

Effects of Perceived School Climate on Enrollment in WELS Elementary Schools

by

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Abstract

This study investigated the possible connections between perceived school climate and school enrollment trends in WELS elementary schools in Wisconsin. A survey was sent to all active WELS elementary teachers and principals in Wisconsin to gauge their perceived school climate. The results showed a weak relationship between school climate and enrollment, while failing to find defining characteristics of WELS schools with increasing, decreasing, or static enrollment; more focused research is needed to discover these characteristics. Several common characteristics of both unhealthy and healthy schools were discovered through data analysis. Recommendations for principals, faculties, and for the synod as a whole were given.

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Chapter I: Introduction

Problem Statement

The declining enrollment in and number of Lutheran Elementary Schools (LES) in the Wisconsin Evangelical Lutheran Synod (WELS) are no secret to WELS educators. Such numbers have been trending negatively for years. Since 2008, enrollment in WELS elementary schools has declined from 25,712 to 24,335 (Commission on Lutheran Schools, 2017). Not only that, but small-town WELS schools have struggled to remain open at all. The Commission on Lutheran Schools (2017) stated that schools "...have seen decline in many small towns and rural communities in the Midwest," and, "...some of our smaller Lutheran elementary schools have closed" (p. 67).

Many educators and leaders in the WELS have sought to solve the problem of declining enrollment. Some have hypothesized that rising tuition costs may be driving families away from WELS schools. Gibson (2016) found, "no significant relationship between tuition and enrollment in WELS LES" (p. 3). Therefore, tuition is not the sole factor.

One factor to be considered is school climate, which can refer to many different aspects of school life. School climate influences teacher and student satisfaction. Cohen et al. (2009) defined school climate this way: "We suggest that school climate refers to the quality and character of school life" (p. 182). Clearly, a negative school climate could result in teacher dissatisfaction, which, in turn, could create a downward trend in student enrollment. A recent study in Texas showed that schools with healthier climates, as measured using the Organizational Health Inventory, had higher test scores and lower student dropout rates (MacNeil et al., 2009).

Significance of Proposed Study

Growing numbers of studies are showing a strong correlation between school climate and student learning in public schools. Cohen et al. (2009) stated, “Safe, caring, participatory, and responsive school climate fosters greater attachment to school and provides the optimal foundation for social, emotional, and academic learning” (p. 185).

Teachers are the backbone of every elementary school. They are responsible for teaching the students and preparing them to be productive members of society and, more importantly, teaching them about their Savior Jesus in our WELS schools. If a school’s teachers are unhappy with their situation, or constantly in conflict with each other or administrators, they cannot possibly be effective. According to Johnson et al. (2012), “We find strong evidence that the conditions of work matter to teachers. They are important predictors of teachers’ satisfaction and their career intentions...” (p. 19). When teachers are not satisfied with their environment, student learning suffers and more students drop out (MacNeil et al., 2009).

Also, the teachers themselves may consider their options outside of remaining in a toxic environment. Johnson et al. (2012) stated, “...teachers who are happy at their school for whatever reason may be more likely to report a supportive work environment, be satisfied in their job, and plan to stay” (p. 22). As teacher vacancies grow more and more common in the WELS (Commission on Lutheran Schools, 2017), schools need to focus on job satisfaction.

While WELS schools are all rooted in God’s Word, sin still permeates all. Thus, every school is responsible for putting proactive measures in place. Many studies show correlations between school climate, teacher satisfaction, and student achievement in

public schools (Johnson et al., 2012; MacNeil et al., 2009; Reyes et al. , 2012), but no research exists for the same relationship in WELS schools. This study proposes to gather information regarding the possibility that perceived school climate affects school enrollment in WELS schools.

Specific Research Questions

1. How is school climate related to enrollment in WELS elementary schools?
2. What school climate characteristics do WELS elementary schools with positive or negative enrollment trends have in common?

Definition of Terms

School Climate: a measure of “the quality and character of school life” (Cohen et al., 2009, p. 182).

Institutional Integrity: “describes a school that has integrity in its educational program” (Hoy, n.d.).

Collegial Leadership: “refers to behavior by the principal that is friendly, supportive, open, and guided by norms of equality” (Hoy, n.d.).

Resource Influence: “describes the principal’s ability to affect the action of superiors to the benefit of teachers” (Hoy, n.d.).

Teacher Affiliation: “refers to a sense of friendliness and strong affiliation with the school” (Hoy, n.d.).

Academic Emphasis: “refers to the school’s press for achievement” (Hoy, n.d.).

Health Index: “an overall index of school health,” found by averaging the five standardized subset scores (Hoy, n.d.).

SdS: standardized score

Assumptions and Limitations of the Study

This study was limited by the number of respondents. Out of 1,519 emails delivered, 329 responses were recorded for a response rate of just under 22%. The anonymous nature of the survey also made organizing those responses by school impossible, so there was no way of knowing if the results included responses from many different schools or many different teachers from fewer larger schools.

Another limitation was respondent bias. Some of the open-ended responses were categorically negative, and with no way to group responses by school, there was no way to discern whether those negative responses were outliers who had personal issues with leadership, or if their opinions were shared by others at the school.

A final limitation was the sheer number of variables that contribute to school enrollment. The survey attempted to narrow its focus on one variable, school climate, but ignored others, such as school location, participation in the various parental choice programs, or recent staff turnover, just to name a few. Without accounting for those variables, interpreting the data was much more difficult.

Overview

The next chapter of this paper will explore pertinent existing literature and studies relating to the topic of school climate and enrollment, followed by the methodology, analysis, and conclusions of the gathered data.

Chapter II: Literature Review

Introduction

As stated above, it is a well-known fact that many of our WELS elementary schools are struggling. At the same time, there are a startling number of classrooms without teachers and schools without principals in the WELS. According to the Commission on Lutheran Schools (2017), “As our pool of teachers decreases, the needs and opportunities continue to grow...Double-digit vacancies for both principals and early childhood directors in each of the past few years has Lutheran Schools supporting options to provide training for new or future leaders” (Commission on Lutheran Schools, p. 67-68). Maintaining faculty continuity has never been more difficult or more important, especially when those teachers are experienced and motivated. MacNeil et al. (2009) stated, “Strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance and student outcomes” (p. 77).

Staff Turnover in Public Schools

Teacher and principal turnover are not uniquely WELS problems; public schools have been struggling with them for years. Large numbers of public-school principals leave their schools each year, many of whom are in their third year or less (“Churn,” 2014). Historically, this has been more of a problem with urban public schools enrolling large number of high-poverty and minority students, and the assumption was made that student demographics must be a factor (Johnson et al., 2012). Low-performing urban schools filled with at-risk youth were struggling, and it seemed like teachers were simply abandoning their students to seek jobs in suburban schools with more positive, supportive school climates. Because of this, low-performing urban schools’ performance dropped

even more, and taxpayers had to foot the bill for the high cost of teacher turnover (Barnes et al., 2007).

However, past research suggests teacher turnover is more related to school climate than student demographics. One such study showed compelling data that teacher satisfaction due to positive school climate was one of the best predictors for whether those teachers are going to continue teaching at their current schools or seek teaching jobs elsewhere, much more so than student demographics (Johnson et al., 2012). In fact, teachers in the 25th percentile of school climate were found to be almost 500% more likely to transfer from their schools than teachers in the 75th percentile of school climate (Johnson et al., 2012). Which parts of school climate could possibly have such a profound influence on teachers' career decisions? Surprisingly, it is not the physical aspects of schools such as technology or facilities; it is not even the level of compensation teachers receive. The same study found that teachers cared much more about the social aspects of their schools, such as relationships with colleagues and perceived school climate, than anything else (Johnson et al., 2012).

Negative Effects of Staff Turnover

The effect of high teacher turnover on schools is profound. Logically, schools with new teachers and principals every few years are going to suffer. Past studies have shown a negative correlation between teacher/principal turnover and student achievement ("Churn," 2014; Barnes et al., 2007). Even in schools where teachers do not leave, negative school climate adversely affects student performance. When teachers are not satisfied with the climate of their schools, student achievement suffers (Johnson et al., 2012).

Years ago, parents did not have many options when their child was enrolled in a struggling school; students had to attend in the district in which they lived. Therefore, public schools had little to fear when it came to student enrollment. Parental school choice programs have changed all that. Now, if a public school is struggling due to teacher turnover or negative school climate, parents may take their students out of the school and send them somewhere else. In fact, in Wisconsin, the various school choice programs currently serve over 32,000 students whose parents have chosen to use tax dollars, to the tune of nearly \$250,000,000, to send their children to either private or parochial schools (Wisconsin DPI, 2016). All of this adds to the high costs of negative school climate (Barnes et al., 2007).

Trends in WELS Schools

The problem in WELS schools is similar yet unique. WELS teachers do not follow a hiring process like public schools do; they adhere to the Divine Call process. A mass exodus of teachers from a school plagued by negative climate is, therefore, highly unlikely. While public schools face problems with enrollment and teacher retention in many urban schools, WELS urban ministries in Wisconsin are thriving (Commission on Lutheran Schools, 2017). The disturbing trend of declining enrollment is found in small, rural WELS schools.

Several factors could possibly explain this trend. The first is the rising cost of education, which is increasingly placed on families. Rural communities, in general, do not have the resources that large suburban communities do, so schools must charge higher tuition to continue functioning. However, as stated before, the study done by Jason

Gibson (2016) found no correlation between tuition costs and WELS school enrollment (Gibson, 2016).

A second, more plausible factor is that WELS schools have a hard time creating and maintaining a positive school climate. Rural schools in the WELS generally feature smaller, aging buildings, not the spacious, modern educational facilities parents have come to expect. Long-lasting teacher and principal vacancies cause uncertainty (Commission on Lutheran Schools, 2017). In many WELS elementary schools, principals are asked to teach in addition to serving as administrator. Principal effectiveness, which was found to be a key part of school climate (Johnson et al., 2012), has been studied in WELS schools. Hintz (2014) described that many WELS schools maintain “teaching principals;” that is, principals were given teaching responsibilities in addition to full-time administrative duties. He concluded, “If a congregation expects their principal to teach fulltime and be an effective principal (i.e., build relationships, observe in classrooms, expand the curriculum, improve technology, maintain the budget, increase enrollment, complete paperwork, and many other responsibilities), he is being setup for failure” (p. 57).

Conclusion

School climate is clearly a crucial element in public schools, and it is the contention of this study that it is at least as important, if not more, in WELS elementary schools. While we cannot compete with many things public schools offer, such as large technology funds, extensive continuing education programs, and “free” education, we certainly should be able to maintain positive school climates if we remember where our foundation lies: “Let the message of Christ dwell among you richly as you teach and

admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts (Colossians 3:16, New International Version).

Summary

Many WELS elementary schools, like other parochial systems in the United States, face declining enrollment. Studies have been done showing that teacher turnover, lower student achievement, and declining enrollment in public schools often correlate to school climate. While several factors could influence enrollment in WELS schools, no study has been done to investigate the possibility of a correlation with school climate.

Chapter III: Methodology

Introduction

As enrollment continues to decline, especially in small, rural WELS elementary schools, leaders seeking to know why have yet to take a comprehensive look at school climate as an explanation. This study investigated whether school climate and enrollment trends in Lutheran schools are related.

The following sections detail the methodology of this study, including the research questions, a survey created to address those questions, a description of the sample population, the data analysis procedures used, and the limitations of the design.

Research Questions

1. How is school climate related to enrollment in WELS elementary schools?
2. What school climate characteristics do WELS elementary schools with positive or negative enrollment trends have in common?

Research Design and Procedures

The research design was a non-experimental study using mixed methods which compared teacher and principal's perception of school climate to recent enrollment trends. Utilizing the Organizational Health Inventory (Hoy, n.d.), the author created an online survey (Appendix A) that would supply the needed quantitative data for analyzing the first research question.

All Wisconsin WELS elementary principals and teachers received an email invitation to participate in the survey (Appendix A). The email introduced the study and the author, asked for participation, and included the link to the survey and a completion deadline. A reminder email (Appendix C) went out one week prior to the deadline.

Survey data was captured in a spreadsheet to allow for easy analysis. The survey was completely anonymous and contained nothing that could identify respondents, unless they chose to include their email addresses so they could receive a copy of the survey results.

Population and Sample

The population for this study included all active teachers and principals in Wisconsin WELS elementary schools. High schools and early childhood centers were not included because their governance structures and missions are often much different than elementary schools and could introduce too many variables. Recipients included only schools in Wisconsin for similar reasons. States often have different laws and programs that could influence the enrollment at WELS elementary schools. The survey email was sent to 1,519 email addresses, and a total of 329 responses were recorded.

Instrumentation

The survey was made up mostly of Likert-scale questions created using the Organizational Health Inventory (Hoy, n.d.). Scores ranged from one through four, with a score of one reflecting “Rarely Occurs” and a score of four “Very Frequently Occurs.” Some of the questions had to be changed slightly to apply to a WELS setting instead of a public school. Due to the immense impact of the COVID-19 pandemic on schools, it was decided to exclude enrollment data from 2020 and 2021. Three open-ended response questions also allowed respondents to describe staff meetings and any relationship-building activities in which their staff participates; the quality of inter-staff relationships is cited by other studies as a vital part of teacher satisfaction, which is a good indicator of school climate. The demographic question allowed respondents to describe their recent

enrollment trend (pre-pandemic) as “Increasing,” “Decreasing,” or “Stayed mostly the same.”

Data Analysis Procedures

Responses from the survey were automatically populated onto a spreadsheet for analysis. Likert questions were scored according to the Organizational Health Inventory (Hoy, n.d.) instructions, which included reverse-scoring some items. Scores were then grouped by the reported enrollment trends: increasing, decreasing, or static. Analysis of quantitative data took place in two ways. First, to see the overall health of the respondents’ schools collectively, and secondly, to look for trends in the scores of schools labeled with increasing, decreasing, or static recent enrollment trends.

