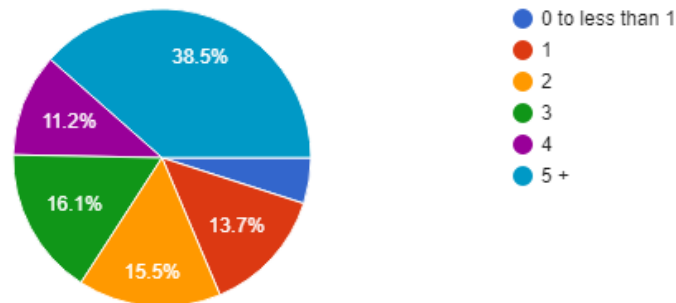
Please select the amount of weekly hours spent on DISCIPLINE TASKS.

161 responses



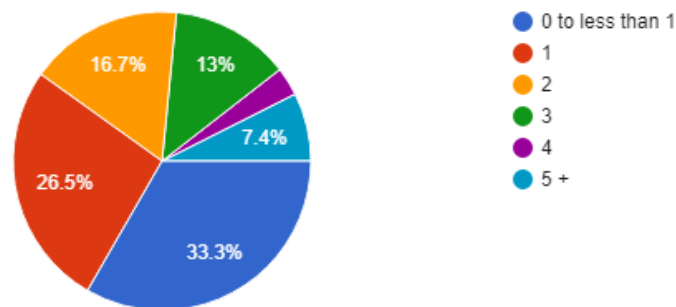
Please select the amount of weekly hours spent on COMMUNICATION TASKS.

161 responses



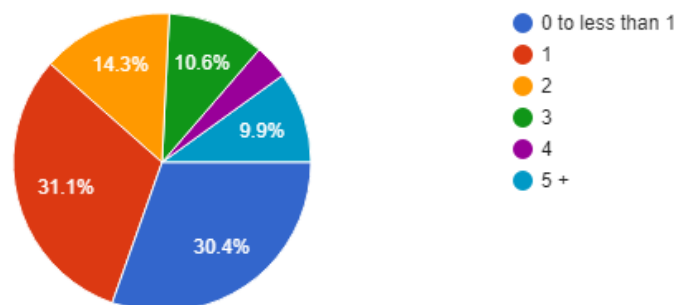
Please select the amount of weekly hours spent on BUDGET TASKS.

162 responses



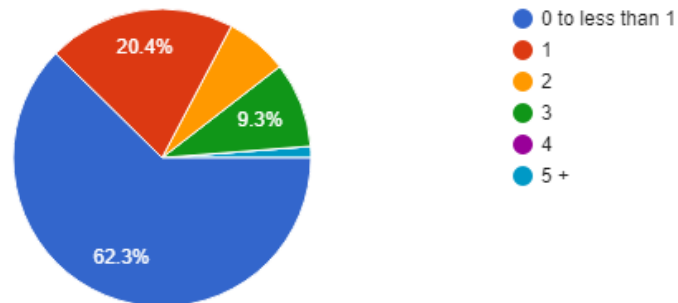
Please select the amount of weekly hours spent on RECRUITMENT/MARKETING TASKS.

161 responses



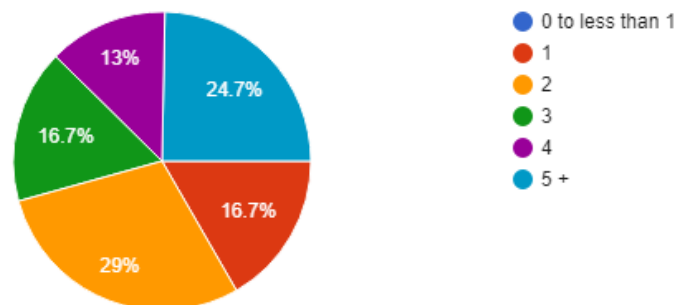
Please select the amount of weekly hours spent on COMMUNITY LIAISON TASKS.

