

A STUDY OF THE EVALUATION PROCESS OF LUTHERAN HIGH SCHOOL
ADMINISTRATORS AND THEIR PERCEPTIONS
REGARDING THE EVALUATION PROCESS

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A STUDY OF THE EVALUATION PROCESS OF LUTHERAN HIGH SCHOOL
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
LIST OF ILLUSTRATIONS.....	vi
ABSTRACT.....	vii
CHAPTER	
1. INTRODUCTION TO THE STUDY.....	1
Rationale for the Study.....	5
Statement of the Problem.....	5
Purpose of the Study.....	8
Research Questions.....	9
Limitations of the Study.....	9
Assumptions of the Study.....	10
Definition of Terms.....	10
Instrumentation and Methodology.....	11
Anticipated Outcomes.....	13
Subsequent Chapters.....	13
2. REVIEW OF THE LITERATURE.....	15
Introduction.....	15
Importance and Purpose of Administrative Evaluations.....	15
Components of Evaluation Models.....	17
Lutheran Level 5 Leadership.....	22
Lutheran Church – Missouri Synod.....	32
Conclusion.....	34

CHAPTER

3. METHODOLOGY.....	35
Introduction.....	35
Research Questions.....	36
Study Sample.....	36
Instrumentation.....	37
Data Analysis.....	39
4. PRESENTATION AND ANALYSIS OF DATA.....	41
Introduction.....	41
Data Collection.....	42
Demographic Findings.....	42
Evaluation and Frequency Findings.....	44
Administrator Perception Findings.....	51
Document Findings.....	60
Interview Findings.....	61
5. SUMMARY OF FINDINGS AND DISCUSSION.....	63
Introduction.....	63
Summary of Findings.....	64
Demographic Findings.....	65
Evaluation and Frequency Findings.....	65
Evaluation Process Findings.....	65
Administrator Perception Findings.....	68
Discussion of Findings.....	70

CHAPTER	
Conclusion.....	72
Recommendations.....	74
REFERENCES.....	77
APPENDICES.....	85
A. ALSS Member Lutheran High Schools.....	86
B. Letter to administrators.....	92
C. Survey sent to administrators.....	94
D. Administrator Interview Questions.....	99
VITA.....	101

LIST OF ILLUSTRATIONS

Table

1. Number and Percentage of Administrators by Response to Various Demographics..	43
2. Number and Percentage of Administrators by Response to Items Related to Frequency of Administrator Evaluation.....	45
3. Number and Percentage of Administrators by Response to Items Related to the Methods and Implementation of Administrator Evaluation.....	47
4. Number and Percentage of Administrators by Response to their Perceived Purpose for Administrator Evaluation.....	51
5. Number and Percentage of Administrators by Response to Items Related to Administrator Perceptions of Evaluation Effectiveness.....	55
6. Number of Evaluation Instruments by School.....	55

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ABSTRACT

This qualitative study focused on administrative evaluations in Lutheran high schools that belong to the Association of Lutheran Secondary Schools. While many studies have been completed regarding teacher evaluations, there are few studies focused on the evaluation of principals. 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 synthesis of 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. A study of administrative perceptions on why evaluations occur found evaluations were for accountability and professional growth. Documents collected showed a consistent use of checklists handed out to various constituents in a 360 degree model.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

Leaders of educational organizations in today's world face different challenges than they did a generation ago. Paul Begley (1999) claims "As social and cultural diversity increases, as equity becomes a greater social priority, and as demands for fiscal restraint persist, the circumstances of decision-making in educational organizations have become more complex and challenging." This quote begins the discussion regarding whether or not the effectiveness of the school leader needs to be evaluated and the school leader's perceptions regarding the process of evaluation when responding to these new challenges and complexities.

Formal school leadership reflects a wide range of styles. A generation ago school leaders were typically white, middle class, intelligent males (Grogan, 2003). Grogan continues that school leaders were popular in their community and appeared to be efficient using scientific methods while typically being in control of the decision making. Teachers did as they were instructed and kept within the closed system of which they were a part. These closed systems were typical of the classic management theory where the role of the environment was downplayed and much more of the focus was on internal principles (Morgan, 2006). If problems arose from the external environment, the closed system would have the school leader serve as a buffer (Goldring & Sullivan, 1996). This method of problem management is different than the management of struggles promoted today (Anderson, 1996).

Today, the picture of a formal leader in many organizations looks different from that described by Grogan. White males are still the majority, but females and minorities are coming into more school leadership positions (Jablonski, 2000). Feminists point out these percentages could be even higher but it is still difficult for others to see women as leaders first and their gender second (Grogan, 2003). The closed system of yesterday is being replaced by a more open system where parents are influential in making school decisions. Goldring and Sullivan (1996) highlight the changing role parent and community involvement plays in the strategy to improve education. This open system many times results in the culture of understanding prioritized by Anderson. This culture of understanding is being accomplished through a variety of participatory trends (Jablonski, 2000). School administrators are not necessarily the buffers anymore, rather they are charged with looking for ways to communicate and reinforce a more open system when dealing with external factors.

The open system also requires formal leaders to deal with additional influences in regard to power. A generation ago, the power was held solely by the leader of a school. The teachers, school board and external factors including parents gave all the power to the school leader. Today, power is in many different areas as shown by Larson (1997) in his study of school conflict. Other researchers have studied the idea of distributed leadership and the positive impact it has had on student achievement (Ogawa & Bossert, 1995; Scribner, Sawyer, Watson, & Myers, 2007; Sebring, Hallman, & Smylie, 2003). This shared power demonstrates one reason why leaders are charged with communicating more frequently with the external environment. This open communication is certainly true in the private and parochial school settings where parents pay tuition for their child

to attend high school. Those donors who give significant resources may wish to see certain things accomplished.

Diversity, especially in the external environment, continues to stretch the distance between the polar ends of society. This diversity of the external environment includes socioeconomic status, number of parents living at home and parental sexual orientation just to name a few. This has led to another challenge school leaders must face today, the challenge of maintaining an acceptable culture. Anderson (1996) defined culture as “arenas of political structure where there should be an investment and understanding of struggles instead of a management of them”. This political structure requires much more attention today than in the past. There are voices from many different members of society that define culture as ‘good’ in their own way. It is the leader’s responsibility according to the above quote to understand the origin of each of these different voices. The leader must attain history and background through other points of view. In the past, leaders simply promoted the dominate culture because often it coincided with the external culture. At the same time, they managed to quiet any other culture that was in their school. This management style today is being met with strong and strategic opposition (Larson, 1997).

As changes continue to occur in the educational system, the need for leaders to continue to grow in knowledge to effectively lead educational institutions today persists. The hierarchal, authoritative structure used a generation ago will lend itself to the power to coerce, but not likely the leadership to mobilize (Burns, 1978). Formal leadership can have “the most comprehensive and lasting causal influence as measured by real change” (Burns). This is true even of leaders who wish to maintain status quo. When looking

through Morgan's (2006) lens of an organization as an organism, the world around an organization is highlighted as constantly changing, so leaders must constantly learn and adapt change if they choose to maintain their current school culture and climate.

Educational leaders today need to study and acquire many different skills to effectively lead schools. Brown (2004) highlights many different ways adults can learn to acquire these different skills. The ways to attain these different skills include self directed learning, critical reflection, experiential learning and learning to learn. Self directed learning begins with the individual and focuses on a particular learning area designated by the individual or their supervisor. Critical reflection is the concept of double-loop learning (Morgan, 2006) whereby individuals continually question fundamental assumptions, procedures, and operating norms to create new ways of thinking and increase performance. Experiential learning challenges adults to move from Nonaka's (1991, 1994) explicit to tacit knowledge through experience and action. Explicit knowledge is formal and objective and is easily communicated to others through formulas or systematic procedures. Tacit knowledge is extremely difficult to communicate and is accumulated through experience. Finally, learning to learn is many times done through the professional sharing and exploration of issues through social interaction (LeCompte & Preissle, 1993).

These new challenges are in addition to the traditional tasks of school safety, instructional leadership and curriculum leadership (Catano & Strange, 2007). However, even with these traditional tasks, the process to accomplish them has moved from a top down approach to one of collaboration. As new challenges add on to traditional challenges, there is a call by many within internal and external constituencies to gauge

the effectiveness of the school leader. One major reason for this call to evaluate principals is the strong correlation studies have shown of effective school leadership and students' academic success (Goldring, Porter, Murphy, Elliot, & Cravens, 2009; Leithwood & Jantzi, 2008; Leithwood & Mascall, 2008; Crum & Sherman, 2008). Much of today's research indicates that effective leadership leads to a higher level of academic success for students.