After reviewing the quantitative data, a review of the open-ended answers searched for patterns (Appendices D-F) for each of the three enrollment trend groups to see if respondents who indicated similar enrollment trends had any common themes in their answers. The respondents whose Health Index scores were in the bottom and top 10% received special focus, as these represented the starkest contrasts.

Limitations

Keeping the survey results anonymous led to some very honest responses, especially in the open-ended questions (Appendices D-F), but it also created a limitation when analyzing the data. Without the ability to group respondents by school, it was not possible to use the Organizational Health Inventory (Hoy, n.d.) as effectively by averaging all the responses from the same school. Concerns about individual teachers with outlier perspectives of their schools as compared to the average of the staff were unable to be addressed.

The results were also limited by the number of respondents. Out of 1,519 delivered survey emails, 329 responded. Several of those were accidental duplicates; once those were removed, there was a final total of 325 unique respondents (21.6%). Responses were not differentiated between teachers and principals; future studies may benefit from separating between the two.

Finally, due to intentionally keeping the survey brief to encourage maximum response, other demographic questions were excluded which could possibly have ruled out other factors influencing enrollment trends. For example, the survey did not differentiate between which schools are part of state parental choice programs, which can have an enormous impact on enrollment even in schools with a negative school climate. Future studies should seek to minimize other variables.

Summary

To compare perceived school culture with recent enrollment trends, a Google Forms survey (Appendix A) was sent out to all active WELS elementary school teachers and principals in Wisconsin. The survey consisted mainly of Likert-scale questions with a demographic question about enrollment and several open-ended questions. The quantitative data was analyzed for trends between Health Index scores and enrollment, and the open-ended questions (Appendices D-F) were compared to search for commonalities between like-scored schools. From this analysis conclusions and recommendations arose for both individual schools and the WELS school system.

Chapter IV: Results

Introduction

A Google Forms survey (Appendix A) was sent out to all active teachers and principals in WELS elementary schools in Wisconsin. The purpose of the survey was to answer two specific research questions:

1. How is school climate related to enrollment in WELS elementary schools?
2. What school climate characteristics do WELS elementary schools with positive or negative enrollment trends have in common?

The following chapter details the analysis of the data received from the survey.

A Positive Change in Enrollment Trends

Before revealing the in-depth analysis of the survey results, some good news: Out of 325 respondents, 150 (46%) indicated a positive enrollment trend over the previous five years prior to the pandemic. 121 (37%) indicated static enrollment, while just fifty-four (17%) showed negative enrollment. This is encouraging after years of seeing steep decline in WELS elementary school enrollment. Due to the limitations of the study, determining an overall trend in enrollment from the results is impossible. Larger, growing schools generally have more faculty members, which could explain the larger number of respondents indicating positive enrollment trends. Also, several schools facing shrinking enrollment during the research done for this study have since closed (Commission on Lutheran Schools, 2017). Despite these uncertainties, what is certain is that more children are hearing the gospel message now than even a few years ago.

Standardized Scores of Dimensions

To determine the Health Index of a school, the average of the standardized scores of the five dimensions of organizational health (Institutional Integrity, Collegial Leadership, Resource Influence, Teacher Affiliation, and Academic Emphasis) was found. According to the Organizational Health Inventory (Hoy, n.d.), the average standardized score is 500. Table 1 shows the averages of these standardized scores by enrollment trend group.

Table 1
Average Organizational Health Standardized Scores by Enrollment Trends

Org Health Dimensions	Enrollment Trends		
	Decreasing	Static	Increasing
Institutional Integrity	529	560	561
Collegial Leadership	675	699	706
Resource Influence	580	618	636
Teacher Affiliation	614	639	654
Academic Emphasis	457	467	488

*The average SdS is 500.

Overall Health of WELS Schools in Wisconsin

According to the Organizational Health Inventory, Health Index scores should be grouped as follows:

Below 400 – Very Low

400-449 – Low

450-475 – Below Average

476-489 – Slightly Below Average

490-510 – Average

511-524 – Slightly Above Average

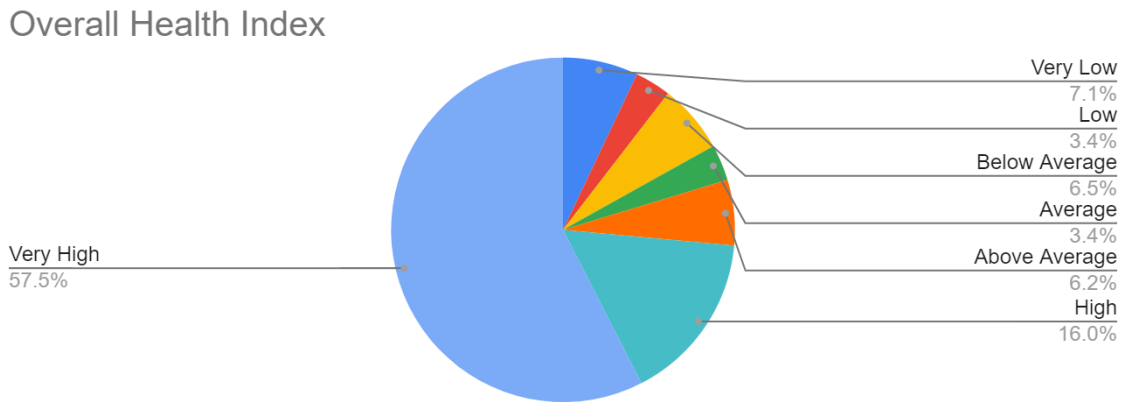
525-550 – Above Average

551-600 – High

Above 600 – Very High (Hoy, n.d.)

As shown by Figure 1, nearly 75% of all respondents indicated, through their answers, that their schools have a “High” or “Very High” overall Health Index.

Figure 1
Percent of All Respondents in Each Health Index Group



These results show that the organizational health of most respondents’ schools would be considered robust. WELS leaders should not be surprised by these results. As a school system grounded in the Word of God, healthy relationships are a natural consequence. When teachers and principals seek to emulate Christ daily, a positive school climate will be present. Having just 17% of all respondents indicate a Health Index that was below average paints a picture of an extremely healthy WELS elementary school system in Wisconsin.

Health Index by Enrollment Trend

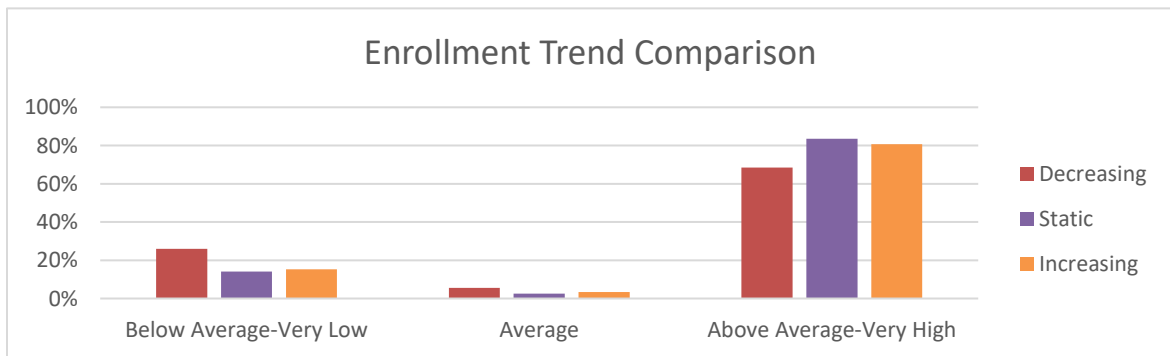
Table 2 shows respondents broken down by Health Index score groups and enrollment trend.

Table 2
Percent of Respondents by Enrollment Trend in Each Health Index Group

Health Index Group	Percent of Respondents by Enrollment Trend		
	Decreasing	Static	Increasing
Very Low	11.1%	6.6%	6.0%
Low	3.7%	1.7%	4.7%
Below Average	11.1%	5.8%	4.7%
Average	5.6%	2.5%	3.4%
Above Average	5.6%	7.4%	5.4%
High	16.7%	20.7%	12.8%
Very High	46.3%	55.4%	63.1%

The respondents describing their schools as having a decreasing enrollment trend had the lowest instance of “Very High” Health Index scores. Compared to the overall Health Index scores, which had 73.5% of scores in the “Very High” or “High” ranges, the decreasing enrollment group had 63%. The static and increasing enrollment groups had 76.1% and 75.9%, respectively. Similarly, the decreasing enrollment group had 25.9% of scores “Below Average” or lower, while the static and increasing enrollment groups had 14.1% and 15.4%, respectively. The overall Health Index scores had 17% of total scores in the same range. Figure 1 offers a side-by-side comparison of the Health Index scores for each enrollment trend group. Some of the score range categories have been combined to create a simplified view.

Figure 2
Enrollment Trends by Health Index Groups



Open-Ended Responses

To analyze the open-ended response questions (Appendices D-F) for similar characteristics, it was decided to take the bottom and top 10% of Health Index scores and group their answers together. This gave thirty-three respondents who indicated their schools were struggling in multiple areas of organizational health, along with thirty-three respondents who scored their schools highly in nearly every category.

The respondents in the bottom 10% of Health Index scores shared some characteristics. Twenty-seven of the thirty-three gave blatant examples of negative meeting culture. Several themes from the answers regarding staff meetings were evident. First, the principals of these schools dominated agenda creation and discussion. Secondly, respondents indicated that meetings were run inefficiently and seemed like a waste of time; in fact, several pointed out that their entire staff meeting could easily be done via email. Finally, hostility between different groups, such as teacher/teacher, teacher/principal, or teacher/Board of Education, was noted. Twenty-four of the thirty-three indicated that their staff rarely, if ever, spent time together outside of school, even before the pandemic. Twenty out of the thirty-three listed no relationship-building activities in which their staffs had participated.

The top 10% group displayed some similarities as well. None of the thirty-three in this group shared examples of negative meeting culture. Some incredibly positive themes emerged from their answers instead. First, a culture of collaboration was noted in nearly every answer; the principal consistently and genuinely sought teacher input when putting together the agenda and during discussion. Secondly, meetings were described as efficient, productive, and well-organized. None of these respondents felt that their faculty

meetings were a waste of time. Finally, quite a few mentioned the friendly atmosphere that was present during their meetings. Twenty-nine of the thirty-three detailed pre-pandemic regular out-of-school faculty gatherings. Twenty-one of the thirty-three listed at least one intentional relationship-building activity in which their staff had participated.

Summary

During this study, 325 out of 1,519 possible responses were received from a survey sent to all active teachers and principals serving in WELS elementary schools in Wisconsin. Quantitative data and the open-ended questions were analyzed by identifying response patterns. The previous chapters have outlined the research questions that were central to this study, relevant literature, the methods used, and the limitations encountered. After carefully examining the results of the survey, a few meaningful conclusions and useful recommendations are outlined in the following final chapter.

Chapter V: Summary, Conclusions, and Recommendations

Introduction

The purpose of this study was to explore whether a relationship exists between the perceived school climate of staff members and the recent enrollment trends of the school. Previous chapters explored the study's research questions, relevant literature, data collection methods and results, and the limitations of the study. Included in this final chapter are the conclusions and recommendations drawn from the analysis.

Summary of the Results

The results of the survey showed a weak relationship between the staff's perceived climate of their school and enrollment trends at that school. While other variables could possibly explain the variance in Health Index scores for the enrollment trend groups, those schools that showed declining enrollment did have slightly lower average Health Index scores than schools with static or increasing enrollments. Breaking the results down into the five dimensions of organizational health, schools across the board showed a deficiency in Academic Emphasis; even those with high Health Index scores and increasing enrollment scored markedly lower in this dimension than in the other four. Finally, when the top and bottom 10% of respondents, chosen by Health Index, were grouped together, several patterns emerged that could be beneficial for addressing problem areas in a school's perceived climate.

Conclusions

Several conclusions resulted through data analysis. Research question results are addressed in the following section, followed by several additional findings.

Question 1: How is school climate related to enrollment in WELS elementary schools? The data collected showed a weak relationship between school climate and enrollment. The findings agree with Johnson et al. (2012) in that respondents with lower Health Index scores were more likely to indicate issues affecting their satisfaction in the open-ended questions (Johnson et al., 2012). This was especially true when the focus narrowed to the bottom and top 10% of Health Index scores. Respondents in the bottom 10% had a much higher rate of indicating some issue at their schools than those in the top 10%. However, a lower Health Index score did not reliably translate to a declining enrollment trend. While the respondents who indicated declining enrollment trends had a somewhat higher rate of below average to very low Health Index scores, a few schools with even the lowest scores still saw increasing, or at least stable, enrollment over the past few years. Further study needs to be done with a focus on removing other variables to see if this relationship is strengthened.

Question 2: What school climate characteristics do WELS elementary schools with positive or negative enrollment trends have in common? Due to the weak relationship between perceived school climate and enrollment, the answer to this question was inconclusive with the data gathered. Many respondents with low Health Inventory scores and negative comments in the open-ended questions (Appendices D-F) still indicated an increasing enrollment trend, and several respondents with the highest scores saw enrollment decreasing.

Conclusion One: WELS elementary schools in Wisconsin may be reversing declining enrollment trends. A high percentage of respondents indicated stable or increasing enrollment trends in the five years prior to the pandemic. This runs contrary to

the previous decades' reports of declining enrollments across the synod (Commission on Lutheran Schools, 2017). With an increase in WELS schools participating in the Wisconsin Parental Choice Program and other programs like it, and a growing number of parents seeking alternatives to local public schools in the COVID-19 era, WELS schools in Wisconsin may well see years of growth ahead.

