Public Abstract

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Title:A Study of the Evaluation Process of Lutheran High School Administrators and Their Perceptions Regarding the Evaluation Process

Much of today's research indicates effective leadership leads to a higher level of academic success for students. This strong correlation has led to a call to evaluate school's formal leadership. This qualitative study focused on how administrators are evaluated in 79 Lutheran high schools that belong to the Association of Lutheran Secondary Schools. This research focused on the frequency, tools, processes and administrator's perceptions of their evaluations. It also explored the use of standards focused on the concept of Lutheran level 5 leaders, a term synthesizing Jim Collin's level 5 leader, Biblical principles and Robert Greenleaf's servant leadership.

The study showed 62% of Lutheran high school administrators were evaluated in the 2008-2009 school year. Each evaluation included some measure of Lutheran level 5 leadership. There was a spiritual component in the evaluation process of 64% of the respondents. The administrator's perceptions on why evaluations occurred found they were for accountability and professional growth. Most administrators agreed their evaluation has increased their awareness of their own strengths and weaknesses.

The most common process used to evaluate administrators was some form of a checklist sent to a variety of constituents, including board members, faculty members and parents in some form of a 360 degree model. The main reason Lutheran administrators feel they are evaluated was for professional growth. In addition, accountability was another theme on why administrators perceive they get evaluated. Most administrators interviewed felt the process was an effective tool to evaluate them.