The task of those responsible for evaluations focuses on the complexities of the job itself. It is even more so in the non-public school sector because state mandated evaluation tools do not have to be followed since the state provides no assistance to a private or parochial school. An additional challenge for many non-public schools is the site-based management approach where no state, regional or national set of standards is set up to measure the effectiveness of a high school administrator. Site based management offers the freedom to develop site based core values and ideologies using many internal and external constituencies in the decision making process. However, site based management can delegitimize a district if discrepancies exist between expected and actual outcomes (Malen, 1994).

Rationale for the Study

Statement of the Problem

The bulk of literature regarding personnel evaluation focuses primarily on teachers. The investigation into performance assessment for principals has been limited (Duke, 1999) and the evaluation tools that have been established have been non-productive and ineffective in many districts (Conley, 1987). However, professionals continue to develop national standards and benchmarks for educational leaders. In 2008,

the National Policy Board for Educational Administration (NPBEA) updated their 1996 Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) to improve education leadership in regards to preparation, licensure, evaluation and professional development (ISLLC, 2008). The 1996 standards are used in 43 of the 50 states and are measured in the area of knowledge, disposition and performance. The format of the standards changed in 2008. Now each standard is measured with fewer, more general functions than the 1996 standards. The Wallace Foundation, which funded much of this work, has also funded a large evaluation effort on administrators for public schools through Vanderbilt University. The focus of much of this work is done in the public school setting.

In the spring of 2008, the Association of Lutheran Secondary Schools (ALSS) shared, at their annual administrator's conference, a list of characteristics expected of an effective Lutheran high school administrator. These were not based on the ISLLC standards but, instead, were based in part on the work done by Jim Collins for his book *Good to Great*. According to Collins, one of the six components of a great organization is what he referred to as a level 5 leader (Collins, 2001). Gene Frost followed *Good to Great* with a study attempting to apply these principals to Christian secondary schools and reported his findings in his book *Learning from the Best*. Frost refers to level 5 leadership as servant leadership (Frost, 2007). One thing ALSS did not share was how these leaders would be evaluated by each school for level 5 or servant leadership.

Collins and Frost both share the reason there aren't more great businesses or schools is because there are so many good ones. Both Collins and Frost state in their studies, one reason for the greatness of an organization is the leader, regardless of gender,

ethnicity or background. They indicate that it is crucial that these leaders seek out ways to improve themselves. One potential framework for professional improvement is evaluation from the school system in which they work. However, many times these evaluations are completed with bias, false conclusions and unsupported judgments (Davis & Hensley, 1999). Other times, the evaluation process is unclear (Drake & Roe, 1999). The identification of current administrative evaluation practices can inform school boards and administrators regarding the gap that exists between present evaluation practices and intended systematic approaches or procedures.

The need for effective Lutheran high school administrators is even greater when these non-public schools have: (1) a site based management approach; (2) competition for students with both public and non-public schools in their area; and (3) a different funding model for the school than their public school counterparts. A site based management (SBM) approach is focused on increasing student achievement by giving decision making power to individual schools and SBM success has been found to be primarily determined by the role and leadership of school principals (Richardson, 2007). This is typically done through a variety of participatory trends in decision making in regards to curricula and budgets resulting in happier parents, teachers and students (Bauer & Bogotch, 2006). Unfortunately, Bauer and Bogotch point out drawbacks which may lead to a great deal of conflict. These drawbacks include: (1) a lack of distributed leadership that may allow individualistic needs to become the primary motivation for doing school work; (2) formal leaders being less concerned about their own skills and more preoccupied with developing collective responsibility for leadership activity; and (3) unclear direction on how to arrive at increased student achievement.

Student recruitment and outreach is an essential job of most private school leaders as it drives many decisions that have to be made regarding staffing, curriculum and budget setting. Most private school income models consist of: (1) tuition and fees of students as a first source; (2) congregational support as a second source; and (3) donor income as the third source (Sommermeyer & Breesman, 2009). The school leader is many times responsible for recommending tuition, collecting tuition as well as coordinating donor activities and visits.

These additional responsibilities many times make the unique nature of a Lutheran high school administrator even more difficult to determine and evaluate than their public school counterparts. The evaluation itself is many times hindered by the lack of expertise or training of board members by a state agency in regards to such a responsibility. Board members are many times volunteers who give of their time one night a month to serve a school their child may be attending or one where they have a vested interest because a grandchild may be attending in the future. Some board members have given a significant amount of money to the school. The evaluators are usually not trained in the process of evaluating school leaders.

Purpose of the study

The purpose of this study was to determine the frequency and the processes used to accomplish administrative evaluations in Lutheran high schools that belong to ALSS. In addition, the perceptions of the administrators regarding the purpose and effectiveness of the evaluation process in attaining Lutheran level 5 leadership were identified.

Research Questions

The following research questions formed the basis for accomplishing the purpose of this study.

1. What processes do ALSS Lutheran high schools use to evaluate whether their administrator is a Lutheran level 5 leader?
2. What is the perceived purpose of evaluation according to ALSS Lutheran high school administrators?
3. What is the perceived effectiveness of evaluation according to ALSS Lutheran high school administrators?

Limitations of the study

Interpretation of the study was subject to the following limitations:

1. This study concerns Lutheran high school administrator evaluations, which usually involves the administrator and supervisor. The administrator was the only person completing the survey.
2. This study concerned only Lutheran high school administrators, which included only leaders of schools comprised of grades 9-12.
3. Some Lutheran high school administrators were in their first year in the school or have been in their current school a few years, and were not aware of the school's procedures and purposes of the evaluation process.
4. This study was limited to the Lutheran high school administrators' perceptions of their own evaluation and its impact upon their own performance.
5. The researcher is a practicing Lutheran high school administrator.

6. Although the instrument was piloted, it was developed by the researcher and has not been statistically analyzed.

Assumptions of the study

The following assumptions were submitted to give directions to the study:

1. It was assumed that the individual who responded to the survey understood each question on the survey and responded in a truthful manner.
2. It was assumed that the individual who responded to the survey was aware of his/her school's purposes and procedures for administrator evaluations.
3. It was assumed that construction of the survey was valid and reliable.

Definition of terms

The following terms are essential in understanding the purpose of this study. A definition for each is provided to give the reader a better understanding of key elements of this study.

Administrator – An administrator refers to any formal school leader who reports to a school board or superintendent but does not refer to an assistant principal, counselor or activities director.

ALSS - Association of Lutheran Secondary Schools, which is an organization that serves to strengthen quality, Christ-centered high school education around the world.

Evaluation Instrument – Conceptually defined as a systematic means of generating tangible information about leadership qualities for evaluative purposes (Lashway, 1998).

Evaluation Procedures – The method by which the administrator was measured regarding demonstrated leadership competence and the accomplishment of a professional plan.

High School - For this study, high school was used to describe grade configurations that include any combination of grades 9-12.

Instructional Leadership – For this study, instructional leadership was used to describe the school administrator’s responsibility to lead in the improvement of classroom instruction and student performance (Elmore, 2000).

Level 5 Leader – Refers to a leader who embodies a paradoxical mix of personal humility and professional will (Collins, 2001).

Lutheran – This Lutheran affiliation is with the Lutheran Church – Missouri Synod.

Non-Public School – For this study, it refers to any private or parochial school that does not receive state funding to provide a comprehensive education for children.

Portfolio – The portfolio is a collection of thoughtfully selected exhibits or artifacts and reflections indicative of an individual’s progress toward and/or attainment of established goals and criteria (Brown & Irby, 2001).

Instrumentation and methodology

The survey instrument (Appendix C) was developed by the researcher based on an instrument previously developed by Thomas, Holdaway and Ward (2000) and Bollow (2002) and then adapted by White (2004). An introductory letter (Appendix B) was given to administrators explaining the purpose of the study and directions for completing the survey instrument. In this survey, administrators were expected to answer questions

regarding frequency, methodology and personal thoughts on administrative evaluations in their school. There were 31 questions in three different categories: demographic items (items 1-5), evaluation process (items 6-16), and administrator perceptions about performance evaluation (items 17-31). Information gathered from these surveys guided the interview questions. The researcher also used the introductory letter to request a collection of documents regarding instruments schools used to evaluate their administrators.

Finally, a convenience sample (Merriam, 1998) of ALSS Lutheran high school administrators was interviewed using open ended questions (Appendix D) for the researcher to develop a deeper understanding of the issue. This convenience sample was attained based on professional relationships with the researcher. The sample included administrators from different sized Lutheran high schools in addition to a broad geographic area including several areas of the United States. These interviews were completed using the telephone and were tape recorded and transcribed electronically after permission was received by the interviewee to record the interview.