Conclusion Two: Academic Emphasis is lacking in many Wisconsin WELS elementary schools. While the other four dimensions of organizational health demonstrated a predictable pattern, the scores for Academic Emphasis were low across the board. This dimension focuses on an “expectation of high achievement” (Hoy, n.d.). Most of the respondents scored their schools quite highly in the other dimensions, but they did not see their schools driving students to excellence. The combination of such a low average score here and the surprising number of negative comments regarding meeting culture and inter-staff relationships outside of school seems to support the research that teacher satisfaction and student achievement are closely linked (Johnson et al., 2012; MacNeil et al., 2009; Reyes et al., 2012).

Conclusion Three: A significant number of principals are not doing well with meetings. Many respondents had negative comments regarding the culture of meetings at their schools. The lowest scoring 10% by Health Index especially had quite a few strong words. Common themes were certainly present. Principals do not seek input from their teachers when putting together the agenda. Meetings consist of an hour or more of the principal simply relaying facts, which in the world today can easily be shared via email. Teachers do not feel the meetings accomplish anything meaningful, which they see as a waste of time. The worst instances involved open hostility between staff members and

leadership. Conversely, the highest scoring 10% of respondents praised the way their principals planned and ran staff meetings. Collaboration specifically was mentioned several times. These teachers saw the meetings as efficient and meaningful, which they appreciated because they view their time as precious.

Conclusion Four: Healthy faculties get to know each other on a deeper level than simply seeing each other during school hours. Consistently, the respondents who scored their schools highest had more interaction with their fellow staff members outside of school than those who scored their schools poorly. Previous research has clearly shown that staff relationships are extremely important to teachers (Johnson et al., 2012). To foster positive relationships together, staff members cannot simply share a common wall between their classrooms from 8:00-3:15 and never see each other again. Meaningful relationships are built on trust, and trust is created by getting to know each other. When a faculty is comfortable spending time together outside of school, and they enjoy each other's company, their satisfaction at school will increase organically.

Recommendations

Recommendation One: More research needs to be done into the relationship between school climate and enrollment. The limitations of this study produced less than satisfactory results, likely due to the abundance of variables relating to school enrollment, such as the growth/decline of population nearby, voucher participation, proximity to other parochial schools, etc. More studies should be conducted in the future, each focusing on one of those variables. Only then can a comprehensive picture of enrollment change come into focus.

Recommendation Two: WELS schools need to foster a culture of excellence among their students. Respondents in the survey did not shy away from ranking their schools comparatively low in this area. They realized that, while our schools certainly teach the most important content by sharing the Holy Scriptures with students and families, many schools do not push their students to their highest level of achievement. Many factors may be involved in why our schools are not doing this well, but clearly principals need to make this a focus for their teachers. Professional development in the secular education world does exist that can assist our WELS faculties with creating that culture of excellence in their schools, and they should be explored.

Recommendation Three: Principal training needs to address how to meet effectively as a faculty. Teachers do not enjoy wasting their time, and the survey results reflected that in the first open-ended question's answers (Appendices D-F). Current principal training does not address how to run an effective meeting; in fact, while communication and collaboration are discussed in the WELS Principal Standards, there is nothing included regarding meeting effectively as a faculty ("WELS Principal Standards," n.d.). As the survey results show, some of our most successful schools are run by principals who use meetings as an effective tool to grow the talents and relationships of the staff. When meetings are used simply to regurgitate facts and complain, no good can come from them. Several of the highest scoring respondents in the survey mentioned the use of programs like "Level 10 Meetings" by Gino Wickman; perhaps this should be standard training for our current and future principals in the WELS. A rotation of meetings was popular among those respondents as well, each focusing on business/planning, curriculum/professional development, and, most

importantly, Bible study. Again, well-run meetings with a clear purpose are meaningful for teachers.

Recommendation Four: WELS principals need to focus on staff relationship-building opportunities. Standard 5.6 in the WELS Principal Standards discusses principals fostering a culture built on trust and collaboration (“WELS Principal Standards,” n.d.). Such a culture cannot, truly, be created without giving staff members opportunities to gather beyond professional development and meetings at school. The survey results showed a correlation between higher Health Index scores and recreational gatherings among staff. If teachers enjoy each other’s company, they will be happier spending time together at school too.

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Appendix A: Online Survey

The following are Likert-scale questions taken from the Organizational Health Inventory; answers will range from 1-4, which corresponds to “rarely occurs-very often occurs.”

1. The principal explores all sides of topics and admits that other opinions exist.
2. The principal gets what he asks for from congregational leaders*.
3. The principal discusses classroom issues with teachers.
4. The principal accepts questions without appearing to snub or quash the teacher.
5. Extra materials are available if requested.
6. Students neglect to complete homework.
7. Students are cooperative during classroom instructions.
8. The school is vulnerable to outside pressures.
9. The principal is able to influence the actions of congregational leaders*.
10. The principal treats all faculty members as his equal.
11. The principal goes out of his way to show appreciation to teachers.
12. Teachers are provided with adequate materials for their classrooms.
13. Teachers in this school like each other.
14. Congregational and/or parental demands are accepted even when they are not consistent with the educational program*.
15. The principal lets faculty know what is expected of them.
16. Teachers receive necessary classroom supplies.
17. The principal conducts meaningful evaluations.
18. Students respect others who get good grades.

19. Teachers feel pressure from the congregation and/or parents*.
20. The principal's recommendations are given serious consideration by congregational leaders*.
21. The principal maintains definite standards of performance.
22. Supplementary materials are available for classroom use.
23. Teachers exhibit friendliness to each other.
24. Students seek extra work so they can get good grades.
25. Select parent groups are influential with the school administration*.
26. The principal looks out for the personal welfare of faculty members.
27. Teachers express pride in their school.
28. Teachers identify with the school.
29. The school is open to the whims of the congregation and/or parents*.
30. A few vocal parents can change school policy.
31. Students try hard to improve on previous work.
32. Teachers accomplish their jobs with enthusiasm.
33. The learning environment is orderly and serious.
34. The principal is friendly and approachable.
35. There is a feeling of trust and confidence among the staff.
36. Teachers show commitment to their students.
37. Teachers are indifferent to each other.

*Denotes a question that was re-worded to better represent WELS schools.

The following are open-ended questions.

1. Please describe what faculty meetings are like in your school.

2. Does your faculty get together outside of school? If so, what are you doing?
3. What relationship-building activities has your faculty been involved in, if any?

The following is a demographic question.

1. Which of the following best describes your school's enrollment trend over the five years preceding the COVID-19 pandemic (Fall 2014-Fall 2019)?
 - a. Increased
 - b. Decreased
 - c. Stayed mostly the same

Appendix B: Introductory Email

Dear Brothers and Sisters in Christ,

My name is William Fuerstenau, and I currently serve as principal and grades 5-8 teacher at Bethany Lutheran School in Hustisford, WI. I am writing you today to ask for your assistance in completing my capstone thesis paper for my master's degree program in educational administration. The master's program at MLC has been invaluable in further enhancing my ability to serve our God's kingdom here on Earth, and I pray that you will take the time to help me complete my program by doing the following:

Below you will find a link to a Google Forms survey. This survey deals with school climate. School climate has been shown to have a significant impact on the overall health of an organization. The purpose of this study is to investigate possible correlations between the perceived school climate and recent enrollment trends at our WELS elementary schools. You will find that most questions simply require you to answer on a scale of 1-4, or "rarely happens" to "very often happens." Some questions, however, are open ended and may require a little more robust answer. If you are willing, please take the time to complete all questions; the survey has been set so that all questions are required because incomplete surveys may skew the data. Please answer as honestly as possible. Respondents should only take the survey one time. All answers will be anonymous, though you have the option of providing your email address if you would like a copy of the survey results. Please complete the survey by Wednesday, March

31st if you choose to participate. Note that participation in the survey will serve as your consent to use your answers for final analysis.

Once again, I thank you for your willingness to help a fellow called worker in completing the next step in my education. Know that all responses to the survey are crucially important to my research and will be greatly appreciated. I pray that my findings will yield useful results that can benefit all called workers in the future.

In Christ,

William Fuerstenau

billfuerstenau@gmail.com

Appendix C: Reminder Email

Dear Brothers and Sisters in Christ,

The final date for submitting the school climate survey is fast approaching. After giving more thought to the timeline of this project, the deadline has been moved to March 15th to allow for a more in-depth analysis. I want to thank everyone who participated by submitting answers. I hope to have the survey results compiled and analyzed in the next few weeks and will share the results with those of you who provided an email address. I am including the survey link and end date below in case you have not had the chance to complete it and desire to do so. I pray that God continues to richly bless you and your families as you carry out his work!

Survey Link: <https://forms.gle/4GdUHxWFB5naNzAc8>

End Date: 03/15/2021

In Christ,

William Fuerstenau

Appendix D: Open-Ended Question 1 and Responses

Please describe what faculty meetings are like in your school.

Right now, we rarely have meetings. We meet when there is something coming up that we need to discuss. One or two of the more vocal faculty members usually do all the talking.
Lots of discussion and opinions. Not a lot of decisions made. Principal listens but is very passive towards teachers and their feelings and responses to certain situations.
Short, faculty guided, just a formality
Mornings before school. Quick devotion and then talk school things. Monday's after school we have a bigger meeting, but usually get cancelled.
Principal driven, not much discussion
Lots of tension
Quick - stand in a circle, say a prayer, share any information needed for the day, week or month
Complaint sessions, not everyone can agree on topics, you are listened to if you are an outspoken personality, expectations are not always clear to the faculty
Teachers sit like bumps on a log, because everything has been decided. The administration, board, and council never ask for our thoughts or advice on anything.
They are usually productive and well-organized. One or two teachers tend to ask many questions that only pertain to their personal situation and detracts from the whole purpose of the meeting. It usually takes a while to get redirected.
Unproductive and Boring. Only a few people talk and discuss and make decisions.
A long bible study in which we are criticized and condemned for being sinners
We read thru handbooks and plan for things happening at our school with very little notice.
Not a lot of questions are asked, most of the time we are being told what to do and how to do it, even though our principal has never been in or observed anything in my or the other classrooms in the 2 years I've been here. It seems as though he has all the answers and we are here to do what he says is best regardless of our own opinions and observations. I feel like we are treated as lowly juvenile delinquents who don't know what we are doing and therefore he doesn't feel the need to ask our opinion. Or how it really feels is, if he were to ask us, he would have to do some work, and anything that requires him to go above and beyond is out of the question, however we as teachers are constantly being asked to go above and beyond so our school looks good from the outside. I know this sounds harsh but, I'm not the only teacher that has expressed these feelings.
Morning meeting for 25 minutes. 3 days a week we have an in-depth Bible study led by pastors for 15-20 minutes of that time. Extra days off are used for extra meetings if necessary, about 1 meeting per quarter for 2 hours.

Monotonous. Issues are pushed to the side with no resolution.
Usually an hour long with most things talked about a waste of time and could have been sent out in an email. We mostly meet just to say we had a meeting.
They are more of a social gathering. They really don't accomplish much. Our principal just started using agendas, but doesn't really know how to identify what needs to be tackled and how to stick to the agenda. We discuss some pertinent things, but he doesn't know how to make decisions, delegate, or guide us to come to a consensus. No one is leading the group really. We don't finish any projects...we don't have a school handbook, curriculum is a mess, prof dev is optional and generally non-existent, etc. Some teachers are eager to get things on track and willing to put in the work and the other teachers are threatened by the teachers who want a higher level of accountability.
We were having regular (weekly or twice a week) meetings. After our first quarter break, we only had one more meeting and have not had one since. The meetings tend to be longer because things are not expressed in a concise yet efficient way always. Many staff members do not share their thoughts unless asked upon. One specific faculty member (not the principal) always share her thoughts and opinions.
Open interactions between the group
Expressing anger with school board.
Meet twice a month, list of agenda created solely by principal, long, sometimes redundant, reactive not proactive
Very long and drawn out. We have a very long bible study and then a meeting where the principal does most of the talking and tells us what is going on. They usually last 2 hours.
Brief and infrequent this year. Very structured and often pressured to finish.
Orderly agenda, opportunity for sharing.
Dictatorship.
There's lots of discussion, but seldom does it turn to making decisions
Principal talks for a long time.
Long, monthly meetings that could definitely be done over email.
A lot of texting instead of talking
Agenda driven, devotion start, little discussed, information given.
Cold
As one on a faculty of 8, from preschool-8, the meetings are dominated by usually 3 or 4 people with little room for the rest of us to speak. If we are given a chance to say something the thought is usually quickly dismissed or written off.
Principal planned and directed with little faculty input.