162 responses



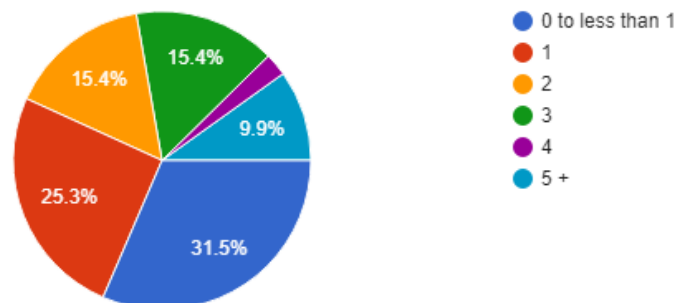
Please select the amount of weekly hours spent on MEETING TASKS.

162 responses



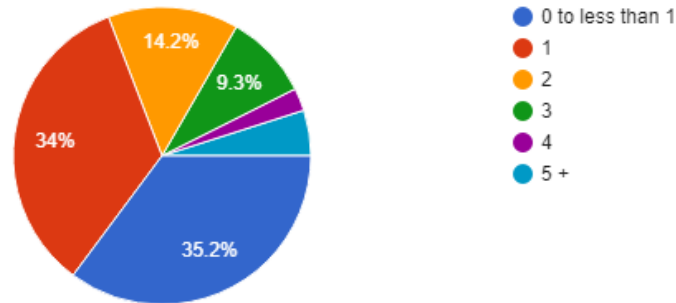
Please select the amount of weekly hours spent on CAMPUS SAFETY/SUPERVISION TASKS.

162 responses



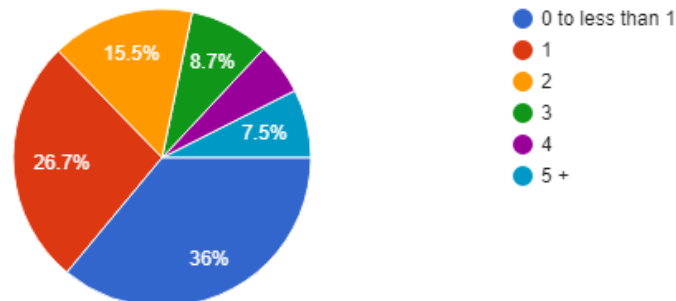
Please select the amount of weekly hours spent on MAINTAINING RECORDS TASKS.

162 responses



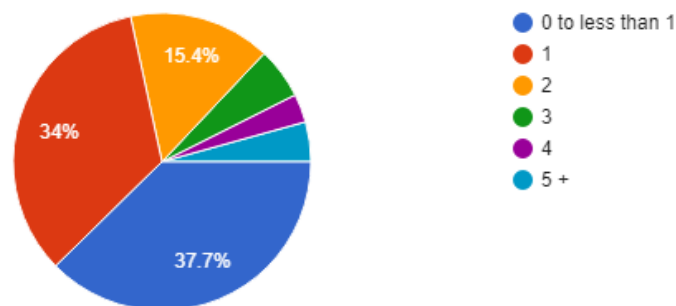
Please select the amount of weekly hours spent on PROFESSIONAL DEVELOPMENT TASKS.

161 responses



Please select the amount of weekly hours spent on CLEANING/MAINTENANCE TASKS.

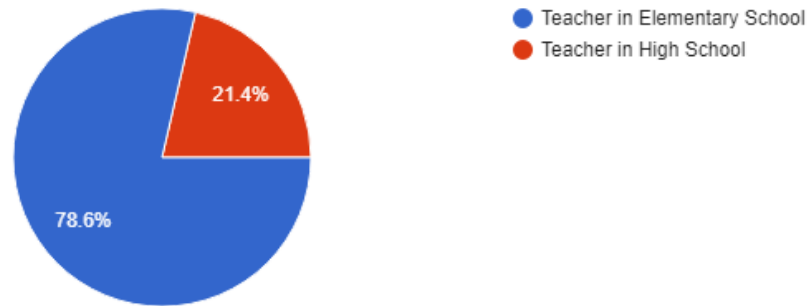
162 responses



Appendix H- Teacher Survey and Data

Please select one of the following.

561 responses



How many students are in your school?