Descriptive statistics were computed for all survey items and included a frequency distribution percentage. These statistics were the first of three different collections of data. The second piece of data collected was the convenience sample of interviews. The third piece of data collection was the instruments Lutheran high schools used to evaluate their administrators. These three pieces of data worked to provide credibility of the research results. The data collection of surveys, interviews and documents were then viewed and studied through the theoretical framework of a constructivist practitioner. Each piece of data was studied comparatively and resulted in

the development of a thick, rich description (Merriam, 1998). It also provided a triangulation of data (Creswell, 2003). An ongoing reflection process was used and recorded by writing memos throughout the course of study to develop an initial sense of the material and then to delve deeper into the data (Creswell). Coding occurred to generate categories or themes for analysis. This coding was done by using different colored text or highlighters to distinguish different themes in the collected data. These themes are represented in a narrative to convey the findings of the analysis. A final step in this data analysis was to make meaning out of the data. This was done using wording from the participants and intertwining quotations with the researcher's interpretations.

Anticipated outcomes

The anticipated outcomes included the completion of a comprehensive study of the evaluation process used to evaluate Lutheran high school administrators including the development of a summary of perceptions that assisted with the usefulness of the study. Then results will allow Lutheran leaders in charge of the education component to see the value or lack thereof in completing a regular evaluation of formal high school leaders. It was also anticipated that the school leaders become more completely informed regarding the process of leadership evaluation. This study may also lead to further study to develop and adopt national standards to be used to evaluate high school administrators.

Subsequent chapters

This study is divided into five chapters. Chapter I introduces the study. It includes a statement of the problem, the purpose of the study, research questions, limitations of the study, assumptions, definition of terms, the organization of the study and the anticipated outcomes. Chapter II presents a review of the literature relating to the evaluation process

for administrators. Sections in this chapter include: a review of the importance and purpose of principal evaluations, different models of evaluation tools used by high schools to evaluate their principals, leadership through a distinctively Lutheran perspective, and how Lutheran high schools operate as part of the Lutheran Church – Missouri Synod. Chapter III addresses the research methods employed in this study. Sections in this chapter include: the research questions, the study sample, the instruments used for data collections, and methods for data analysis. Chapter IV reports the analysis of the data obtained from the survey questionnaire, document review and interviews. Sections of this chapter include: (a) data collection; (b) demographic findings; (c) evaluation and frequency findings; (d) administrator perception findings; (e) document findings and (f) interview findings. Chapter V summarizes the previous chapters, including a summary of the findings, demographic findings, evaluation and frequency findings, administrator perception findings, discussion of the findings, conclusions, and recommendations for further study and practice.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This review of literature focuses on four main areas relating to the evaluation of Lutheran high school principals. The first section reviews the importance and purpose of principal evaluations. The second section examines the different types of processes high schools use to evaluate their principal. The third section focuses on leadership through a distinctly Lutheran perspective. The final section reviews how Lutheran high schools operate as part of the Lutheran Church – Missouri Synod (LCMS).

The Importance and Purpose of Administrative Evaluations

High school building principals are in an ever-changing educational world. Expectations of the principal typically can change when dealing with different superintendents and when dealing with different teaching staffs. Historically, if a school was running smoothly, as was evidenced by the teachers teaching and the students learning, the principal was doing his or her job (Lashway, 2002). However, today perceptions and expectations of the principal come from many different constituents. Parents want someone monitoring academic standards because they are worried about learner outcomes while at the same time wanting assurance their child is safe in school (Price, 1999). Teachers want an instructional leader who can share progressive trends in education while doing so in a collaborative way allowing for their input (Ubben & Hughes, 1997). Superintendents want all these traits in addition to principals who are effective communicators, innovators and visionary leaders who fall in line with the district goals and objectives. The high school principal position is one potentially

requiring leadership in the areas of instruction, culture, curriculum and vision (Catano & Strange, 2007). Due to the high visibility and high stakes regarding student achievement in schools, it is imperative an effective evaluation tool be in place to gauge job performance of the high school building principal (Stufflebeam & Nevo, 1993).

The No Child Left Behind (NCLB) mandate created ever increasing standards of student achievement by which public schools are measured. The bottom line academically has been established, but with regards to principals, the question remains, does a school district define, expect and evaluate their building principal and his/her success by their management traits, leadership traits or both? Yukl (2006) shared 10 different definitions for the term leadership which include Burn's (1978) definition where leadership is "exercised when persons...mobilize...institutional, political, psychological, and other resources so as to arouse, engage and satisfy the motives of followers." This definition encompasses most stakeholder needs in an educational setting which includes but is not limited to teachers, students and parents. Rost (1991) defined management as "an authority relationship that exists between a manager and subordinates to produce and sell goods and services." There is a question as to whether or not the two traits of leadership and management work together or are mutually exclusive within one leader. Studies done on high school principal evaluation tools have found components of both skills in district evaluation tools (Stine, 2001; Catano & Stronge, 2007). This evidence suggests that school districts expect their principal to exhibit both leadership and management traits while performing their daily tasks.

There are two main reasons why personnel should be evaluated (Jones, 1994). The first reason is the level of professional accountability an evaluation reinforces

(Stufflebeam & Nevo, 1993). An evaluation gives a worker clarity regarding what is expected. It also gives the school district the option to reflect with the worker to ensure the needs of the district are being met to their level of expectation. The other reason for evaluation is the chance for professional growth. An evaluation provides school leaders the opportunity to improve in their leadership capabilities by receiving feedback focusing on strengths and also areas in which improvement can be made (Moore, 2009). These areas marked for improvement can lead to planful learning (Donaldson, 2008) through some form of a leadership development plan. One additional reason why personnel are evaluated that is not as common but is emerging in some school districts is where evaluating the performance of principals is done for compensatory reasons. The idea of merit pay is not yet commonplace, but is becoming a more frequent reaction to the high stake academic results expected in high schools (Kimball, Heneman & Milanowski, 2007).

Components of Evaluation Models

Three standard ways in which principals are evaluated include; free form, check list, and management by objectives (Webb, Green, Motello, & Norton, 1987). Some studies on principal evaluations have determined school districts use a combination of these three methods (Stine, 2001; Catano & Stronge, 2007). Catano and Stronge, who studied school districts in Virginia, also found that most of the evaluation instruments they studied used a combination of at least two of these methods.

A free form evaluation is where the evaluator has the opportunity to reflect on the worker in any area, many times with no criterion set up to lead the evaluator (Scriven, 1995). A checklist occurs when an evaluator completes a list of predetermined

characteristics with an acceptable or not acceptable distinction. This has been shown to be ineffective at times when a study done in the Chicago Public Schools district found while the majority of teachers were acceptable by the checklist standards, the majority of the children they taught were not achieving at the state mandated level (Toch, 2008). Finally, the management by objectives evaluation originated in a book by Peter Drucker called *The Practice of Management*. This evaluation method centers on the process of agreed upon objectives within an organization so the management and the employee agree to the objectives and both understand the role of the employee in the organization.

There continues to be new ground broken regarding other types of evaluation. A recent example is a 360 degree feedback model (Moore, 2009). This idea originated outside the educational realm, a tool used mostly by businesses to provide feedback to managers and executives on their leadership style. This type of feedback seeks input from the various constituents in a school system as discussed previously. However, Moore cited that most research suggests the output of information from this tool be used solely for personal development. The question with the 360 degree feedback approach then lies in the role it would play in the evaluation. Therefore, the intended use of the tool should be clear from the onset.

Another emerging step in the evaluation process is professional portfolios (Green, 2004). The idea behind professional portfolios is whether a principal is evaluated using a free form, a check list, or management by objectives, a portfolio provides evidence a principal is doing what they say they are doing. The development of the portfolio promotes administrator growth, which leads to improved performance and, ultimately, to improved schools and student learning (Brown & Irby, 2000). This is the second use

Jones (1994) identified for administrator evaluations. Green claims this portfolio concept can only work if the principal is a willing participant in the process. The flexibility of whether or not to do a portfolio is in contrast to what several states are currently doing as part of their administrative certification process where a portfolio is required to complete the certification. Whether the portfolio is required or not, Lashway (2002) sees this tool as a flexible way to document achievements. After identifying a goal or objective, the principal then gathers evidence demonstrating progress towards that desired outcome. These exhibits may include items such as a newsletter, meeting minutes, test scores and handbooks. The principal then cites and references these documents when going through their annual review with a school board or superintendent.

Brown & Irby (2001) completed a study on the impact portfolios have on principal evaluations. They found that portfolios did impact leadership effectiveness, student achievement, teacher professional development and the reflective practice of the principal. They also found the evaluation process was both formative and summative when using a portfolio as compared to the summative evaluation if only a checklist is used once per year. Other positives Brown & Irby cited includes increased communication between the principal and their superintendent as well as the principal having a feeling of ownership over their evaluation. Russo (2004) also found those principals who had used portfolios generally reported positive experiences. One caution Brown & Irby shared was that while portfolios are effective, they are very time consuming on both the part of the evaluator and the principal because of the individualized and personalized nature a portfolio evaluation would entail to align individual goal setting with the school district's vision.