Principal talks; we listen. We march through an agenda set completely by the principal which is copied from the previous year's meeting with minor adjustments for current issues.
Faculty meetings are run by the principal, have an agenda, stay on topic, and are finished in an appropriate amount of time. There is a feeling of apprehension amongst most staff members to ask questions of the principal.
As needed. Follows agenda set by principal. 30 minutes a week.
They are mostly formal, but people enjoy getting together and can speak when needed.
We have a devotion. There is an agenda to discuss upcoming school events and what needs to be done. Plan activities and make sure we know what needs to be done. Discuss potential curriculums.
A business meeting. Committees and individuals report on items and principal informs teachers of items that pertain to aspects of school.
Attempts at agenda, derailed by pastor when he shows up, teachers occasionally have problems focusing, poor punctuality
The principal sets the agenda and runs the meetings. The faculty is able to submit business items ahead of time.
The principal has his agenda and there is very little time, if any, to discuss "other" issues that a teacher might want to bring up. At times this year, the faculty has met in little groups to discuss things that "don't pertain to everyone."
We all meet spread out and our principal leads the meeting. A secretary takes the minutes. There is discussion on the meeting agenda if needed.
Only in the mornings before school, which doesn't always give adequate time to discuss pertinent topics. Many subject matters are left undecided or no closure is given. Many times, focus on a topic is lost. Not always effective.
Often gets off task---many points put off until the next meeting
We always open with a devotion which is nice but I feel like the actual meeting part is covering material that we would not need to meet to discuss.
Faculty members have very different viewpoints and compromise is especially difficult to ask the older faculty members compared to the younger ones.
We begin with a Bible study. Then we tackle the events/problems that we will need to address in the next month
Infrequent and often for information only.
We meet at 6:30 every other Thursday morning. Our principal prepares an agenda with teacher input. We have a devotion and then go through the minutes from the previous meeting. Then we go through our agenda. We discuss options and make decisions. We close with a prayer.
Weekly for 1 -hour - we follow the agenda
Bi-quarterly, about 1-1&1/2 hours, agenda ahead of time
Business like with little personal banter

We have a weekly faculty meeting rotation of business, grade level, curriculum, Bible study
Mostly planning for upcoming events.
Principal talking. Limited discussion
We haven't had many this year. They tend to be informational right now.
Four meetings a month - one is on business, one on calendar, one on spiritual development, one on professional development
Lots of discussion
We meet usually once a month. Pastor starts with a Bible study. Then we discuss the rest of the topics on the agenda.
We don't have them
Faculty meetings are usually the administration telling us about changes.
No longer than and 1 1/2 hours, usually some sort of professional development, school culture, and scheduling concerns
Admin led usually not relevant to all teachers present, sometimes feel like a waste of time
They are rather uncomfortable because our principal is really on board with Level ten meetings but the faculty does not like them.
Very short - usually after morning devotion.
Diplomatic.
Faculty meetings focus on professional development and announcements. They are well organized, planned, and delivered with adult learning principles in mind.
Informal each morning. Formal one afternoon a month.
Short and sweet
There is a principal created agenda that is worked through. Teachers are allowed to add topics to our "round table" discussion at the end, but if time is running short, that can get cut off.
Committee work during the majority of the meeting. Principal presents a concept or topic then asks everyone to speak to the that point. Follow-up on the topic is rarely shared back to the faculty down the road. We are in the dark on why we even contributed.
They are organized with discussion from all faculty members. There has never been shouting, and we usually reach a decision easily and unanimously. Depending on who is on the faculty, the talk is very principal dominant, but it's usually because he has the facts he wants to impart to us, and an opinion to go with it. Even though he has an opinion, it's NOT hard and fast to what we decide. I generally enjoy faculty meetings and they do not feel hostile.
Faculty meetings happen every morning for devotion. We are comfortable with each other and warm to each other. We enjoy our quick plug-in in the mornings. We also

Have meetings 1-2 times a month to discuss larger issues, big upcoming events, and to plan long-term projects. The meetings are not overly long, but neither do participants seem eager to leave or seem anxious to be anywhere else.
Depending on the sports season...one or two times a month. We get an agenda ahead of time. I feel a lot of time is spent going over previous topics that have already been discussed.
We rarely have them because our principal does not like "extra meetings."
We have meetings once a week usually that last 20-30 minutes. The topics center around school issues that are present or upcoming. They do not focus on professional development.
Organized, but too much talking/opinions shared at times, that drags on, but then executive decisions are made anyway. Even reading assignments given and then lots of it is read out loud anyway. The principal's wife (half day teacher) scolds and is disrespectful to her husband and complains about much.
Faculty meetings now take place at 7:00 am every other Thursday. Faculty who are in charge of things present any new updates. Principal mostly runs the meetings. There is usually good participation if a topic needs to be discussed.
They are long especially when a seemingly simple topic can turn into a 20+minute discussion where many conflicting opinionated voices are raised
They generally get long because many times we get off topic and side tracked often.
Not as productive as they could be, a lot of time going around and around same thought, all the important stuff seems to get out at the end, need to prioritize what we discuss perhaps
A time to grow in God's word and a collaboration of instructional best practices to grow our craft.
Open discussion which sometimes leads to a lack in productivity.
Faculty meetings involve discussing upcoming events, any issues with students, and discussion about the next school year.
Bible study, agenda with items contributed by faculty members and organized by the principal, held once per week
Repetitive in nature, to keep things orderly. Open discussion for all.
Monthly, agenda prepared, usually try to stick to 60-75 minutes. It seems like the principal does the most talking, but he encourages feedback.
Just the teachers from preschool-8th grade. Principal sets the agenda, but allows the teachers to add items for discussion. We discuss the items and come to a consensus on what we're going to do. Principal brings items from the faculty to the Board of Education and he reports on topics discussed at the previous Board of Education meeting to the faculty.
Organized, open, free to express views and share. Agenda is followed. A Learning process with new administration at this point

Few that relate to educational focus/curriculum development. Mostly devotion, Bible study, and upcoming events.
Open and Honest. Collaborative
Once a month for a couple hours
One sided - The Principal talking, some staff questions, some teachers participate in discussion providing opinions, most are quiet.
The agenda reviews important dates, items of information, topics we need to discuss, curriculum, ministry plan, facility needs to address, etc.
Faculty meetings occur once a month at our school. We always begin with a Bible Study. We discuss the goings-on of the school. We share our findings from Simplek-12. We discuss a book we are reading.
Very organized
The principal is very organized and great with technology, but I seldom feel respected at faculty meetings. I have 40 years of experience for which the principal, who has 1.5 years of experience, seems to have little or no regard.
Twice a month after school
There is a lot of friendly banter. They usually are pleasant, with lots of laughter.
Quiet. Principal talks and teachers listen
A discussion of business of school topics
We hold meetings at each campus once per month and jointly once per month. They are kept to an hour and tasks are completed by faculty members outside of meeting time.
They tend to go longer than the meeting agenda states because there is so much discussion. The discussion is helpful, but we aren't efficient.
Twice a month for approximately 1 1/4 hours
Faculty Meetings are conducted efficiently. I use a Level 10 meeting style.
With our unique form of hybrid learning, faculty meetings are often once a month. We socially distance and start with about a 2-hour Bible study which is happily attended. All school information is then presented. Then breakout sessions for our 2 campuses follow. We do meet daily on a google meet with a devotion led by the teachers on a rotation schedule. After the devotion, prayer, and song, daily updates are then given or teacher questions are presented to the principals or fellow teachers.
To the point
We work through the agenda items with occasional humor. Our principal always asks if the staff would like to add items to the agenda prior to beginning the meeting.
Orderly, businesslike
Cohesive, Harmonious, Team-work ethic
To the point, monthly meetings

Business oriented-get things done
Short. We only discuss events that are coming up. There is not much discussion about future planning.
To the point, good discussion, and polite when disagreements happen
We only have five faculty including the principal. It is pretty informal. The principal leads, gives direction, and looks for input. We listen to each other's ideas and are able to discuss differences. There are some stronger personalities, but not overbearing.
Twice a month. Refreshments with faculty taking turns. Agenda, but room for extra things to be brought up.
Enjoyable, we get a lot done!
Detailed outline sent the week before, professional book study, discussion often gets nowhere.
Morning devotions and announcements are at times full of conversations and laughter, and other days are relatively quiet, duty-bound, and ready to carry on with the day (both are fine as long as there's a balance of the two). Two guest presenters commented about the positive vibe they got during their time in our meeting.
Generally, a principal directed agenda. Information sharing. Discussion on issues or needed decisions. Input solicited. Opposing views are expressed and explored.
We meet for 30 minutes once a week. They begin with a brief prayer by the pastor. They are principal or dean of students-directed. Teachers may ask questions on matters that pertain to the group. We have multiple in-services throughout the school year as well.
Business meetings, working to solve issues at school. Giving input for decisions the Board will be discussing.
We begin with devotion, usually followed by an information share. Professional development of some kind usually ends the meeting.
Short devotion discussion after school and any announcements.
Centered around bible study lead by pastor
Held twice a month. Morning devotions. One meeting is more business, the other is Bible Study
We always have much to discuss. We could use more time together. The teachers bond well on group work.
1 business, 1 professional development meeting per month.
Our meetings have morphed into an hour on professional development and other time fillers due to results of accreditation. I feel that this has taken away some time from important topics that come up and need to be handled regarding the school and things like climate! We don't talk about individual students enough as a staff - it's almost as if it's enough for the principal and the affected teacher to talk about it and the rest of our input is not important.
Devotion, hear about upcoming items, professional development, updates in WELS

An agenda is sent out the day before for anyone to edit/add to. Meeting starts on time and ends on time. Most, if not all, items on the agenda are discussed/addressed. There is a decent amount of discussion and comradery.
Topics are discussed brought both by principal and teachers.
Faculty meetings follow an agenda developed by the principal. Teachers have opportunity to add items to the agenda, and it happens, though infrequently. There is often levity and laughter in the faculty meetings. There are also times of higher "tenseness" when faculty members look for certain outcomes to situations, but school administration is unable to meet or provide what the faculty members are seeking. Overall the meetings are productive and help engender a positive school atmosphere.
Friendly while still accomplishing the tasks
Agenda driven, collaborative, open, succinct
Open conversations
We begin with a devotion, and then follow a set agenda led by our principal. Teachers often put in their own input and ask questions and our principal always asks if there was anything else anyone wanted to discuss.
Faculty meetings have quite a bit of discussion and go for lengthy periods of time due to fellowship and length of agendas.
The Principal leads the discussion and the teachers volunteer suggestions and thoughts. We work together on all types of aspects of our school.
The meetings are conducted in an orderly fashion with a nod toward a casual atmosphere.
Pretty good collaboration
In-Service...development themed; discuss operational matters
We meet once a week and have a devotion, discuss school items, and work on professional development. It is limited to an hour.
Teachers gather to go through an agenda that touches on school issues, problems, student concerns, upcoming dates and events, curriculum evals.
Our faculty meet 2x per month on Friday afternoon. We dismiss early at 2 pm on Fridays and then have a meeting from 3:00-4:45 pm. We open with a Pastor led Bible study, go through topics and then alternate on a professional growth book.
Long but usually productive
Few and far between. All opinions are encouraged.
Open, honest discussions of all topics. Leadership has worked hard for these types of relationships.
We all get a chance to contribute, orderly, some humor
Conversations about the agenda's topics.
The principal presents issues but is open to other faculty members to add items to the list. He runs the meeting efficiently and ensures all teachers have a chance to talk. We

Discuss personal issues and get to know each other as people in addition to discussing school issues.
Virtual, but orderly, productive, and personal. There are always opportunities for all voices to be heard and for all prayer requests to be prayed for. (My principal is a woman. Along with her strong leadership, her natural empathy and nurturing qualities have had a phenomenal impact on our school culture.)
Bible study, structured topics meant to inform teachers, structured topics meant to facilitate feedback from teachers.
Short and to the point in the morning, 15 minutes, other stuff is taken care of in newsletter
All teachers and principal work for about an hour to an hour and a half each week. Each week we have a different focus. The focuses are school activities and lessons, Bible study, professional development, and accreditation work.
Brief, to the point (only 2 on staff)
We begin with a devotion or Bible study. Half of the meetings are professional growth and half are to-do items for school.
Easy going; friendly, sharing ideas, flexible
They are informational discussions on needed and current topics affecting our school, families, and staff. Decisions are made if necessary.
Every morning ranging from 5 to 45 minutes in length. All have a say in discussions.
Everyone feels free to offer input and problem solve to achieve a consensus. They are often too long in time.
Concise, open discussion is frequent, all teachers are comfortable giving input or opinion
Begin with devotional study, cover business items, discuss curricular concerns, policy, etc. Sometimes there is good discussion and sometimes it's "sit and get"
Well run and organized - Everyone given a chance to speak
Brief and to the point
I would say that our faculty meetings are efficient and productive. We always seem to get our tasks and meeting goals done in a timely fashion.
They are nicely structured and the staff is able to communicate freely with opinions and ideas.
They are very engaging and fun. All teachers are free to express feelings but they stay on task.
We meet once a month, after school. We discuss important topics. The Principal leads the meeting but keeps the discussion open.
Lengthy due to chat and discussion
Weekly and productive

Over the years they have become more useful and less frequent. Both of which are good things.
Organized, and run on time. Productive. Lighted-hearted at times as well.
We follow a printed agenda. Meetings last 60-75 minutes and are held once or twice a month as needed. Time is allotted for teacher questions at the end of the meeting.
2 Mondays a month after school. There is an agenda and it is over in about an hour.
2x a month; They contain a short Bible Study and mostly "nuts & bolts" type topics - info and prep for coming events and dealing with current issues.
Way to talk with each other about school issues, upcoming events, or just share things going on in life
We have a monthly faculty meeting that all teachers and staff attend. It is expected that reports are submitted ahead of time so people can come prepared. All teachers participate. The decision-making process is usually done either through consensus or by the decision of the administration.
Bi-weekly. No more than 40 minutes. Upbeat, with laughter. Not as efficient as they could be.
We have Bible Study, Development Activity, Work on Curriculum, Address Issues, Etc.
They are very organized and conducted in a businesslike manner. We used to have them afterschool, but this year we have them beforehand for about an hour. The topics are timely communications and issues that need to be discussed as well as looking ahead to what needs to be accomplished and discussed.
We hold three formal meetings a month and we start out our school day with a devotion twice a week. They are well received for the most part. Great opportunities to talk to each other and to discuss upcoming events, curriculum, and study God's Word.
Before we were virtual we were greeted at the door when we met. More often than not snacks were provided for us to munch on during what we call 'professional development'. A pastor or staff member opened with prayer and read a devotion. We then learned about and discussed the topic that was presented. We closed the meeting with prayer.
Quick and to the point. Good discussions.
We use Level 10 meetings led by the principal.
They are brief but do keep everyone up to date on what is happening in the future. Everyone's voice can be heard.
Orderly. Everyone allowed to share opinion on topic.
This year we haven't had many meetings as the principal realizes that the teachers need the extra time to deal with the demands of the year. In the past, faculty meetings have been kept to a minimum and are not frivolous. Teachers have the opportunity to express opinions and give feedback.
Principal sets the agenda but welcomes topics from faculty. Opened with devotion by principal. Business is discussed with all faculty's opinions/ideas. Principal shares