552 responses

100 (21)
120 (20)
250 (15)
180 (13)
80 (13)
90 (13)
110 (12)
130 (12)
200 (12)
60 (10)
150 (9)
70 (9)
85 (9)
75 (8)
45 (8)
220 (8)
50 (8)
300 (8)
68 (7)
95 (6)
86 (6)
225 (6)
270 (5)
240 (5)
145 (5)
125 (5)
140 (5)
340 (5)

400 (5)	
620 (5)	
47 (5)	
48 (4)	
160 (4)	
89 (4)	
215 (4)	
103 (4)	
320 (4)	
32 (4)	
450 (4)	
410 (4)	
165 (4)	
98 (4)	
92 (4)	
190 (4)	
35 (3)	
109 (3)	
99 (3)	
83 (3)	
79 (3)	
62 (3)	
107 (3)	
49 (3)	
33 (3)	
38 (3)	
425 (3)	
600 (3)	
195 (3)	
185 (3)	
65 (3)	
73 (3)	
106 (3)	
87 (3)	
170 (2)	
118 (2)	
37 (2)	
21 (2)	
940 (2)	
255 (2)	
102 (2)	
115 (2)	
22 (2)	
52 (2)	
36 (2)	
66 (2)	
135 (2)	
260 (2)	
105 (2)	

440 (2)	
132 (2)	
53 (2)	
63 (2)	
96 (2)	
275 (2)	
26 (2)	
950 (2)	
220 (2)	
15 (2)	
210 (2)	
101 (2)	
800 (2)	
182 (2)	
30 (2)	
46 (2)	
181 (2)	
134 (2)	
330 (2)	
84	
302	
850	
34	
Other (96)	

How many years have you been a teacher in the Ministry?

562 responses

10 (25)	
8 (25)	
13 (25)	
5 (22)	
3 (21)	
4 (21)	
19 (20)	
7 (20)	
15 (18)	
16 (16)	
12 (16)	
2 (16)	
24 (16)	
18 (16)	
6 (15)	
9 (15)	
22 (15)	
25 (15)	
20 (15)	
17 (13)	

1 (13)
11 (12)
36 (12)
21 (11)
28 (11)
23 (10)
30 (10)
40 (7)
14 (6)
32 (6)
27 (6)
31 (5)
33 (5)
35 (5)
26 (5)
41 (5)
38 (4)
29 (4)
34 (3)
22 years (3)
39 (3)
43 (2)
38 (2)
37 (2)
45 (2)
24 years (2)
44 (2)
32 years
25 and I am the preschool teacher/director
23 yrs
29-with a few years off in the middle as a stay at home mom
8 1/2
15+
17th year
9 years
Three and a half as a full-time teacher; about ten years as a active substitute
5yrs
5 (15 public)
29 years
25 plus
42
3 (at the end of this year)
39YEARS
16 years
4 years
49
2 years
26 years
1 year

First year

12

around 30

9yrs

3 years

43 years

126

7 (plus 7 as an aide while raising children)

23 years

This is my first year

40 yrs

34 years

On and off, sometimes as an aid-- back to full time,-- (over 22 time span)

6 year and 3/4 months

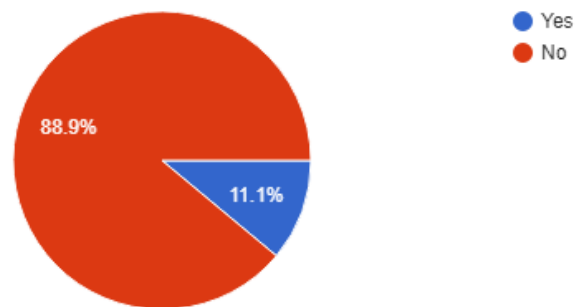
4.5

22 years

46

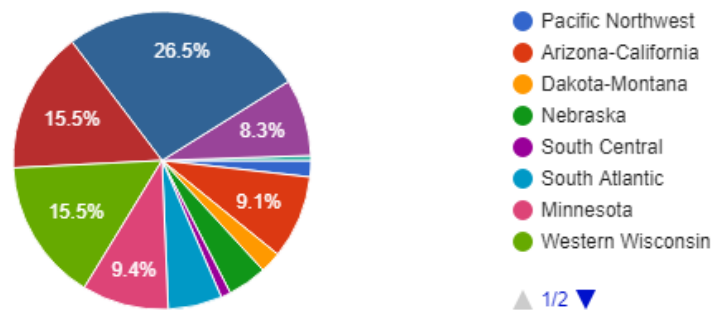
Have you previously served as a WELS principal?