Regardless of the form used, a call to alignment of standard expectations of principals has been suggested (Lashway, 2003). While there were standards developed in 1993 by the American Association of School Administrators as well as those developed by the National Council for the Accreditation of College of Education (Boeckmann & Dickinson, 2001) the most common standards are those of the Interstate School Leadership Licensure Consortium.

The Interstate School Leadership Licensure Consortium (ISLLC) standards are national standards that were originally developed in 1996 by a group of national policy-oriented, practitioner based organizations. To date, 43 states have used these 1996 standards in their entirety or as a template to develop their own standards (ISLLC, 2008) for formal public school leaders such as superintendents and principals. In 2008, these six standards were updated to include national standards regarding the preparation, licensure, evaluation and professional development of formal school leaders like high school principals. Clarification was made regarding the intent of these standards, which was that these standards were to be implemented at the policy making level versus the practice or program levels (ISLLC). One additional clarification that was made was the focus on student achievement and the formal leader being referred to as an ‘educational leader’ and not a ‘school administrator’. This standard set of criteria for a principal’s skill set is used because it is hard to reach agreement as to what should be measured in a principal’s evaluation tool. This is exemplified through a study done by David Stine (2001) of schools in California that included 18 different evaluation exhibits as part of his discussion. He also agreed a national standard should be incorporated to set up general

components for a principal evaluation. The 2008 Interstate School Leadership Licensure Consortium set up six standards:

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

In addition to these standards, the consortium developed functions to attain success in each of these six areas. These standards have given direction to a nationwide public school system that must adhere to these or other acceptable standards or state funds will be reduced. However, a study done by Boeckmann & Dickinson (2001) showed that while public school respondents had a high regard for the standards, they tended to incorporate them into their day-to-day performance at much lower levels. The adherence of standards such as these into the day-to-day performance in the private school arena is anticipated to be even less, given there is no penalty or loss of income if they choose not to either follow the consortium standards or the NCLB guidelines.

Lutheran Level 5 Leadership

Lutheran level 5 leadership is a synthesis of potential Lutheran high school principal standards from three different sources. The first component includes the Association of Lutheran Secondary Schools (ALSS) list of characteristics expected of an effective Lutheran high school administrator. These characteristics were based in part on Biblical principles. These characteristics were also based in part of the work done by Jim Collins for his most recent book *Good to Great*. This book leads to what he referred to as a level 5 leader (Collins, 2001), the second component. While Collins used the term level 5 leader, much discussion among his team went into the actual name of this type of leader before his book was published. The other name for the level 5 leader being discussed was Robert Greenleaf's idea of servant leadership, which is the third component of Lutheran level 5 leadership. Collins team's decision to use the term level 5 leader was a concern that a servant leader would be viewed as weak and frail, not the intent of explaining the impact of these leaders.

Some of the Lutheran level 5 leadership components are highlighted through a visual model called the Cornerstone Factor (Stroh, Pichan & Bickel, 2008). This model is the result of work done by members of the Blue Ribbon Task Force for Excellent Lutheran Schools, which included members from early childhood through high school administrators, university personnel, district and national educational executives. The two parts of the Cornerstone Factor are in the areas of management and leadership. Each part contains three significant levels to reach the optimal leadership level for Christian leaders. In this model, administrators move from maintenance to delegating to empowering on the management side. This moves from getting the "right people on the

bus” (Collins, 2001, p. 13) to the empowerment of goal setting and leadership succession. On the leadership side, an administrator progresses from position, to influence to a visionary. The span of this continuum begins with personal spiritual and professional growth to developing and communicating a vision to a variety of people in a variety of ways. Those administrators considered excellent according to this model would be visionary and empowering, and would be termed servant leaders. While this concept is readily available in a check list form, it is unclear how many school boards have adopted this model and prioritized vision and empowerment as the top two characteristics they value for their principal.

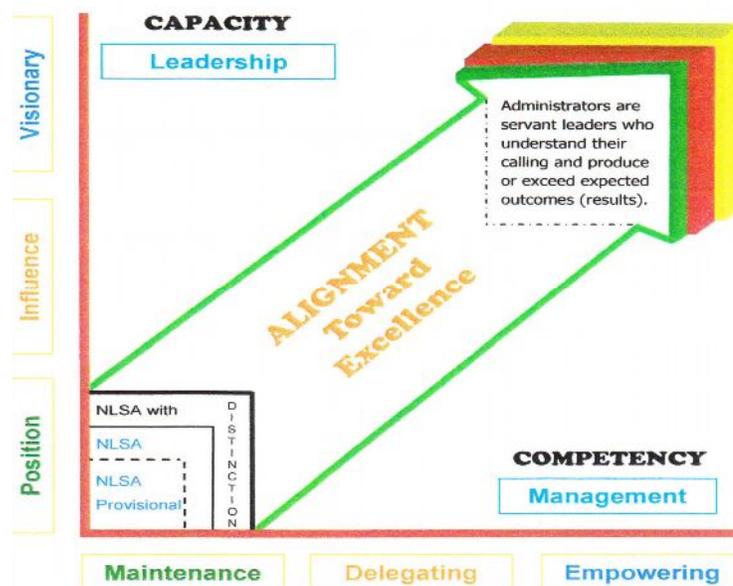


Figure 1. Lutheran Schools of Excellence Administrative Performance.

The term servant leadership was first introduced by an AT & T executive named Robert Greenleaf in 1970. He had just read Herman Hesse’s 1965 short novel, *Journey to the East*. Leo, the main character, was seen as a servant by others because he was always helping the travelers. During Leo’s presence, the journey went well, however when he abandoned the journey, the group collapsed. The narrator years later exposed Leo’s true

identity as a distinguished leader of the travelers. Although the leader, Leo's real desire was to serve others first. Greenleaf assumed the significance of the story was that a person's primary role was to serve others through service and through that service they will be acknowledged as a leader (Spears, 1998). Spears developed a summary of Greenleaf's work on servant leadership and defined it through ten characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. These characteristics are in line with both of Collins (2001) two parts of a level 5 leader, personal humility and professional will. These servant leadership characteristics can also be tied to the call Christians have to be more Christ like and follow the example of Jesus.

Listening

Greenleaf's first characteristic of servant leadership is a servant leader listens. Participatory leadership is closely associated with listening to others and their needs. Leithwood, Jantzi & Steinbach (2000) describe participatory leadership as group involvement where there is not only group input, but also group decision making. Jesus modeled this characteristic when He told His disciples in John 10:14 "I know my sheep and my sheep know me." Both examples show a leader who strives to listen to other's needs and their viewpoints through personal humility.

Empathy

To understand another person is to walk a mile in their shoes. Empathy is the next step following listening, to actually identify with and understand others. Diversity, especially in the external environment of an organization or school, has stretched the distance between the polar ends of society. This has led to the challenge of maintaining

an acceptable culture. There are voices from many different members of society that define culture as 'acceptable' in their own way. It is the leader's responsibility to understand from where each of these different voices is coming. Jesus did this when He came to earth to put himself through the same trials and tribulations anyone else goes through. In the first part of the fourth chapter of Matthew, Jesus is tempted by the devil to use His power to overcome temptation. He went through the temptations, so He could identify with those around him who were also tempted. This is another example of the personal humility Collins found in his level 5 leader.

Healing

The dictionary defines healing as 'to make whole again' (Webster, 2001). In the sinful world in which schools dwell, there are many within the constituency with hurts and pains. A servant leader is one who seeks to heal and make whole not only others, but also themselves. As Greenleaf reflected, sometimes when one serves to heal others, they themselves are becoming whole (Greenleaf, 2003). Jesus entire ministry was focused on this, making us whole through His death on the cross. He served others needs through examples such as feeding five thousand men and their families in Mark 6:30-44 or literally healing those with disease or paralysis in Luke 5:12-26. There are many ways to make others whole again, and according to Greenleaf, a servant leader seeks out ways to accomplish this task. This trait continues to accentuate the personal humility a level 5 leader demonstrates.

Awareness

A school leader will many times have a plan to lead. This plan will often be developed using an assessment technique to gauge the needs of the students. Many

leaders will also develop a plan to learn or grow professionally. However, servant leaders add a third plan, a plan of reflection. Donaldson (2008) highlighted the importance of taking time to be aware of the results of administrative actions. Many times this will overlap with the listening characteristic described earlier. Jesus practiced this through quiet time for prayer. Luke 22:39-46 demonstrates the frequency of this habit when it says “Jesus went out as usual to the Mount of Olives...He withdrew about a stone’s throw beyond them, knelt down and prayed.” A time of regular reflection will increase a leader’s awareness. This trait is the final focus on the idea of personal humility.