Discussion/decisions by Board. Upcoming dates/events discussed. Closed with the blessing. Snacks provided by PTO.
Principal gives faculty members an agenda, allows time for all to discuss issues.
Our faculty like to gather together and talk about what is going on in our classroom and in our personal lives. We meet to discuss topics that will help improve our school.
Monthly, open to discussion
Hour long collegial discussions of upcoming events and planning. More day to day than strategic professional growth.
Better run this year as we have a new principal. We meet every Monday. Different type of meeting each week: by grade level, while faculty, spiritual growth, professional growth. We meet for about 1 hour.
One hour - principal driven
We have an agenda and stick to it. Our meetings are scheduled till 5 and rarely run late. Principal keeps us up to date on what is going on and asks for input when decisions or changes have to be made.
Devotion, upcoming events, accreditation, concerns, future ideas
We have a planned agenda, start with prayer, items are open for discussion, information is disseminated to the faculty, minutes are kept.
We work on issues and sometimes even a big project. All have input.
Principal has an agenda and runs the meeting. Some discussion and teacher input are heard. Most things seem already decided and are presented to us with principal decision mostly formed. We begin with a Biblical focus, devotion or prayer. Most wonderful part of the meeting! Many new teachers do not speak up or offer input. One teacher told me that after her first faculty meeting with us she knew she could not speak up and share based on how the principal treated others when they offered ideas. There is opportunity for a day before the meeting to send ideas to be added to the agenda. Also, an opportunity for around the table topics to bring up at the end of each meeting. Only one teacher regularly brings up content. Usually for clarification of some kind of scheduling details and she is super organized!
We meet every two weeks. There is a regular agenda for current topics. There is opportunity for faculty members to suggest items for the agenda. There is time at the end for additional items.
We are respectful of each other's opinions, but we also joke around
We begin with bible study and have an agenda with set times to discuss the topics. However, we love each other, so sometimes we get a bit sidetracked. However, the principal is usually good at bringing it back. It often ends with a gathering at someone's home.
We have daily faculty devotions with announcements afterward. We have monthly extended meetings where we discuss student progress, school events, and other more time-consuming topics. We have early dismissal for the monthly meetings.

Faculty meetings have a written agenda to help maintain focus. Action plans are in place at the close of meetings.
Short and to the point. Good discussion.
Follow weekly agenda/principal's report. Free discussion (some speak more than others). Decisions are made by building consensus. Minutes are kept and distributed after meeting.
The Principal leads with a devotion and prayer, we discuss the agenda and share candid stories.
Sections include "quick checks" which are informational only, reports by teachers in charge of various aspects of the school, an element of professional dev., curriculum work, and discussion about upcoming activities. Discussion flows freely. Usually things are pretty collaborative.
Open discussion; all ideas are welcome
Weekly with different focus (Bible study, business, curriculum, growth)
Beneficial when we have things to actually discuss and collaborate on, boring when it's just a meeting to have a meeting
There are two kinds of meetings: Business meetings where the agenda is pertinent, nuts and bolts, business and in-services where learning and growth occur.
Wednesdays in a round table discussion manner.
We meet one morning a month to discuss that month's needs. It is held from 7 am -7:40 am. Sometimes it feels rushed and that we are only discussing the bare minimum of things. We have a faculty devotion every day for ten minutes and to meet for day to day things.
Faculty meetings are business oriented. We use PD sessions to discuss curricular and school initiatives
Organized agenda of relevant topics, respectful use of time, interactive professional discussions
Faculty meetings are cooperative, always geared toward the betterment of our students and our school.
We always start with reviewing our "meeting norms" which help us stay on topic, be respectful, and make sure we are clarifying rather than assuming. We are able to give input on topics that require it.
Faculty meetings are principal led but teachers are able to provide input without hesitation.
Rare.
After school, every other week, some do a lot of talking, some do mostly listening. Ideas are shared, policies, schedules, concerns and updates are talked about, we start with a devotion.
We meet before school once a week each week focused on the typical 4-week set-up: Book Study, Calendar etc., Bible Study, Curriculum. We collaborate well together; our principal leads the meetings but respects and welcomes discussion about topics.

Occasionally, he simply runs the meeting and shares pertinent information with little discussion.
Our faculty meetings are scheduled in advance of the school year. Each meeting has a planned agenda with opportunities to add necessary items/issues as they arise. We usually have a snack or treat provided by one or more of the faculty members. Input/discussion of topics occurs with any/all faculty participating. Some meetings involve small group discussions depending on the topic.
Each week we discuss any issues or questions we might have. In addition, one week is Bible study, one week is professional development based on teachers or principal concerns or choices.
We discuss what is needed to decide in an orderly way. Opinions are taken into consideration.
They are largely informational with action items at the end.
Principal has the agenda out early, faculty participation
We start with a devotion done by the pastors or the principal. We then talk about different items that need to be done at school. Most times we get on tangents and talk about things. They usually are an hour and half. We generally enjoy each other company, but wish some would just stick to topics so we can get it done.
An hour twice a month before school day begins. An agenda is provided by the principal.
We discuss events and issues in a friendly but fairly efficient manner for the betterment of our school and God's people.
Concise, based on an agenda that's been given ahead of time, working together for a positive outcome
Orderly, almost always start and end on time, mutual respect is displayed among all parties present; we like to laugh, but we know when to be serious.
We follow an agenda. There is faculty discussion on all topics and then decisions are made.
Meaningful and things get accomplished
Business like and to the point covering items as needed in a pleasant informal manner
Monthly, discuss topics and events coming up for the next month, to the point, some tension at times with different opinions- but come to a consensus
We have one meeting a month where we do Bible Study and talk about upcoming events.
Our faculty openly discusses topics and have permission to ask the principal to add topics to the agenda. If a faculty member isn't comfortable sharing a thought or concern during a meeting, he/she can talk with the principal after the meeting.
We have 2/month. The 2nd is a breakout of preschool and elementary. They usually last 1 hour
Morning meetings once a week. We follow the agenda and get things done. If there is a more serious or deeper subject to discuss, we would meet after school.

<p>We meet every morning for a devotion and briefly discuss important matters coming up. We also have in-services where more formal discussions and/or training occurs.</p>
<p>We meet most mornings for devotion. We use some of this time to cover scheduled areas like calendar, professional development, Bible study and curriculum.</p>
<p>Short, to handle upcoming events</p>
<p>Positive, informative</p>
<p>Orderly, productive, not stressful</p>
<p>Faculty meetings are usually led by our principal or vice-principal. They take only as much time as is needed to cover the topics which shows respect for our time.</p>
<p>Our principal has an agenda and we usually get through it quickly as not to waste anyone's time. Our staff works well together and so there is never tension or conflict.</p>
<p>Our faculty meetings are led by our principal, but he is very open to conversation about topics.</p>
<p>The principal makes an agenda that is given to the faculty several days prior to the meeting. Meetings are held once a month for several hours. Each meeting begins with a Bible study.</p>
<p>The faculty meetings begin with a Bible study and then we cover needed logistical items. Sometimes we do professional growth together.</p>
<p>Every Thursday AM w/ short teacher-led devotion and then meeting (30-minute MAX)</p>
<p>We have an agenda ahead of time. Anyone who has additions are able to include them at the end of the meeting (or in the middle if it is related to an already present topic). Everyone has a fairly equal voice. Teachers are able to express opinions without fear of ridicule. There is generally a positive vibe at the meetings.</p>
<p>Friendly, Decisive, and to the point</p>
<p>Busy! Principal leads us through an agenda with open discussion on topics and sharing of info.</p>
<p>Faculty meetings are cordial, and everyone is able to speak and voice their thoughts/ask questions. Faculty members treat each other with respect. Meetings can cover a wide range of topics, but they are handled in detail. Despite having a lot to talk through, meetings are as concise as possible.</p>
<p>Bible study is devotional, relaxed. Curriculum meetings have a lot of discussion. Business meetings tend to provoke a lot of discussion, collaboration, and differing opinions often result with workable solutions. Sometimes we get off track, but everyone is busy so we try to make the most of the time we have available.</p>
<p>Faculty devotion is held every morning. Prior to this year, faculty business meetings were held once/wk. Those meetings typically looked like the quick thinkers (including our principal) throwing out a host of ideas and a decision being made from those thoughts typically in that one meeting. Last spring, our faculty went through Clifton Strengths with Grace in Action. This process was invaluable to helping everyone to feel a part of the team. The quick thinkers realized that it wasn't that some teachers failed to contribute out of disinterest, but rather just needed more time to formulate ideas. The</p>

Deliberative teachers realized that the quick thinkers weren't trying to be rude or discount their opinions, but really just operate that way, by spinning and brainstorming and then choosing a path, all in one sitting. We are far from perfect and still working harder to understand each other better, but this was eye-opening for all. This year, we began having faculty meetings once/wk. still, but topics for discussion get shared a week in advance so everyone has a chance to think them through.

The faculty meetings are casual. There is much discussion action items usually get done. Our professional development readings rarely get discussed as we talk more about the items on the agenda.

We meet 2 mornings a week for Bible study before school begins. After our Bible study our principal shares announcements and asks if there's anything else anyone would like to share or discuss. We also meet 3 Monday's a month after school for about an hour and a half. There's typically a focus of Bible study one week, business another, and curriculum study for our third week. Every meeting we begin with a devotion or Bible study and then move into our agenda. Our meetings are not formal or stuffy. We often bring snacks and share them. Although we have things to accomplish our principal does a good job of trying to make our meeting time enjoyable. He always gives us an opportunity to share how things are going in the classroom and asks how things are going outside of school. This gives us an opportunity to celebrate with our faculty or be supportive when they might need that extra care. We are also divided into committees such as technology, hot lunch, policy, athletics, building and grounds, finances, purchasing and repairs, and recycling. We all serve on several committees, this way we can get more done and it shortens our meeting time. Then the committees report back to the principal and faculty.

The principal makes sure everyone gets a chance to voice his or her opinion. I feel comfortable to speak freely without worrying about negative reactions or being shut down. There is a lot of discussion and occasionally decisions are made.

When something comes up, we discuss (usually with a lot of laughing unless it is a serious matter) and seek advice from the pastor and principal and then come to a resolution. We talk about what we need or what is happening. We all give input and if we hear something we bring it up at morning meetings and discuss it.

Informal, to the point, devotion, and only occur once a month.

We meet twice a month. One meeting is for business. The other meeting is for curriculum study. We are given an agenda a day or so ahead of time. We open with devotion. We go through each item on the agenda. Faculty members are encouraged to give their input usually before the principal tells what he has been thinking on that topic. All faculty are heard and have discussion before making a decision together. We also talk about a number of these things in the mornings after our devotions, so I feel it makes our faculty meetings more efficient.

Organized agenda. Each faculty member gets an opportunity to share concerns in their respective classrooms.

All voice their opinions, work to accomplish the agenda in a timely matter

They take place every Wednesday. Once a month we start a meeting with a 30-minute Bible study. We have a meeting where we discuss the upcoming month's calendar. The other meetings consist of discussing past and upcoming events.
Bible study, agenda items
Friendly. Efficiently run.
Respectful
Organized and productive, all faculty members participate in discussion, we joke with each other
Efficient and collaborative
Friendly and loving supportive staff get to take the time to work together for the betterment of our students and school.
Written agenda ahead of time including items we need to prepare to discuss, bible study, business items, professional growth
Timely, on point, useful
We take time for Bible study, we celebrate each other's good news, we have open conversations as well as make jokes with each other, we accomplish the tasks set before us and explore resolutions when differences arise and accept outcomes when they may disagree with our opinion.
Principal leads. All discuss. Principal rarely overrides the faculty wishes/opinions
Purposeful, weekly, to the point, useful
The meetings are led by the principal with a devotion and then reports from others. Principal has an agenda he hands out and follows each time.
bimonthly with bible study, reports, curriculum, upcoming events
A time where the faculty laughs and works together for the common good
2-4 Friday afternoon with an agenda that has been handed out previous in the week and faculty may suggest additions. Orderly and respectful. Start with a devotion. May include PD.
Friendly, encouraging
Collegial
A different focus for meetings for each week of the month: curriculum teams, accreditation teams, education/Bible study book, business
We have a brief devotion and "touching base" meeting every morning. Twice a month, we have a 45-minute faculty meeting, where we discuss any other topics that are relevant or need explanation/ input.
They follow an agenda and are 45 minutes in length.
2 per month: one is spiritual development and the second is professional
Every other week. Agenda, discussion, and decisions made within 45 minutes time slot. Additional meetings scheduled if needed.