561 responses



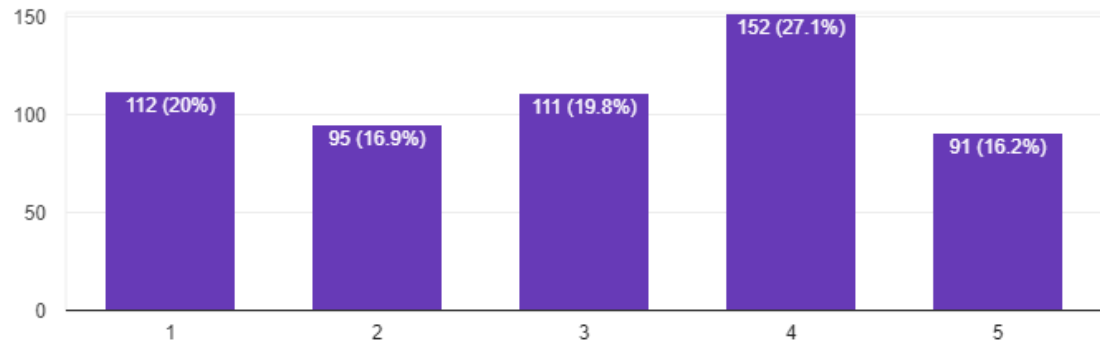
Please select the WELS District in which you serve?

563 responses



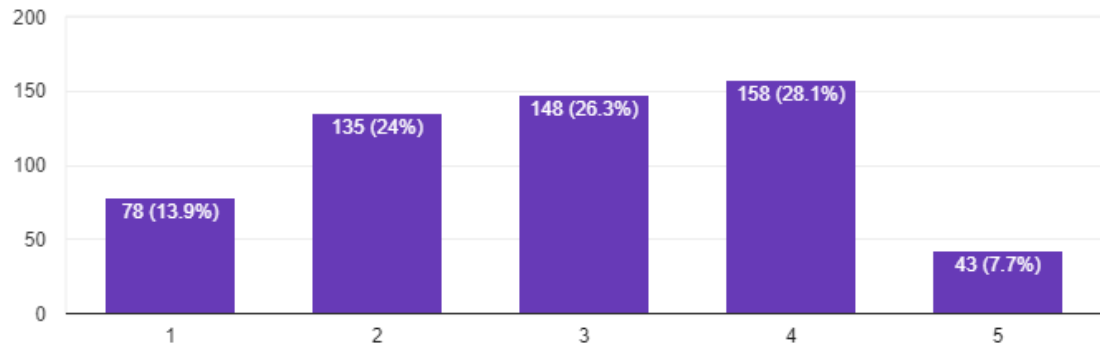
On a scale of 1-5, is your principal, typically the first one on campus?

561 responses



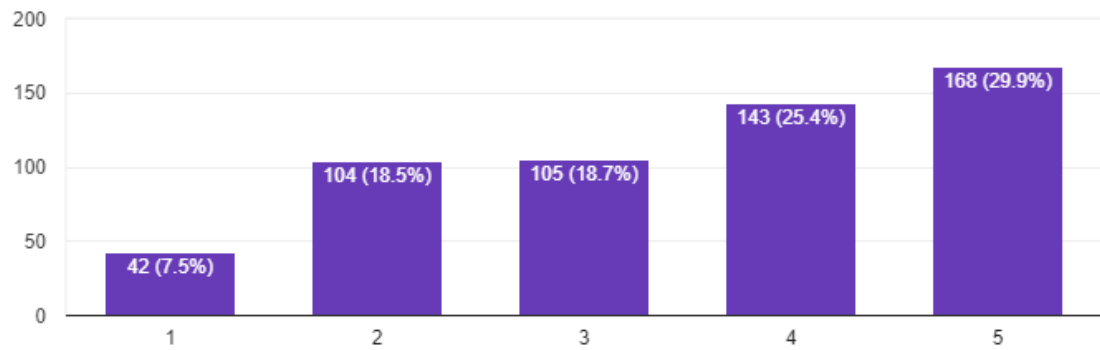
On a scale of 1-5, is your principal, typically the last one on campus?