Persuasion

There are many different types of power. Five types of power identified in the literature include coercive, reward, legitimate, expert and referent (Benisom, Neumann & Birnbaum, 1989; Hackman & Johnson, 2000). A leader can use any combination of these types to get followers. At the same time, servant leaders attempt to persuade others rather than intimidate or use power to gain conformity. Yukl (2006) highlights 11 proactive influence tactics leaders can use through rational persuasion. Jesus himself used one of these tactics, inspirational appeals, in the form of parables, to teach the people theological concepts using everyday stories. This form of persuasion led many crowds to follow Jesus and the message He shared as written in Mark 3:7 “Jesus withdrew with His disciples to the lake, and a large crowd from Galilee followed.” This is the first servant leadership trait that shifts the focus more on the professional will of a leader instead of the personal humility. However, persuasion, as well as others, could be categorized in either of Collins’ two traits of a level 5 leader.

Conceptualization

There is a delicate balance all leaders must make between the day to day thought processes and the dreams they have for a school. This is a balance between the scientific manager and the transformational leader. New challenges of collaboration and vision setting are in addition to the traditional tasks of school safety, instructional leadership, curriculum leadership (Catano & Strange, 2007). Leithwood, Jantzi & Steinbach (2000) extend this list of categories for school leaders to a total of six; instructional, transformational, moral, participative, managerial, and contingency. Jesus took care of immediate needs of others through his roles as teacher, leader, and healer. At the same time, He continued to share with others His ultimate purpose in Matthew 17:22-23, that “The Son of Man is going to be betrayed into the hands of men. They will kill him and on the third day he will be raised to life.” He showed a professional will to accomplish the task set before him, putting others’ needs before His own.

Foresight

“Where there is no vision, the people perish.” is what King Solomon wrote in Proverbs 29:18. Yukl (2006) didn’t go quite to that extreme, but agreed that the research indicates the organizations that have a leader who describes a clear and compelling vision is useful to guide an organization. Those who lead this type of vision are often referred to as transformational leaders. A transformational leader is one who evokes the better nature of others and moves them toward higher and more universal needs and purposes (Bolman & Deal, 2003). A transformational leader is expected to inspire a commitment of workers to organizational goals and quality work (Leithwood, Jantzi, & Steinbach, 2000). Jesus showed this almost immediately in his ministry when He called his first disciples,

fishermen, in Matthew 4:19 “‘Come, follow me’, Jesus said, ‘and I will make you fishers of men.’” This characteristic demonstrates another example of professional will.

Stewardship

A steward by definition is a person morally responsible for the careful use of money, time, talents, or other resources, especially with respect to the principles or needs of a community or group (Webster, 2001). To provide stewardship then is to be an effective and efficient manager. This idea is reinforced through Taylor’s principles of scientific management (Taylor, 2001). Scientific management, highlighted through the machine lens (Morgan, 2006) and a commitment to organizational success before personal success, summarizes the idea of stewardship. Jesus demonstrated this efficiency when He sent out the 12 disciples and instructed them in Luke 9:3 “Take nothing for the journey – no staff, no bag, no bread, no money, no extra tunic.” Jesus wanted nothing to hinder or slow down their mission, to preach the kingdom of God. This is another example of professional will by being as efficient as possible to accomplish the task as quickly as possible.

Commitment to the growth of people

Morgan (2006) has five principles of holographic design, a concept that highlights the differences between Taylor’s classic management approach and that of a more holistic approach. One of these principles was establishing “minimum specs” or “defining no more of a job than necessary” (p. 111) to allow greater flexibility for the worker or team to approach a task with creativity and autonomy. This “enabling formalization” (Adler & Borys, 1996) directly contrasts with the Tayloristic approach of scientific management specifying the one most efficient way of accomplishing a task

(Taylor, 2001) and helps fulfill a basic human resource strategy by addressing employee needs and their desires through empowerment (Bolman & Deal, 2003). This need for flexibility is reinforced by Roethlisberger (2001) who wrote “A human problem to be brought to a human solution requires human data and human tools “(p. 158). Adler and Borys conclude by stating this low degree of formalization will increase worker effectiveness and reinforce their commitment. Jesus knew as well that He needed to build others up to carry His message. In addition to sending out his 12 disciples, He follows that by “appointing seventy-two others and sent them two by two ahead of him to every town and place where he was about to go” (Luke 10:1).

Building Community

In today’s high schools, traditions and symbols bring together many different people who exhibit school spirit. Bolman & Deal (2003) highlight what can be seen when looking at an organization through the symbolic lens. A leader can build community through something as ambiguous as stories and myths or something as clearly seen as rituals and ceremonies. A deep and thorough understanding of the history of an organization is important so a servant leader first understands a community before he or she may decide to change it. Jesus himself had to understand the Jewish traditions while at the same time could speak to other religions. He expanded outside the realm of Jewish traditions to share the new message of John 3:16 “For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.” to Jews and others alike. This story built the community of believers known today as Christians.

Collins' team found that organizations they defined as great all had a leader who exhibited personal humility. Both of these terms, servant leadership and personal humility take on many of the same characteristics of Jesus, who through Lutheran traditions and doctrine is the central figure and key component to the Lutheran faith (Tappert, 1959). The term servant leadership, when combined with the doctrine of the Lutheran faith, is applicable to Lutheran high school administrators because of their charge as Christians to "Be imitators of God..." (Ephesians 5:1). This charge is highlighted with the fact over 80 percent of religious high schools put religious development of the students on the top of their priority list according to the U.S. Department of Education 2000 report. This change in priority from academics to religious development significantly changes the roles and responsibilities of a Lutheran high school principal compared to that in the public sector.

As imitators of God, Lutheran high school principals strive to lead a life similar to that of Jesus. Jesus himself showed the personal humility characteristic Collins draws attention to through His actions. In John 13:14-15, during the Last Supper, right before His crucifixion, He explained "Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you." The washing of feet was done as a common practice not by the leader of a group but by a servant. This example of personal humility, of servant leadership, shows Lutheran high school administrators should be open to service of the humblest degree. Morgan (2006) highlighted three types of interests, task, career and extramural. Servant leaders focus on the task interest versus the career or extramural interests. In other words, the leader puts the ministry before their career or extramural

interests. Another example of Christ's personal humility and being aware of others is shared later in the book of John, as Jesus' time grows closer to the cross, He comforts His disciples, knowing full well they are about to disown Him, and that He is about to endure the physical torture of crucifixion, He reassured them by telling them "Do not let your hearts be troubled, trust in God; trust also in me." (John 14:1). This is an additional example of how Jesus looked past any of the needs He had and focused on leading those trusted into His care.

Collins is quick to point out the other side of a level 5 leader is one who exhibits professional will. His team cited characteristics of professional will to include a demonstration of an unwavering resolve for the best long term results as well as setting a standard for building a great company. Spears' summary of Greenleaf's thoughts on servant leadership also highlights the traits of awareness, persuasion, conceptualization, foresight, and the commitment to the growth of people and building community. This is similar to the definition Yukl (2006) shares about transformational leadership "the followers feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do" (p. 264). According to Mark 3:13-19, Jesus transformed fishermen and others into apostles "that they might be with him and he might send them out to preach". He showed in this verse a dedication to the growth of people and the building of community. Lutheran high school principals strive to follow suit by attempting to move and train their staff to do ministry. Jesus also showed the setting of a high standard when He cleared the temple of those trying to make money when He told those selling animals for sacrifice "Get these out of here! How dare you turn my Father's house into a market!" (John 2:16). Jesus demonstrated an

unwavering commitment to continue to achieve the best long term results for what He was trying to do on earth.

Lutheran Church – Missouri Synod

There are currently no formally accepted national standards which incorporate the spiritual component that a Lutheran high school can use to explicitly define a principal's duty. There are 110 Lutheran high schools in the United States. There are many different structures within these schools regarding leadership. There is a small minority of Lutheran high schools that are run very similar to a medium sized public school system, with a superintendent or executive director and a building principal. Most schools however, have only one administrator at the building level. The rest of the administrative duties may be completed by a teacher having an extra planning period or release time. These diverse conditions have made it extremely difficult for a professional organization like ALSS to develop a tool to evaluate all these different types of positions.