Friendly and collaborative
Principal prepares agenda and sends to faculty beforehand - asks for additional points of discussion. Principal leads - all teachers have input. Meetings usually stick to allotted time limit.
Our meetings start with a Bible study. Then we cover materials on the agenda. Then there is time for additional items that were thought of during the meeting, but not on the agenda. Meetings last an hour to an hour 15. They are informational, cordial, occasionally entertaining. Meetings close with the singing of the Doxology.
Begin with a devotion, open for questions, important information, break.
There is a written agenda sent out in advance. Teachers may add to it. The topics are discussed and a decision is made.
Respectful, follows the agenda, all can add items to the agenda, sense of getting things done
All thoughts and opinions of staff members are respected. Faculty meeting run in an orderly fashion following an agenda sent out ahead of time so everyone knows what will be discussed. The principal reaches out about a week in advance to ask if we would like anything added to the agenda.
45-min. long with agenda items limited to things requiring full-faculty discussion. Grade-level meetings for all other topics.
Not long drawn out, everyone offers suggestions
We are able to joke around and laugh with each while accomplishing the tasks at hand.
Productive, decisions are made, some time is spent off topic
We use Geno Wickman's Level 10 meeting for the "business" meetings. Those meetings occur the first and third weeks in a month. The second week of the month we have a professional development meeting. The fourth week of the month we have a Called Worker Bible study which is led by a pastor and where all area pastors are invited.
We have them three times a month. One is business, one is curriculum, and the other is Bible study. The principal leads the faculty and curriculum study. Sometimes he gets our opinions, other times he makes sure we understand decisions that have been made, we work together.
We get done the business at hand with input from everyone. Meetings are very collaborative.
Well organized, well lead by our principal, teacher input is asked for on most items that involve the school.
There is a great balance between friendly joking/conversation and staying on track with our agenda. Differing opinions are free to be shared, and while this sometimes causes conflict, it doesn't lead to grudges or resentment.
Principal leads them. He usually emails the agenda early so that we can look over the agenda and add anything we feel necessary. Principal keeps discussion on topic and meetings usually last no more than an hour. Principal begins with a short devotion.
Twice a month principal led

Very open and collaborative
We meet Monday through Thursday mornings before school for a group devotion. One week per month we do a Bible study instead of devotion. We meet 2-3 Mondays after school each month to do curriculum, business and professional development.
We always receive an agenda a few days prior and the meeting begins promptly. There is a lot of time for discussion. We meet twice a month for about 2 hours. This is in addition to daily devotions before school where things can be talked through quickly as well.
Faculty meetings are well planned on a rotation of Bible Study, business, and curriculum development. We recently completed the accreditation process. We get much accomplished each meeting.
Focused, organized, productive
Faculty meetings follow an agenda. Open discussion is frequent in all meetings. Overall, faculty members are able to express their opinions throughout the meeting. Everyone respects the opinions of others and do not criticize in meetings. Faculty meetings are a great opportunity for the staff to come together and work together as a team.
Friendly, open communications
Principal led, questions raised, frequent short meetings
Professional and efficient
Efficient and orderly. Open.
Friendly, positive, accepting of all opinions and input but orderly with an awareness that the principal is in charge, trying for efficiency - save some issues for private discussions later
Outline is provided. Begin with a devotion. All faculty members are members of committees and make committee reports. Everyone's thoughts are important. Meetings are before school and are concluded in a timely manner. Monthly 45-minute business meeting, monthly 45-minute bible study, Mon, Tue, Thur. begin the day with a 10-minute devotion and quick overview of the day and week.
They are well planned out with respectful participation.
Prayer, devotion, and important updates.
The principal puts together an agenda. The faculty is asked beforehand if there are any items they would like on the agenda. The faculty discusses all the items together. We may break put into groups if that is needed for more targeted discussion.
Brief, equitable, informative, decisive, meaningful and very productive.

Appendix E: Open-Ended Question 2 and Responses

Does your faculty get together outside of school? If so, what are you doing together?

A few of us may get together at Christmas. One or two may go out for a drink together once in a while.
No
Certain faculty does. Some hang out for playdates, some play cards, some have dinner together
Rarely. We might go for supper once a school year. Might go to a faculty member's house once or twice. Some will go and some won't.
Yes, faculty get togethers about 2-4 times a year
rarely
No, we do not.
A select few plan outings together
We haven't gotten together.
No. However, because of COVID, I know this is the reason. This is my husband and my first year at our school.
It's mandatory...once a month to build trust. It hasn't helped much.
Birthday parties, shopping, and fishing trips.
We used to have faculty gatherings at least once a quarter but now no one wants to socialize.
No way
No
Pre COVID: Some dinner & drink sessions.
At times we do
Our faculty is split into two groups right now. The younger teacher group occasionally gets together. They rarely, if ever, participate in church/school activities outside of the school day. They do not attend any Bible classes and we don't have faculty Bible study either. They also have no responsibilities regarding prof development, curriculum, etc. The other group doesn't have time because of they feel obligated to fill in all the gaps left by other faculty members.
Rarely. We have done one dinner get together. Individual groups get together.
No
No
Twice a year picnic, Christmas party
A few do occasionally. Supper and a beer.

No, perhaps once a year. Female teachers have Bible study though.
Infrequently, even less since the pandemic began.
No
No
We usually go to each other's house for dinner or games.
Yes! Go out for meals, painting party, holiday celebrations
Celebrating
Small groups may gather, but not as one.
Before COVID a few times now rarely
Yes. Pre-COVID we had monthly "get-togethers". It was an hour and a half, organized by a different teacher each month. Sometimes it was a coffee shop, out for appetizers, trivia or bowling, etc.
Seldom
No
No
Yes, meet at park. Social gatherings.
We used to have once a month or so gatherings.
Rarely. When we have it is usually initiated by the same person. After a while it seems to have fizzled.
Rarely, but if we do it is for happy hour and usually half or less choose to participate.
No - COVID
Not so much during COVID. Some of the female teachers get together for birthday drinks. Typically, we will have a bonfire at someone's house to begin a year. Christmas parties on a rotation.
There are faculty get-togethers throughout the year. Not everyone attends them. They are potlucks with fellowship and games.
Not during COVID, we haven't. In years past we have done trivia night at a restaurant, had a faculty Christmas party at a restaurant, met at a faculty member's house and had snacks and drinks.
No, not really. Especially when in an area that COVID protocols are strict and the faculty is all new to the school.
No
We have a Christmas party at a teachers house every year. We go to lunch together on the last day. This year we had a bon fire where we got together to relax and talk.
We used to once a month before COVID to hang out and do team building activities or just relax outside of work.
Once in a while. We have dinner

Very rarely
We have had Christmas dinners and summer picnics.
Yes, get together, suppers
Fellowship at a home or restaurant
No
Pre-COVID - once a month we would do something outside of school usually at a faculty member's home
Occasional get together for dinner/lunch.
Very rarely going out to eat
At the current time, no. Before that, once or twice a year.
Not really this year. We used to play volleyball or cook out once in a while.
Fun and fellowship
Not this year.
No
Just the teachers get together for dinner
Pre-COVID yes. Gathering for campfires, meeting at restaurants, meetings at someone home
No if you are friends with the other teachers, you might go out together but with COVID staff outings haven't happened this past year.
We haven't this year because of the pandemic, but we hope to next year.
Yes, Christmas party, outdoor meals together in the summer
Not often
Groups of teachers get together outside of school at establishments, bowling alleys, and/or other people's houses. They are enjoying time together.
With COVID, nothing
I've only been here during COVID
The entire faculty does not - there are subgroups that seem to get together, but others are not always included, so I'm not sure what they do exactly.
Occasionally. Meeting at a faculty members house or a restaurant.
Sometimes. The younger teachers do...or did before COVID.
On occasion. I know that more attempts would be made were it not for the current COVID situation. If we get together we are either socializing at someone's house, or having a meal somewhere.
No
Previously, before COVID-19 we would gather monthly and also to a potluck every month.

Once or twice a year, we have dinner at someone's house.
Rarely, about once a year
No
I was told at one time this faculty did get together outside of school, but hasn't in the recent past.
We do occasionally. We try to get together 3 times for sure: Christmas party, and 2 times at a restaurant for fun.
No
We socially get together and enjoy each other's company.
We occasionally have social gatherings around food.
No, the faculty does not get together at all. Everyone mostly goes their separate ways outside of school.
Yes! Bonfires, coffee shop get togethers, out for dinner, to each other's houses
In smaller groups, yes. Game nights or out to dinner.
Not intentionally - many get together informally a couple times a month.
Yes, usually just a "party" or get together to be able to relax and talk socially.
No
Rarely
Once every month at each teacher's home or a place they plan.
Once in a while before COVID
We have tried a faculty picnic on occasion, Christmas party, cookout with the Board.
No, we do not have many get-togethers.
Chatting
We had monthly team building activities until COVID hit.
A couple of times a year. Fellowship/possibly a game
Not really
No
No
Yes. We get together at each other's houses. Tonight, we are all going axe throwing together
Yes--more so before COVID. We would go out to a Mexican restaurant or other establishment from time to time, have a Christmas party, and have a spring evening at the principal's home.
Not much sometimes a Christmas gathering and a couple of summer gatherings. (Backyard gathering)

We will enjoy a happy hour or gather at a person's home.
We do monthly teacher/family get togethers. Each teacher is asked to host a month. This year, that has been put on hold due to COVID.
Usually, food
We try to gather as an entire faculty but with current COVID restrictions it has been difficult this school year. We typically have organized gatherings for all staff (office staff, teachers, assistants, pastors, and administration) 3 times a year.
Yes, games, food, conversation
Dinners together
Very rarely
Yes--supper and fellowship afterwards
Not very often. If we do, we would go out to eat. H of Weber, I think it is difficult to do this with COVID restrictions.
Before COVID we would meet about once a quarter at a restaurant or someone's house.
Yes. A few of us are part of a Tuesday night informal running group in town that meets at a local brewery. We try to get together more formally a few times a year at someone's house too. Sometimes we have one of the faculty over for games.
We have gone out to eat together or gathered at someone's home.
Not since COVID
Happy hours with some. All rarely get together.
Pre-COVID yes about 3-5 times per year.
Normally the faculty gathers together around food and fellowship every other month. Some gather together more frequently in smaller groups. Activities have included events, beach parties, bonfires, etc.
Occasionally--beer garden, end of the year go out to eat, Christmas party
Rarely one back to school gathering
Some teachers do, some don't. Some teachers go to bars or have game night. Others aren't invited.
No, if there is half of the staff doesn't go.
Not with COVID-19
Sometimes. Super Bowl party. Christmas party.
Not during COVID-19. In a normal year, we gather together formally three times: right after school is out, right before school begins, and once right after Christmas.
After each faculty meeting, we go out for dinner together.
We do . . . we have tried to make that a priority because we know it is important to stay connected socially too. We have had Christmas parties, cook outs, gatherings around a camp fire, birthday parties and other things. But it definitely takes someone always

pushing to achieve even scheduling things let alone actually having them. And we don't always have full participation.
Sometimes some of us get together for dinner every few months, beginning of the year party and Christmas party
Yes. We make sure to have at least one social gathering sometime in the summer and one in the winter around Christmas. A few that are closer in age do more things together socially but randomly those from other age groups get together as well.
Sometimes. It is hard to do during COVID. Pre-COVID we gathered more regularly.
Yes! We have Christmas and beginning of the year parties. Many faculty members are close friends outside of the school. Backyard bonfires, barbecues, or book-clubs are offered and open and many participate.
Once a month. Each other's houses. Activities.
Monthly faculty get togethers at each home
Meeting at homes or restaurants for food and drinks
We have a faculty Christmas party every year as well as a faculty and school board cook out at our principal's house. We sometimes get together at someone's house to watch sports games or movies or to have bonfires.
No
Before COVID, we would typically have a get together before school started and at Christmas. Throughout the year, we would invite everyone to go out to eat after events that various teachers would take us up on.
Not recently. Prior to COVID restrictions, our faculty got together often. The faculty would have potluck-type meals or gather at a local establishment for beverages.
No
Yes...quarterly fellowship gathers
We do every now and then. It is normally a social gathering at a person's house or a restaurant.
Only about 2x a year - summer picnic or new faculty welcome.
Yes. We go hiking, golfing, etc. as well as go to faculty houses for get-togethers.
Eating
No.
Prior to COVID, we would gather only once or twice a year for a social event.
Yes - summer cook out, Christmas party, Teacher Appreciation go out to eat together
Yes, quite frequently. We hike, we eat, we enjoy cocktails and beers, we celebrate birthdays and holidays.
We get together at bonfires at the principal's house at least once in the summer and a party at Christmas time. We often eat, chat, and play games. On snow days we'll

sometimes go to other's houses and play games. Since we all live far from families, we make sure everyone has a place to spend holidays with other people.
Typically, but not this year. Normally hosted dinners and faculty houses.
Football games, Christmas party
Try once a month to go off campus somewhere to relax. Otherwise it is up to teachers to organize
Outside of school we get together and go out to dinner or have a together at a staff members home. This doesn't happen as often as we would like due to family and busy schedules.
Dinners, game nights
We do. We have small gatherings, game nights, go out to eat, etc.
Yes... usually we go to a hostess' house to eat, drink and play games.
Yes, socializing. Happy hour, exercise, adult sport leagues
For a Christmas party and end-of-the year outing.
An occasional meal out, beginning or end of year get together with faculty and spouse.
Rarely, faculty Christmas party, a summer BBQ
We have not since March 13, 2020 - prior to that, occasional fellowship gatherings
Not often
Yes, dinners, activities
In typical years, we have. However, this year, a lot of our interactions and activities have occurred inside of school.
Faculty members get together individually, or in small groups. The entire faculty only goes out when we have a meal on in-service days.
Yes, we have an annual Christmas Party, before school year fellowship and post school year fellowship.
No. As a new, single teacher in a place far away from family, this needs to be made a priority. I know the principal has a lot on his plate and shouldn't need to worry about another adult, but I think principals need to be aware of the tough transition college students make to Called Workers. I have been out of school almost 4 years and it is still tough going from, college with a lot of social opportunities, to a Called Worker living alone in a new place. I suggest simple things like going out for drinks after work, or a faculty party hosted in a different Called Worker's home every once in a while. Asking a single teacher over for a family meal might mean a lot to that teacher.
Yes, meals and other social activities
Not usually, we used to go to Applebee's once a month for their \$5 burgers.
Groups of teachers are friends with each other and will hang out often over weekends, after school or over breaks.
Yes, we get together for dinner or a happy hour.