562 responses



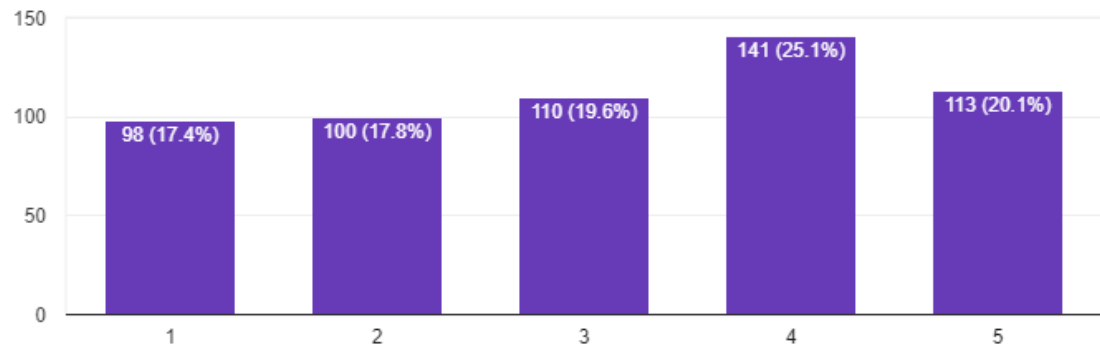
On a scale of 1-5, do you believe your principal currently has sufficient administrative release time (ART)?

562 responses



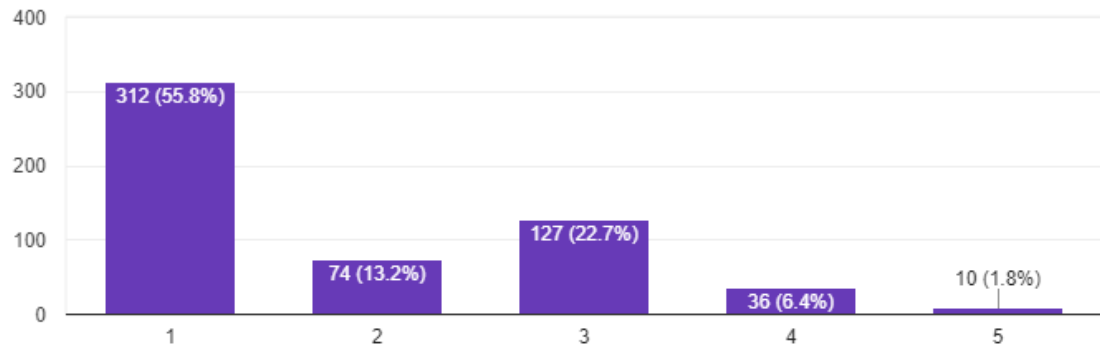
On a scale of 1-5, do you wish he or she had more ART?