In discussing all of the diversity, there are similarities that make each high school distinctly Lutheran. Each school is not a member of the church by definition, but is rather considered a recognized service organization (RSO) of the Synod. The by-laws of the Lutheran Church – Missouri Synod (LCMS) recognize these organizations:

Foster the mission and ministry of the church, engages in program activity that is in harmony with the programs of the boards of the Synod, and respects and does not act contrary to the doctrine and practices of the Synod. (p. 200)

According to the by-laws, the mission and ministry of the LCMS are two-fold. The first is to be an example of an apostolic church to others, based on Acts 15:1-31. The second

reason for forming the LCMS is to work to develop the diversity of gifts given for the common good, based on I Corinthians 12:4-31.

These two components of ministry are practiced in churches throughout Synod in a governance model similar to how a RSO operates as described again in the by-laws:

With freedom and self-determination as a ministry organization independent of the Synod...in the establishment of its own objectives, activities, and programs, in organization and administration, and in financial matters (p. 200).

This provides no formal hierarchy model under which Lutheran high schools must report, essentially linking them into a site-based management approach. One benefit of a site-based management approach includes the ability to develop and align a school's core values and ideologies. These core values and ideologies are probably the one area where there is the most similarity among schools. This is because the doctrinal position of the LCMS must be practiced within each of the schools. Also, if the site based management approach is run to include the involvement of teachers into the decision making process, it is an asset as well as the ability to allocate resources as best seen fit (Malen, 1994). The negative of the site-based system is the resources are all local; there is no funding source that comes from the Synod. As positives and negatives are highlighted, when comparing the approach of site-based management into the evaluation of high school principals, the complication to develop a standard evaluation assessment tool can be construed even more difficult than the public school counterparts due to individual ideologies a school possesses, in addition to the additional spiritual component already mentioned.

Conclusion

Regardless of the type of school system in which a principal works, the responsibility to achieve results rests squarely on the principal as the school leader. It is imperative school districts develop criteria from which to evaluate their building principal. It is crucial these leaders also seek ways to improve themselves. One potential framework is an evaluation from the school system in which they work. It is important if there is so much focus on having a person like this leading a school, that there be an effective and meaningful evaluation tool in place to aid him or her in their ministry to children.

CHAPTER THREE

METHODOLOGY

Introduction

As the list of sought after attributes for a Lutheran high school administrator may vary, the need for a talented leader is clear. The question that remains is how do Lutheran high schools determine if they have the level 5 leader in their midst to lead their ministry. The purpose of this study was to identify the frequency of administrative evaluations and the processes used to accomplish the administrative evaluations in Lutheran high schools that belong to ALSS. In addition, the perception of the administrators regarding the purpose and effectiveness of the evaluation was also identified. A basic qualitative study was used to understand this evaluation process and the perceptions that surrounded the process. The basic study also gave a broad picture of evaluations in Lutheran high schools for administrators because it attempted to bring together information from a variety of Lutheran high school administrators. Diverse conditions such as school size, years of administrative experience and areas of the country had a better opportunity to have representation than that of a case study that would have focused on only one school.

The theoretical lens through which the researcher viewed the study was that of a constructivist practitioner. A definition of this lens was a practitioner who was impacted by the issue and who was seeking to construct meaning of the issue. As a practicing administrator in a Lutheran high school, the researcher tried to construct knowledge of the evaluation process and the purposes thereof using a basic qualitative study. The aim was to understand how administrators were evaluated and why administrators perceived evaluations occurred in their educational setting. At the same time, caution was taken to

ensure that construction of meaning was taking place based on information gathered. The researcher used only a lens to look through and highlight, not a bias that drove the entire study down a particular path he may have wanted to take it.

Research Questions

The following research questions formed the basis for accomplishing the purpose of this study.

1. What processes do ALSS Lutheran high schools use to evaluate whether their administrator is a Lutheran level 5 leader?
2. What is the perceived purpose of evaluation according to ALSS Lutheran high school administrators?
3. What is the perceived effectiveness of evaluation according to ALSS Lutheran high school administrators?

Study Sample

The population of this study included all 79 Lutheran high schools across the United States which belonged to ALSS. All Lutheran high schools have their school information summarized in a booklet produced by Valparaiso University. The researcher used this booklet to obtain the names of administrators at those schools that belong to ALSS (Appendix A). A letter to the administrators (Appendix B) was attached to an online link to the survey instrument (Appendix C) which was sent out via email to each member school. The survey was given to all of the appropriate administrators in Lutheran high schools that belonged to ALSS. An appropriate administrator was defined in this study as anyone who reported to a school board or superintendent but did not refer to an assistant principal, counselor or activities director.

Instrumentation

The survey instrument (Appendix C) was developed by the researcher based on an instrument previously developed by Thomas, Holdaway and Ward (2000) and Bollow (2002) and then adapted by White (2004) who directed his survey to high school principals in Missouri. Thomas, Holdaway and Ward's instrument was used to guide previous studies of performance evaluation (Baltzell & Dentler, 1983; Musella & Lawton, 1986). Bollow's instrument was used to guide previous studies of performance evaluations (Brown, 1987; Davis, 1988; Drummond, 1988). White's study was used as a basis for the survey items. Additionally, a pilot survey was sent out to 10 Lutheran administrators to provide the researcher feedback for readability and appropriateness of the questions of the survey. The pilot testing bolstered reliability and validity according to Fink (2006) because the researcher saw that all topics were covered and a sufficient variety of responses were available. The pilot survey asked selected administrators to respond as to (a) whether all questions were easily understood, (b) the difficulty of completing the survey, (c) the interest in taking time to complete the survey, and (d) approximately how long it took to complete the survey instrument. A cover letter (Appendix B) was sent to administrators explaining the purpose of the study and directions for completing the survey instrument.

The survey contained multiple choice questions that were objectively scored since they have proven to be the most efficient and reliable (Fink, 2006). A survey is typically given to a sample of the population, from which the researcher will make observations and predictions for the entire population. This sample can be random, a cluster or a convenience sample, and should be unbiased and relatively large to ensure rigor in the

study (Fink). In this study, the Lutheran high schools that were members of ALSS were the population so no sample was used.

In this survey administrators were asked questions regarding frequency, methodology and personal thoughts on administrative evaluations in their school. There were 31 questions in three different categories: demographic items (items 1-5), evaluation process (items 6-16), and administrator perceptions about performance evaluation (items 17-31). Questions 1 to 5 were demographic items. Questions 6 to 16 gathered data regarding the evaluation process in which there were two or more choices listed as possible responses. Questions 17-31 gathered information concerning perceptions and the possible responses were based on a Likert-type scale. Information gathered from these surveys guided probes that followed key interview questions. The researcher also used the introductory letter to request a collection of documents regarding instruments schools used to evaluate their administrators. The researcher followed up via email to remind administrators to send their instruments via email or regular mail.

Finally, a convenience sample (Merriam, 1998) of ALSS Lutheran high school administrators were interviewed using open ended questions (Appendix D) to allow the researcher to develop a deeper understanding of the issue. This convenience sample was attained based on professional relationships with the researcher. An interview was used because an observation of the evaluation process is confidential, making it difficult to complete. The research included administrators from different sized Lutheran high schools in addition to a broad geographic area including several areas of the United States. These interviews were completed using the telephone and were tape recorded and transcribed verbatim electronically after permission was received by the interviewee to

record the interview. The researcher also explained the motive and purpose of the interview (Merriam, 1998) at the onset as well as the protection the researcher provided through the use of pseudonyms (Appendix D).

Data Analysis

Descriptive statistics were computed for all survey items and included a frequency distribution percentage. These statistics were the first of three different collections of data for triangulation. The second piece of data collected was the convenience sample of interviews. The results of this qualitative piece of data were in the transcription of each interview. The third piece of data collection was the instruments Lutheran high schools used to evaluate their administrators. The researcher then followed Creswell's (2003) process for analyzing data. The researcher obtained a general sense of the information gathered from all three pieces of data. Coding then occurred to generate categories or themes for analysis. This coding was done by using different colored text or highlighters to distinguish different themes in the collected data. The researcher investigated the themes and presented a narrative to convey the findings of the analysis. The researcher then took the final step in the analysis to interpret and make meaning of the data presented by using wording from the participants and intertwining quotations with the researcher's interpretations. The benefit of evaluation leading to Lutheran level 5 leadership development was a particular point of interest. This was done through the theoretical framework of a constructivist practitioner. A constant, ongoing reflection process was used and recorded by writing memos throughout the course of study to develop an initial sense of the material and then to delve deeper into the data (Creswell).

These three pieces of data provided validity of the research results (Merriam, 1998). Each piece of data was studied comparatively and resulted in the development of a thick, rich description (Merriam), a strategy used to ensure validity (Creswell, 2003). Incorporating all three pieces of data also provided triangulation of data (Creswell). It compared the data collected through evaluation of documents, surveys and interviews. Finally, to ensure validity in this qualitative study the researcher clarified his bias regarding his practitioner status. This ensured validity of the data to justify the emergent themes of the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the frequency and the processes used to accomplish administrative evaluations in Lutheran high schools that belong to ALSS. In addition, the perceptions of the administrators regarding the purpose and effectiveness of the evaluation in attaining Lutheran level 5 leadership were identified.