Once or twice a year we may meet for drinks or dinner at a restaurant or someone's home.
Not since COVID-19. Prior we did, start of the school year, Christmas party, and an end-of-school party.
Not really. Small groups of the 18 called faculty do some socializing.
Yes, social gatherings throughout the school year
Yes; we enjoy visiting the local brewery together. The men play basketball on Wednesday evenings together. We have social gatherings at faculty member's houses occasionally.
Yes. Cookouts. Bars. Frisbee Golf. All this outside of COVID, of course.
Yes, monthly or more before COVID
Rarely.
We do get together two to three times a year. This past year we did not do faculty and spouse gatherings. We still had a few faculty outings. We have a meal together, meet at each other's homes, miniature golf, see a show, Escape Room event, etc.
I don't, but I know others do. They go out to eat, sometimes after the Saturday evening service. They may go other places. I'm not sure. I'm more involved in the church side of things outside of school.
Yes, when we can and when appropriate in the time of COVID. We meet at someone's house or have a Christmas part.
We have monthly, optional get togethers at someone's house.
Some of the faculty gets together outside of school for socializing in each other's homes, taking kids swimming, etc. There are some teachers who do not join in, sometimes due to time constraints or due to older aged kids, etc.
Rarely, gathering at each other's houses for a meal.
Yes, get togethers at each other's houses; go out to dinner; happy hour etc.
No
Seldom
Now with COVID-19 we don't meet outside of school. We did before hand at various faculty members' houses for dinner parties and games.
Occasional social gatherings at a teacher's home.
Occasionally. Twice or three times a year we have a potluck meal hosted by the principal or pastor. Some of the faculty members get together individually outside of school.
Rarely. Summer and Christmas usually only. Wish we did more.
Sometimes, socializing. For example: we had a beer tasting night.
Before COVID we would get together on a regular basis, we truly like to be with each other.

Grill outs, paint nights, visit local places
Yes, we do Packer parties, Christmas party, beginning of school get togethers. With COVID this has been put on hold.
Before COVID we would get together frequently. Maybe to go out for supper. Go to the beach with others. Shopping.
Not usually. School board hosts a Christmas gathering, we have new teacher welcome at someone's home when someone new joins or leaves our ministry. (We have had several years of new teachers lately) Principal has organized us to go out together for drinks and happy hour a few times recently. A few get together on our own for dinner or drinks at restaurant or home.
Not now due to COVID, but we did before. We would have a get together at Christmas, and fires in the spring & summer.
Since COVID - No. Before yes. Bonfires, exploring different areas, wine bingo. All in small groups not the whole faculty
Yes. Hanging out, camping, etc.
We usually do; COVID regulations in our area prohibit schools from organized get-togethers.
Not currently. We plan to resume post-pandemic.
We used to have a few events together before COVID. End of the year party, Christmas party, etc.
Occasionally. Maybe game night or special occasion social time.
Yes. We gather for food, movies and picnics at the beach.
Not much.
Fellowship, worship, Bible study
Occasionally when celebrating something (retirement, Christmas, etc.)
Prior to COVID, yes - for Happy Hours, Christmas parties, going out to dinner together
Pre-COVID, we had scheduled monthly staff socials hosted by a faculty member. Attendance over the years has fluctuated. A few select pairs or groups of faculty members do socialize outside of school. Being in the Milwaukee area, most faculty and staff go their separate ways outside of school hours. There are many dynamics such as location, age, family status that play into this.
Eating and drinking
We get together every Christmas, but not everyone has been able to come as our faculty has grown. We used to get dinner and a drink, but kids and schedules and a larger faculty don't facilitate that as well.
Groups of closer faculty members get together and socialize
Very rarely, holiday party or end of school year party
Yes! Generally, after a teacher in-service, we may go get something to eat together. We also have a faculty Christmas party and generally something in the summer as well.

We did previous to COVID. I'm sure we will continue to do so when COVID settles down, and it is not so much of a gamble on knocking out our entire faculty due to possible close contact.
Teachers get along great here. Teachers go to each other's houses for game nights, we have faculty gatherings every month (when there is no COVID), etc.
As friends
We used to do it a lot more, different faculty members have come and gone. There has been a slow decline of get togethers, in a situation where the principal's wife, who is also a called worker thinks of herself as queen of the school and in charge of everyone else, friendships have weakened, but all still get along. Others have learned to just roll with it for the good of the school/ congregation.
Yes. Celebrate birthdays, attend trivia nights, fellowship out together.
In a non-COVID year, we usually have a Christmas party and an end of the year BBQ.
No, we do not get together outside of school, but that really fits our personalities and the fact that several of our teachers have young families who need their time.
Cook outs, bon fires, Christmas party
Yes, we are a large faculty. Many groups get together to socialize in various ways.
Before COVID, we did
We used to be COVID
Not presently, but have had monthly social gatherings once a month.
Not as much since COVID but we are friends and gather for fun events.
Sort of. Very small faculty. Only 3. 2 are married to each other. We see each other all the time. 2 female teachers do get together for fun.
Before the COVID era, we got together at either the principal's or a board member's house for a meal and fellowship at the beginning of the year, at Christmas, and at the end of the year. Since COVID arrived, we occasionally share group texts for fun.
There are gatherings for Before School, Christmas, and Farewells.
Before COVID we did. Family gatherings at parks, Christmas parties...
No
Yes! BBQs, breweries, hiking, casual holiday gatherings
Yes, pre COVID, we would have dinner with each other, talk and just relax.
We have gatherings at each other's houses, attend sporting events at our ALHS, etc.
(Before COVID) We would do fish fries together. We have a summer faculty outing. We will have our faculty Christmas get together. We will go out for lunch for our summer in-services.
We did before COVID. Dinners out, escape room, beer gardens, home gatherings...
We have a Christmas party for the entire staff. Otherwise, smaller groups may gather for fellowship from time to time.

Sometime before COVID we would go out for a meal and a drink.
Sometimes for dinner; not often
Grilling, chatting, going to dinner, watching sports games, swimming, yard games
Christmas party at staff member's house, other times meeting at a restaurant
Not very much this year because of COVID. Occasionally someone will plan a time to go out to eat together.
Pre-COVID we would try once per quarter. It was either someone's house or out to eat.
We have a party before school and at Christmas with our faculty and their spouses. Those are the only full faculty activities. Different groups hang out at different times.
Several times a year teachers get together for drinks/dinner. We have a back-to-school and Christmas party at someone's house each year.
We sometimes do happy hours, other time we celebrate milestones or holidays together. Some of our teaching staff vacation together.
The two lady teachers meet regularly socially.
I came to this school just before COVID struck. There has been little getting together since I came, but I have heard of various activities that the faculty did together in years past such as a Christmas party, end of the year party, etc.
Yes, we have dinner and play games.
Occasionally, dinner
With COVID, it is challenging to get together. Before COVID, this was happening. Staff gatherings were on the rise.
Not this COVID year.
Prior to COVID, we got together as faculty only once/mo. and with spouses 3 or 4 times/yr.
Mainly at Christmas time for our faculty party. Maybe once before COVID for a beginning of school get together.
Before COVID we had regular times that our faculty and pastors got together. Our families are also included. Sometimes just our spouses are included depending upon the activity. We have gone miniature golfing, done an escape room, have backyard barbeques, gone out to dinner and back to one of the faculty/pastor homes for dessert and visiting, done a road trip scavenger hunt, Brewer games and tailgating, and many other things. We typically get together in fall, at Christmas, once in spring, at the end of the school year, and once in summer.
Not much, but I wish we would. There is a staff summer BBQ, but that's all I've really seen.
We have faculty get togethers. One person on staff invites the whole faculty and staff and we bring a dish to pass and the host furnishes the food. Sometimes we have little celebrations and pastor usually gest the ordered food and we will eat together and talk.

Sometimes. We have occasionally gotten together for a meal - out to eat, bonfire, ax throwing.
It has been more difficult to plan get togethers this year (from what I have been told). However, we have had a campfire gathering and some of us have gone out to eat a couple of times. I think we would get together more with our whole families if things were non-COVID.
Not as a whole group. Some faculty have joint interest in our local Lutheran high school, so we spend time together at some social events.
Escape rooms, social events, Christmas party, after concert social time
We get together at least once a month. Each faculty member takes turns hosting. Activities can range anywhere from painting, to bocce ball tournaments, golfing, boating, even mud bogging. Always drinking as well.....we are Lutheran after all.
Not so much during COVID, but otherwise taking turns hosting the group about every 6 weeks
Yes, on many social occasions.
During COVID-nothing
Occasionally we go to each other's houses for dinner or go out for drinks, we sometimes have a Christmas party, all are completely social events
Seldom
Yes, occasionally (less frequently with COVID) fellowship and fun outside of work. Usually "team bonding" through recreation events.
COVID
Not since COVID
The faculty gets together to go out to eat, we also get together for a beginning of the year picnic and also do a lawn game tournament at the end of the year at the principal's house.
Dinner out, sit around a fire at someone's house, gather at someone's house
Social gathering once-twice a year
Not much
Not that often
Pre-COVID, yes. A few get togethers throughout the year, usually at a faculty members house
Game nights, brewery tour, restaurant.
Yes. We have a monthly faculty gathering of all sorts.
Occasionally - going out to eat, faculty get-togethers
When non COVID, Christmas party, back to school gathering, end of school gathering
Occasional gathering at someone's house.

Typically, yes. During COVID-19 in Dane County, unfortunately not.
Yes, we were able to go out after school back in October. As COVID cases rose, we shied away from such gatherings. If miss them terribly but the safety of our students, families, and staff are more important.
Yes, social and holiday gatherings for meal and games.
Social gatherings, exercise groups
Before COVID, would sometimes go out for drinks or meals.
Yes, pre-COVID we met got together at each other's homes or went out to dinner.
Pre-COVID-19; mainly luncheons, dinners, game nights.
We do about once per month for all, but different groups of teachers do things as well.
given COVID, no real gatherings ... one or two lunches together
Occasionally we will have a backyard BBQ together or a Christmas party. This only happens once or twice per year.
Used to. Now with COVID we haven't done much of anything as a full faculty.
Not as much because of COVID, but we did go out to eat a couple times
Before COVID, yes, we'd have get together for drinks after basketball games, some of the ladies regularly attended a bingo night, etc.
Before COVID, very often. Usually going to a restaurant. We have done movies, bowling, etc.
Right now, with COVID, we do not, but once COVID is done, we will have more gatherings, about once a month or every other month. We would either get together to socialize and play games, either at someone's house or at a restaurant.
We have other years, but COVID has put a pause on that this year.
We get everyone together a couple times a year, but staff with kids the same age get together frequently.
Yes, every month or so, we gather at each other's homes (pre COVID) or at a restaurant to socialize.
Sometimes. We have a whole-faculty get together at Christmas and before school starts again. Other individual faculty get together in smaller groups to spend time together on weekends.
Occasionally, to welcome new faculty. Though he has invited faculty over a few times to enjoy conversation around a fire pit.
At times, a night out
Before COVID, we got together once a month just for fun.
Meals before meetings. Faculty picnic in summer and Christmas party.
We don't get together much, especially since COVID hit. At the beginning of the year, we have a "Move In Night" where parents bring their kids to drop off supplies. After this night we gather at a teacher's home. There are a few who have been friends for years

who go out, but it is personal, not a school thing. We always talk about doing things together but so far haven't followed through.
We try to get together often. Usually, an evening of food and games, though COVID has slowed this down.
Sometimes- faculty picnic before school year begins, faculty Christmas gathering, some spontaneous lunches
We have a back-to-school picnic and a Christmas party, but that is usually it for planned events. Our faculty enjoys getting together, but it is tough to get a larger faculty together when everyone has a busy life.
Meet at church. Often hard for teachers with young children
Friday night drinks once a month, at home gatherings prior to COVID-
Seasonal parties, picnics, occasional beer run
Yes, drinks, dinner. Some groups within the faculty socialize with their families because of children the same age. COVID has affected some of this.
Occasionally, but less now with COVID restrictions; informal gathering or twice-yearly parties
Yes, before COVID. Out to supper at a restaurant, meet at faculty members houses.
Before COVID we would get together to socialize.
Not much during COVID.
We can't get together during COVID, but before that we would get together monthly for hiking, dinner, games, or any number of fun activities.
Yes, with regular social gatherings at faculty homes.

Appendix F: Open-Ended Question 3 and Responses

What relationship-building activities has your faculty been involved in, if any?