562 responses



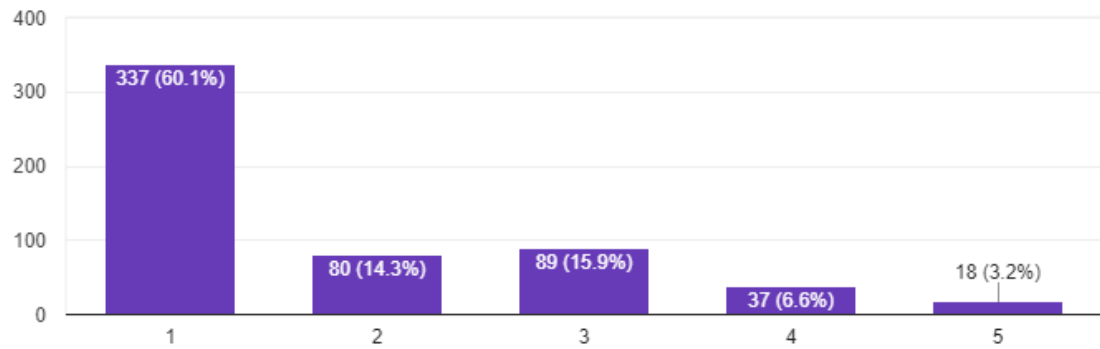
On a scale of 1-5, do you wish he or she had less ART?

559 responses



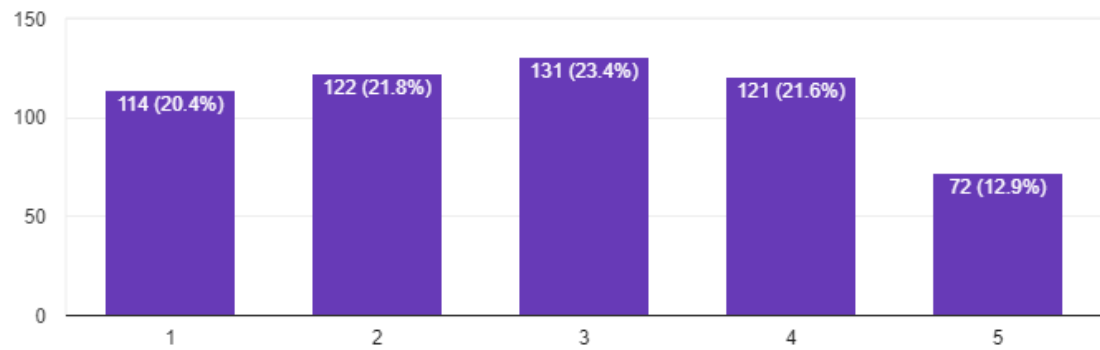
On a scale of 1-5, do you believe your principal has more ART time than needed?

561 responses



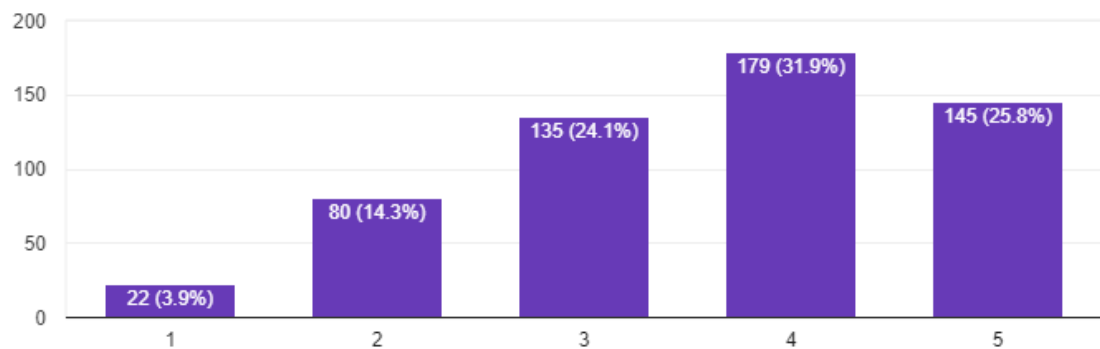
On a scale of 1-5, do you believe your principal is capable of completing all admin tasks during release time?