One hundred administrators in 79 ALSS member Lutheran high schools were surveyed. The survey consisted of 31 questions about the frequency, purpose, process and procedure used by their school to evaluate the administrators. The researcher developed the Administrator Evaluation Survey (Appendix C) used in this research project. The researcher used a previous instrument by White (2004) as a format and content guide. White's instrument was guided by previous studies of performance evaluations (Brown, 1987; Davis, 1988; Drummond, 1988). A pilot survey was sent to 10 Lutheran school administrators to provide for readability and question appropriateness. Specifically, the pilot survey asked selected administrators to respond as to (a) whether all questions were easily understood, (b) the difficulty of completing the survey, (c) the interest in taking time to complete the survey, and (d) approximately how long it took to complete the survey instrument. The pilot survey gleaned that the average time for completing the survey was approximately 15 minutes. The respondents reported no concerns regarding other aspects of the instrument; therefore, no changes were made in the instrument.

The survey instrument was designed to collect information in three different categories: demographic items (items 1-5), evaluation process (items 6-16), and

administrator perceptions about performance evaluation (items 17-31). Included in this chapter is a presentation of the descriptive statistics obtained from the study, survey results, and a summary of the findings

Data Collection

From the 100 Lutheran high school administrators surveyed, 43 usable surveys were obtained (43 percent). After the first electronic request for data, 34 administrators responded by completing the online survey. An additional nine surveys were returned after a second request.

Demographic Findings

Administrator responses to various demographic variables are presented in Table I. Descriptive statistics were computed and include a frequency distribution of percentages.

Table I

Number and Percentage of Administrators by Response to Various Demographics

Variable/Response	n	%
1. Years as a Lutheran Administrator (Mean = 11.92)		
1-5	6	13.9
6-10	15	34.9
11-15	13	30.2
16-20	3	7
21-25	4	9.3
25+	2	4.7
2. Years as an Administrator in Present School (Mean = 7.2)		
1-5	22	51.1
6-10	12	27.9
11-15	5	11.6
16-20	2	4.7
21-25	1	2.3
25+	1	2.3
4. Gender		
Male	39	92.9
Female	3	7.1
5. Age		
25-34	0	0.0
35-44	13	31.0
45-54	17	40.5
55-64	12	28.6
Over 65	0	0.0

Note. Some respondents did not answer all questions. n = number; % = percentage

Those surveyed had an average of almost 12 years experience as administrators (Item 1). Respondents reported having been in their present school an average of seven years (Item 2). Respondents were primarily male (92.9%) between the ages of 45-54 years of age (Item 3 and 4).

Evaluation and Frequency Findings

Two survey questions addressed what percent of ALSS Lutheran high school administrators are evaluated and the frequency of these evaluations. The data were generated in items 3 and 8. Descriptive statistics were computed and included a frequency distribution of percentages. Additional data is included in Table 2 that presents information pertaining to administrator responses to the frequency of the administrator evaluation by comparing Items 2 and 3. Table 2 also includes demographic information such as job titles and supervisory summaries.

Table 2

Number and Percentage of Administrators by Response to Items Related to Frequency of Administrator Evaluation

Variable/Response	n	%
3. How many years have you been formally evaluated as an administrator in your present school?		
0-5	35	83.3
6-10	5	11.9
11-15	1	2.4
16-20	0	0.0
21-25	1	2.4
6. What is your title?		
Principal	23	54.8
Executive Director	12	28.6
Other	7	16.7
7. Who is your immediate supervisor?		
Board	24	57.1
Another Administrator	12	28.6
Other	6	14.3
8. Did your school use a formal process for administrator evaluation during the 2008-2009 school year?		
Yes	26	61.9
No	16	38.1
Frequency of administrator evaluation at present school		
Average one evaluation every year	13	31.0
Average one evaluation every 2 years	6	14.3
Average one evaluation every 3 years	6	14.3
Average one evaluation every 4+ years	8	19.0
No evaluation in present school	9	21.4

Note. Some respondents did not answer all questions. n = number; % = percentage

The table shows that 61.9% of respondents were in schools that used a formal process for administrator evaluation during the last school year (2008-2009). Most respondents also held the title of Principal (54.8%) who reported to a Board as their immediate supervisor (57.1%). Other titles that were held included (1) Executive Director; (2) Administrator/Principal; (3) Executive Director/Principal; (4) Head of School; (5) Headmaster and (6) Administrator. The frequency of the administrator evaluations were summarized in the last section in Table 2 by comparing respondent answers to Item 2 and 3. Most administrators who completed this survey were not evaluated every year they were in their present school (69%). An interesting finding was that 21.4% of these respondents have never been evaluated. Almost a third (31%) of the respondents had been evaluated on an annual basis in their current school.

The first research question focused on the processes of how ALSS Lutheran high schools evaluate their administrator. The data generated in items 9, 10, 11,12,13,14, 15, 16, 17, 18, 19, and 20 on the survey instrument focused on these processes. Descriptive statistics were computed and include a frequency distribution of percentages.

Table 3

Number and Percentage of Administrators by Response to Items Related to the Methods and Implementation of Administrator Evaluation

Variable/Response	n	%
9. What are the sources of procedures, practices and processes used for administrator evaluation?		
State Agency	0	0.0
NASSP	0	0.0
Do not know	14	35.0
Other	26	65.0
10. Did your school use NLSA standards for the administrator evaluation?		
Yes	3	7.1
No	31	73.8
Do not know	8	19.1
11. Who evaluates the administrator?		
Board	22	52.4
Pastors	1	2.4
No one	1	2.4
Other	18	42.9
12. To begin the evaluation process did you and your supervisor collaborate on the specific performance criteria?		
Yes	19	45.2
No	22	52.4
Do not know	1	2.4
13. To begin the evaluation process did you and your supervisor discuss and agree upon the school improvement plan goals?		
Yes	19	45.2
No	23	54.8
Do not know	0	0.0

Note. Some respondents did not answer all questions. n = number; % = percentage

Table 3 Continued

Number and Percentage of Administrators by Response to Items Related to the Methods and Implementation of Administrator Evaluation

Variable/Response	n	%
14. In the 2008-2009 school year, how many times did you meet with your supervisor to assess the progress and evaluate the accomplishment of the school improvement plan?		
0	18	42.9
1	11	26.2
2	4	9.5
3	4	9.5
Other	5	11.9
15. What types of data are collected and utilized in your administrator evaluation? (Check all that apply)		
Student Grades	1	2.4
Teacher/Staff Surveys	17	40.5
Parent/Patron Surveys	7	16.7
Student Attendance	1	2.4
National Standardized Test	4	9.5
Parent participation	1	2.4
Graduation rates	3	7.1
Enrollment numbers	10	23.8
None of the above	19	45.2
16. Was the purpose of the administrator's evaluation agreed upon before the evaluation process began by the administrator and supervisor?		
Yes	22	52.4
No	19	45.2
Do not know	1	2.4
17. Was there a spiritual component included in your evaluation process?		
Yes	27	64.3
No	12	28.6
Do not know	3	7.1

Note. Some respondents did not answer all questions. n = number; % = percentage

Table 3 Continued

Number and Percentage of Administrators by Response to Items Related to the Methods and Implementation of Administrator Evaluation

Variable/Response	n	%
18. What is the actual purpose of the administrator's evaluation in your school? (Rank those that apply in order of importance)		
Accountability	32	78.0
Professional growth of administrator	24	58.5
Improved performance of administrator	26	63.4
Improved programs and student services	19	46.3
Improvement of the school's ability	29	70.7
To meet legal requirements	9	22.0
Clarifying the role of administrator and	13	31.7
Communicating expectations of the Board	16	39.0
Making employment decisions	9	22.0
Making salary decisions	11	26.8
Improvement of educational performance	11	26.8
Providing feedback to the administrator	36	87.8
Improvement of building planning	8	19.5
Improvement of the relationship between	13	31.7
19. What are the various components used in your school's performance based administrator evaluation? (Check all that apply)		
Devotion to serving the needs of families	24	63.2
Focus on meeting the needs of workers	25	65.8
Develop employees to bring out the best	30	78.9
Coach others and encourage their self	11	28.9
Facilitation of personal growth in all	21	55.3
Listen and build a sense of community	26	68.4
ISLLC Standards	1	2.6
School Improvement Plan goals	17	44.7
Individual's professional goals	19	50.0
Dialogue about supervisor's expectations	18	42.1
Student test scores	3	7.9
Funds raised	13	34.2
Staff/Faculty feedback	19	50.0
Patron feedback	10	26.3
Individual professional development	15	39.5

Note. Some respondents did not answer all questions. n = number; % = percentage

A summary of the processes used to evaluate Lutheran high school administrators showed the majority of respondents (65%) used something other than a standard source for their evaluation in Item 9. Of the 26 comments in the 'other' category, 17 focused on 'in house' or 'locally developed' processes and procedures. The majority of the schools did not use the National Lutheran Schools Accreditation standards (73.8%) as seen in Item 10. The majority of administrators were evaluated by the Board (52.4%). The majority of respondents did not collaborate on specific performance criteria (52.4%) or discuss and agree on the school improvement goals (54.8%). During the school year, the majority of respondents did not meet with their supervisor to assess their progress (42.9%). Responses to item 15 showed one type of data collected for administrator evaluation was teacher/staff surveys (40.5%). However, the choice most respondents answered for Item 15 was none of the above. This may have been due to the high number of in house evaluation tools as found in Item 9. The purpose of the evaluation was agreed upon by the majority of those who responded to the survey (52.4%) as seen in Item 16. There was a spiritual component in the evaluation process of 64.3% of the respondents.