None
None
None
None
None
None
None
Grace in Action - Top 5 StrengthsFinder
Talents survey - not everyone shared their results
None.
None really. We weren't even really introduced at the beginning of the year. Thankfully, we reached out and built relationships that way.
Bowling, target Practice, Hiking, Eating Out, Firepit
Secret Santa exchanges.
None
Grace in Action StrengthsFinder was good
StrengthsFinder, faculty members have tried hosting get-togethers, but many don't attend
None.
None
None right now...years ago, we'd take turns planning a monthly outing.
N/A
None
None
None
None
Female teachers have a Bible study
Bible Studies
None
Grace in Action StrengthsFinder
None.
A few trainings here and there

None
Faculty lunch in school on half days
took a day up in the mountains hiking
StrengthsFinder through Grace in Action
Very few if any.
None
Teacher's conference trivia night and going out to eat together. Occasionally Christmas parties.
Team building challenges during in-service days. Icebreakers at the beginning of faculty meetings.
We have a back to school morning where we have bowled or done an escape room.
Not any to speak of.
Principal tried monthly get togethers for non-school interactions, but they were not a priority for most faculty.
None - COVID
I would say that having to navigate a stressful pandemic has been very team building. Otherwise, nothing formal.
None
None
Grace in Action just came to our school yesterday. That's been it
None
None
StrengthsFinder
None since I have been here
Meals and an escape room earlier this year
Just our get togethers.
In-service book studies
Fellowship, Christmas party
CliftonStrengths through Grace in Action
Those monthly get togethers are relationship building
None recently.
None
None.
Sports, setting up school, school improvement projects

Cornhole and ping pong tournaments
None this year.
StrengthsFinder
We did some team building before school began. We did the StrengthsFinder assessment as well as the color test
Filling each other's buckets, what we appreciate about each other, learning how to communicate with each other without causing offense,
Done some scavenger hunts, team building events etc.
None this year because of the pandemic.
N/A
Team building at in-service
Hotel outings with a keynote. Meals.
None
I've only been here during COVID
None since I took this call
None recently. We have in the past.
We get together at a member's house for Christmas parties and recently one in the fall. That's about it. Generally, our faculty gets along quite well (there aren't many!).
I don't believe there have been any "official" relationship-building activities. Nor would I particularly enjoy that circumstance. The relationship-building is more natural interpersonal. Sponsored relationship-building activities can often feel gimmicky and insincere; not because the staff isn't into it, but rather because of the mostly clinical-like set-ups of those kinds of activities.
None
We have done laser tag once, but that's about it.
We have not been and I would like to see this change.
A year and a half ago, went to an overnight 2-night, 3-days conference and we went out to eat at a place with "games," playing really built relationships 👍
None
I haven't noticed any.
None
None
Nothing officially set up by administration... most of the time just giving our faculty the opportunity to speak to one another and enjoy each other bring huge positive results to our love for each other.
N/A

None. Nothing is done to improve relationships between faculty members. Nothing was done before COVID either.
StrengthsFinder through Grace in Action
None
None
None.
Lunch
None
Regular gatherings
StrengthsFinder, get togethers
None
We have not done much of this. It is an area we would like to improve upon.
Christmas party
We met at restaurants, escape room, or faculty member's homes.
Four sessions about 5 years ago...only one faculty member is still here.
Not any really, although COVID has not helped to really have any get together
None
None
Not too many. Mainly social gatherings.
Using StrengthsFinder to learn about each other's strengths
None with the current faculty
StrengthsFinder
Bible studies, group presentations, faculty get-togethers hosted by teachers.
Bar-b-ques
We meet every morning for devotion. Not only do we get to enjoy God's word together but we also get have this time to connect with each other.
None
N/A
N/A
None besides getting together
We have faculty devotions every day.
Bonfires, congregational camp out, StrengthsFinder
Nothing apart from what was mentioned above, unless you count our weekly sheepshead games (no money involved) after the Friday faculty meetings.

None
I can't think of any
Staff parties
Annual staff retreat (1.5 days) with an evening activity on first day.
Some of the faculty members have given their children in marriage to other faculty members. This is not the norm or an expectation.
STEM projects, sharing an interesting tidbit at faculty meetings, sharing pictures and info about our summer, quite a few others, but I don't remember specifics
None
We usually have a few ice breaker activities at the start of the school year.
None
None
Did a StrengthsFinder workshop together recently
We are working on identifying our themes from StrengthsFinder and identifying better ways we can support each other.
None since COVID hit
Mainly those from the question before.
Sometimes we do activities at meetings to learn more about each other or give compliments
We like food and beverages together.
Scavenger hunt, bowling, group lunches, drinks.
Clifton StrengthsFinder, Milwaukee Road Rally, joint faculty meetings with other WELS schools
We have professional development every Thursday which gives us time to help each other and make suggestions for improvement.
None
Faculty get-togethers
I can't think of any formal relationship-building activities that we've done since I've started teaching at our school.
Clifton StrengthsFinder
We did StrengthsFinder and do Secret Elf (Same as Secret Santa) every year.
We hold an annual staff retreat during which we discuss our goals--personally and professionally.
None
StrengthFinder Faculty In-Service Faculty Off Campus Workshops

None
None really
Escape rooms, other group activities in downtown area
Nothing specific other than get togethers
None.
StrengthsFinder. Daily prayer requests.
None
Social gatherings.
We've done StrengthsFinder, as well as meals and other games at other's houses.
Not many this year, other than virtual trainings or holiday parties.
None since COVID; I don't know history before that since I'm new to the school.
StrengthsFinder
We occasionally go out to lunch or dinner. We also go to a staff member's home for Bible study and family dinner with all of our spouses and children.
Dinners, game nights
N/A
I don't think we have had one in the last couple years?
Annually we go to an escape room. We mix the groups each year.
Unsure
None
None recently
We do daily faculty devotionals and weekly deeper dive studies with our pastor
None
Conferences, Bible classes
We recently had a PD day in which we all participated in team-building activities.
N/A
Personality trait training, game night, faculty breakfasts, after school fellowship
None
Nothing in particular
Faculty meetings? 0
There are usually one or two small activities at the beginning of the year.
We worked through the CliftonStrengths program together.
None

Pot lucks, get-togethers, gatherings during recess, end-of-the-year faculty meeting, beginning-of-the-year faculty meeting
Over a series of faculty meetings, have read, discussed applied Lencioni's "Five Dysfunctions of a Team"
None
StrengthsFinder study. Surviving Hurricane Harvey and recent winter storm together.
A variety of competitive-based culture building items.
We did an activity to determine different types of characteristics and strong points we have and can share. We have Bible studies that work on relationships and also faculty development.
Christmas parties but not this year.
We did do StrengthsFinder recently. We continue to try to find ways that we can help each other when needed.
There have been so many before everything changed. At the beginning of the school year we had an M-House barbecue with parents to get to know them on a social level. At meetings sometimes we were assigned groups with whom we discuss the topics. We had played games such as a minute to win it, gone on scavenger hunts in the city at different landmarks, and made up raps and dances with a select group, as competitions. Every December we had a Twelve Days of Christmas dress down two weeks before our break with raffle tickets. Some of the dress downs involve 'family' or 'twins' day. We would play Christmas Karaoke over the intercom at an unknown part of the day in which the principal played a Christmas song and the first class to call in and guess the title of the song and sing it won. At the end of the two weeks we put our tickets in envelopes with prizes of our choice. We also had a faculty party provided by the school in which our raffle tickets were drawn. In addition, each team (kindergarten, primary, and middle school) has its own party. We receive a gift card for Christmas every year. Every January at our congregational dinner staff members are recognized for their years of service. Members of our congregation are also recognized for their acts of service. This event brings our church and school together. Every March we had a faculty/staff appreciation week in which we dressed down, were given treats and raffle tickets, much like Christmas. At the end of the week we received a t-shirt with one of our core values designed on it. We also had an outing again provided by the school. We had an end-of-the-year celebration party. During the state shut-down we were given at least two Amazon gift cards by email to boost our morale. Some of the aforementioned activities are not team-building, but they show how much our administration looks out for us and appreciates us.
None
Morning Catechism study discussion, and personal sharing is built into Level 10 meetings
Nothing formally-- but we do talk a lot each day
Strength building

Laser tag stands out the most. We also have an all staff meeting with all the staff from pastors to office staff and everyone in between at the beginning of the year.
During the morning devotion, faculty is asked if they would like a prayer said for anything.
None
Nothing recently.
Social gatherings
Nothing specific.
Only StrengthsFinder - just did this year.
None
Grace in Action
N/A
Don't really have need for relationship-building activities.
Not really any recently
Sometimes a game as a break during a day long in service; we did do StrengthsFinder surveys and discussed them.
We have not done any, but we are looking at some modules from Grace in Action.
StrengthsFinder
We frequently hang out and discuss things
Bocce ball, wine tastings, game nights
General get-togethers.
Not too many
None
None
Not much.
Social gatherings
Daily devotion (10 minutes)
None that I can think of
We spend a lot of time with various formal actives (team building, social, etc...) as well as have other informal activities. This has been something that has steadily improved over the past 12 years.
Before COVID we did a trivia night and some potlucks
We have not had any.
None really
None

Same as above. We also recently took our CliftonStrengths tests together and really took a look at them as a group to see where each other's strengths lie. It was a humbling, but building activity.
When I first came we had a few new teachers, so we did some scavenger hunt and getting to know each other games. This year we have no new teachers, but our principal does a staff support activity or gift every month.
We've played faculty games at the beginning of every school year, but we didn't this year with COVID.
Time
None.
Socializing out together... trivia, escape room, etc. There have been more specific activities/workshops etc. before I arrived.
None that I recall.
None
Game night
We have done team building and family day meetings once per month.
Before COVID, faculty would go out
Before COVID we had drinks and party at staffs' houses, and we got together for pizza one night. We get together frequently for fun nothing really official.
None
Not sure what you're looking for.
No special activities. We've worked together for a long time. We have had/continue to have real life situations to figure out and show our support and build relationships with each other.
Our principal comes up with morale-building activities and small gifts for us.
There have been a few team building exercises at faculty in-service meetings.
None right now. We did the strength finders workshop. That was fun!
None lately to speak of
Nothing specific to building activities, just getting together outside of school for fellowship.
Explanation for the enrollment question below: decreased enrollment 2014-2017. Slowly increasing enrollment 2017-2021 with two new teachers and new pastor on staff
We all work on being with one another.
Nothing specific, just finding ways to spend time together and strengthen relationships.
Nothing really formal.
Escape Room
We have done a few things in the past, like laser-tag, but nothing recently.

We have used and are using StrengthsFinder.
None
none
Activities involving StrengthsFinder
We have not had any this year due to COVID. Despite this, everyone is very friendly and cares about each other's well-being.
StrengthsFinder test
We took the StrengthsFinder test, but didn't do much with the results.
StrengthsFinder
I hosted a line dancing demo after school one Friday afternoon.
None - we have always been friends dependent on covering each other's backs
Nothing much since I've been here, but again COVID.
We eat dinner and play games
Travel together to conferences
We are currently all taking the CliftonStrengths Assessment. This will lead to a team bonding and future planning session in March.
Half our faculty is new so our before school orientation meetings included some get to know each other activities, discussion of strengths, how the team members complement each other.
Drinks, dinner out, bowling, shooting range, mini-golf, game nights, etc.
None?
I don't know that we've ever done relationship-building activities. I would say our out of school activities we do together are our relationship-builders. We have a faculty committee of three people that plan our get togethers. Our activities we do together are always attended by all unless there's a family conflict. We pick a date that works and find an activity we think will be fun and we have been very blessed with all or almost all in attendance. Having fun together outside of school has been a great way for our faculty and pastors to get to know each other. When I first started teaching at my school 22 years ago I didn't see point of going. The teachers were older and I didn't feel comfortable. After a couple years of teaching, my formal principal strongly encouraged us to come and he was right, it did bring our group closer. I think this is the reason we are a close faculty and happy that when we got a new principal 10+ years ago he continued the tradition. I would consider my faculty like family. I think that is because we spend time together outside of school. The family that plays together stays together.
Working in small groups within meetings.
We actually haven't had any, we just get together and do a lot of laughing. When we have someone new on staff, we make sure we get together, invite the newbie and be ourselves. Our faculty makes sure everyone else on staff is doing well. If there is a time

of crisis or turmoil in a staff members life, the rest of us all rally around to make that person feel better.
We've gotten together outside of school a few times.
We haven't had any formal relationship building activities. We keep in contact through FB messenger about a variety of topics. I think our biggest relationship builder is our morning faculty devotions. It is a blessing to gather around God's Word, chat, and then go off our separate ways for the school day.
Faculty lunch during summer. We would usually do something during teacher conventions, but those have been virtual...
Escape room, StrengthsFinder
Faculty in-services at least twice a year. We always hang out at any teacher conferences. We have read through love languages in the workplace together. We have also done the strengths finder together.
N/A
Just social occasions and federation conference opportunities.
Get togethers
Each year we work together to come up with a set of norms/standards that we set for our meetings together, no activities besides that
Few
See above.
Our pastor is starting that series with us this week
Dinner together
We have done the CliftonStrengths study and also our fellowship opportunities build relationships.
We eat lunch together on in-service days. We frequently get together outside of school.
None
Going out for drinks on rare occasions.
None cocktails a few times
None
WELS group from Appleton
Nothing relationship-building specific
N/A
It's been a while, but we've done the personality types test to see how best to approach one another.
I've only been part of the faculty for about 6 months, during COVID, so we haven't done much thus far.
None in the past year.

StrengthsFinder, the walk for MLC, daily devotion and sharing time 30 minutes before school starts, reading professional books and discussing our perspectives
None within the last year due to COVID.
MLI
Faculty Christmas parties, before and after school year parties
No formal relationship activities, but informally we talk a lot to each other and help each other with project ideas, lessons, classroom rearranging, hall storage cleaning etc.
Finding commonalities, group scrabble, spirit days, external Bible studies
Monthly gatherings are the main thing.
For the last 12 months, not many relationship-building activities have occurred
None
Over the years we've done camping trips, dining, gatherings at homes, Bible studies, StrengthsFinder, and other similar things.
We all really like each other and get along great- blessed for sure!
We haven't really done anything formally.
Regular get-togethers at each other's homes or a restaurant
This year we have gone through the StrengthsFinder from Gallup and had Grace in Action come and talk about all of the strengths and how we can use them and partner up with others. I would highly recommend that to other faculties--it was really eye-opening and a great relationship building experience for them.
We take continuing education classes together, we work in small groups, we are working with each other on our Ministry Development plans, we talk with each other for ideas, we eat meals together on Parent/Teacher conference evenings
Before COVID we did do a before school picnic and a Christmas party. Nothing in the last year.
None in the last few years.
A Bible study where we shared our paths to ministry. Back-to-school backyard barbecue.
He has had us do the strength builder personality test and keeps the results in front of us at our faculty meetings.
None recently besides Bible study
StrengthsFinder, social fun activities, hotel weekend with a speaker
Fire pits, meals
The only one I can think of is the fun activities connected to Teachers' Conference.
We have not done anything formal. Our group has been a pretty natural fit. The Lord has blessed us with the right people in the right places.
CliftonStrengths study

Nothing intentional
Ladies of faculty went to throw axes once
Nothing organized-just talking with each other
Same as above.
Informal gatherings, baby showers, one faculty member offered to be a party planner
Do not recall.
N/A
Morning circle - prayer.
Nothing really other than hanging out.
StrengthsFinder, Bible study together, community projects.