560 responses



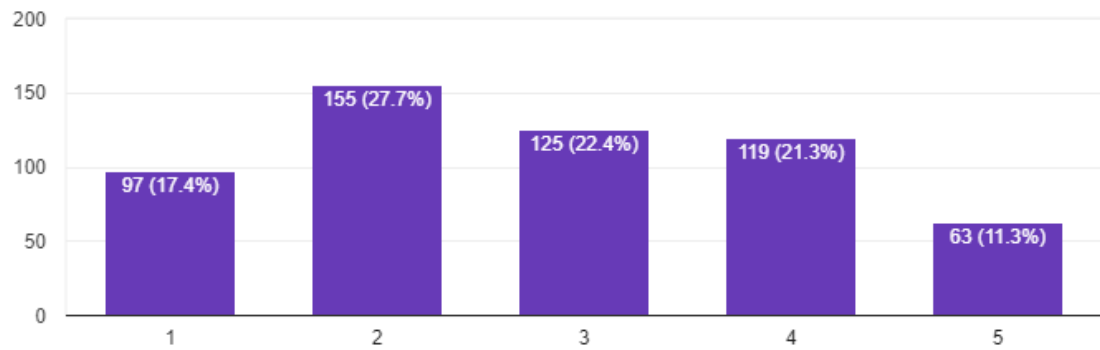
On a scale of 1-5, do you believe your principal completes admin tasks during release time?

561 responses



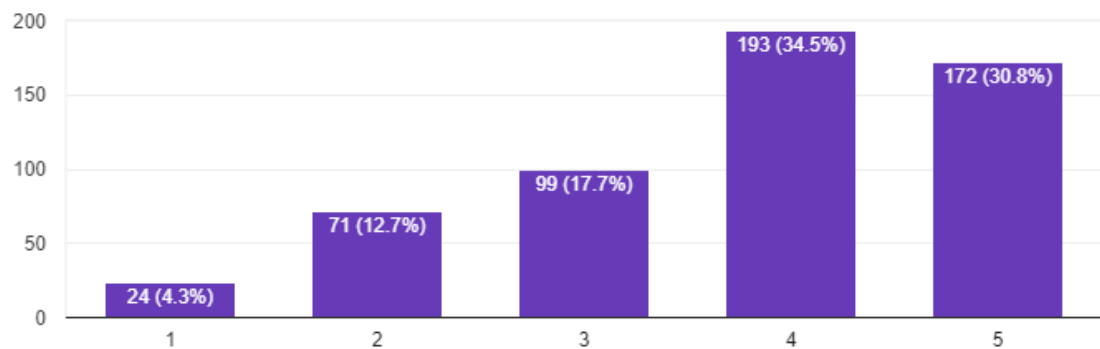
On a scale of 1-5, do you believe your school has the resources to provide your principal with more admin release time?

559 responses



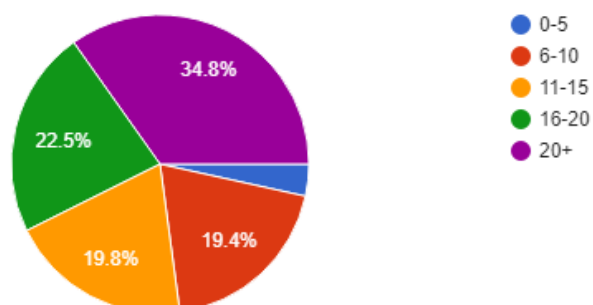
On a scale of 1-5, do you believe your maximizes his/her admin release time as well as they can?

559 responses



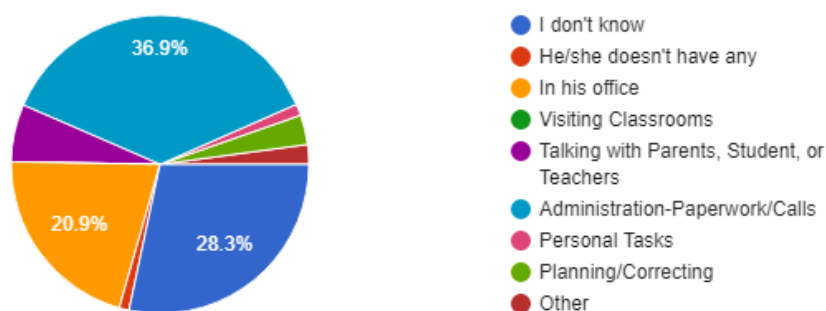
How many hours of ART do you think is ideal per week?

551 responses



What does your principal typically use his or her ART for the most? Mark one.

561 responses



How does your principal typically use his or her ART? Mark all that apply.

562 responses