The actual purpose of the administrator's evaluation according to the majority of the respondents was providing feedback to the administrator (87.8%). Second on this list from Item 18 was accountability (78%). In Item 19, the first six components of the performance based evaluation focused on servant leadership characteristics. These six components ranked 4, 3, 1, 12, 5, and 2 respectively in terms of frequency of responses. The most common factor was to develop employees to bring out the best in them (78.9%).

Administrator Perception Findings

The perceived purpose of administrator evaluations was research question number two. This question was addressed in Item 29 in Table 4. Item 29 dealt with 13 common possibilities for perceived purposes.

Table 4

Number and Percentage of Administrators by Response to their Perceived Purpose for Administrator Evaluation

Variable/Response	n	%
29. The purpose of administrator evaluation should be:		
For the accountability of the administrator (Mean = 4.43)		
Strongly Disagree (1)	0	0.0
Disagree (2)	0	0.0
Neutral (3)	0	0.0
Agree (4)	23	57.5
Strongly Agree (5)	17	42.5
For the professional growth of the administrator (Mean = 4.45)		
Strongly Disagree (1)	0	0.0
Disagree (2)	0	0.0
Neutral (3)	2	5.0
Agree (4)	18	45.0
Strongly Agree (5)	20	50.0
For the improved performance of the administrator (Mean = 4.58)		
Strongly Disagree (1)	0	0.0
Disagree (2)	0	0.0
Neutral (3)	0	0.0
Agree (4)	17	42.5
Strongly Agree (5)	23	57.5

Table 4 Continued

Number and Percentage of Administrators by Response to their Perceived Purpose for Administrator Evaluation

Variable/Response	n	%
29. The purpose of administrator evaluation should be: (continued)		
For the improvement of programs and services (Mean = 4.08)		
Strongly Disagree (1)	0	0.0
Disagree (2)	1	2.5
Neutral (3)	6	15.0
Agree (4)	22	55.0
Strongly Agree (5)	11	27.5
For the improvement to the schools ability to fulfill mission (Mean = 4.53)		
Strongly Disagree (1)	0	0.0
Disagree (2)	0	0.0
Neutral (3)	2	5.0
Agree (4)	15	37.5
Strongly Agree (5)	23	57.5
For clarifying the roles of administrator and supervisor (Mean = 3.50)		
Strongly Disagree (1)	0	0.0
Disagree (2)	2	5.0
Neutral (3)	18	45.0
Agree (4)	18	45.0
Strongly Agree (5)	2	5.0
For communicating the expectations of the Board (Mean = 3.68)		
Strongly Disagree (1)	0	0.0
Disagree (2)	7	17.5
Neutral (3)	6	15.0
Agree (4)	20	50.0
Strongly Agree (5)	7	17.5
For making employment decisions about the administrator (Mean = 3.53)		
Strongly Disagree (1)	0	0.0
Disagree (2)	5	12.5
Neutral (3)	11	27.5
Agree (4)	22	55.0
Strongly Agree (5)	2	5.0

Table 4 Continued

Number and Percentage of Administrators by Response to their Perceived Purpose for Administrator Evaluation

Variable/Response	n	%
29. The purpose of administrator evaluation should be: (continued)		
For making salary decisions about the administrator (Mean = 3.40)		
Strongly Disagree (1)	1	2.5
Disagree (2)	7	17.5
Neutral (3)	11	27.5
Agree (4)	17	42.5
Strongly Agree (5)	4	10.0
For the improvement of educational performance by students (Mean = 3.7)		
Strongly Disagree (1)	0	0.0
Disagree (2)	6	15.0
Neutral (3)	8	20.0
Agree (4)	18	45.0
Strongly Agree (5)	8	20.0
For providing feedback to the administrator (Mean = 4.40)		
Strongly Disagree (1)	0	0.0
Disagree (2)	0	0.0
Neutral (3)	0	0.0
Agree (4)	24	60.0
Strongly Agree (5)	16	40.0
For the improvement of building planning (Mean = 3.25)		
Strongly Disagree (1)	0	0.0
Disagree (2)	7	17.5
Neutral (3)	18	45.0
Agree (4)	13	32.5
Strongly Agree (5)	2	5.0
For improving the relationship between administrator and supervisor (Mean = 3.30)		
Strongly Disagree (1)	1	2.5
Disagree (2)	6	15.0
Neutral (3)	16	40.0
Agree (4)	14	35.0
Strongly Agree (5)	3	7.5

Item 29 asked administrators to share their perceived purpose for evaluation, answering research question number two. The choices that had a mean higher than 4.0 were (1) for the improved performance of the administrator at 4.58; (2) for the improvement of the school's ability to fulfill its mission at 4.53; (3) for the professional growth of the administrator at 4.45; (4) for the accountability of the administrator at 4.43; (5) for providing feedback to the administrator about his/her performance at 4.40 and (6) for the improvement of programs and services at 4.08.

The final research question addressed the perceived effectiveness of the evaluation process Lutheran high school administrators go through. To answer this final question, Items 20-28, 30, 31 address these perceptions.

Table 5

Number and Percentage of Administrators by Response to Items Related to

Administrator Perceptions of Evaluation Effectiveness

Variable/Response	n	%
20. Of the components used in your school's performance based administrator evaluation, which do you believe have the greatest impact upon your work (check all that apply)		
Devotion to serving the needs of families	19	51.4
Focus on meeting the needs of workers	18	48.6
Develop employees to bring out the best	25	67.6
Coach others and encourage their self	12	32.4
Facilitation of personal growth in all	19	51.4
Listen and build a sense of community	21	56.8
ISLLC Standards	2	5.4
School Improvement Plan goals	17	45.9
Individual's professional goals	11	29.7
Dialogue about supervisor's expectations	9	24.3
Student test scores	4	10.8
Funds raised	10	27.0
Staff/Faculty feedback	14	37.8
Patron feedback	7	18.9
Individual professional development	13	35.1
21. I view the evaluation process as being positive. (Mean = 4.17)		
Strongly Disagree (1)	0	0.0
Disagree (2)	2	4.9
Neutral (3)	6	14.6
Agree (4)	16	39.0
Strongly Agree (5)	17	41.5
22. The evaluation process used in our school generally provides a fair and accurate picture of my performance. (Mean = 3.73)		
Strongly Disagree (1)	1	2.4
Disagree (2)	2	4.9
Neutral (3)	10	24.4
Agree (4)	22	53.7
Strongly Agree (5)	6	14.6

Table 5 continued

Number and Percentage of Administrators by Response to Items Related to

Administrator Perceptions of Evaluation Effectiveness

Variable/Response	n	%
23. I view areas cited for improvement as a positive professional experience. (Mean = 4.05)		
Strongly Disagree (1)	0	0.0
Disagree (2)	1	2.4
Neutral (3)	5	12.2
Agree (4)	26	63.4
Strongly Agree (5)	9	22.0
24. Administrator evaluation has improved my performance. (Mean = 3.49)		
Strongly Disagree (1)	2	4.9
Disagree (2)	2	4.9
Neutral (3)	15	36.6
Agree (4)	18	43.9
Strongly Agree (5)	4	9.8
25. Administrator evaluation has increased my knowledge of goal setting. (Mean = 3.11)		
Strongly Disagree (1)	1	2.7
Disagree (2)	10	27.0
Neutral (3)	12	32.4
Agree (4)	12	32.4
Strongly Agree (5)	2	5.4
26. Administrator evaluation has increased my awareness of my own strengths and weaknesses. (Mean = 3.7)		
Strongly Disagree (1)	0	0.0
Disagree (2)	1	2.7
Neutral (3)	11	29.7
Agree (4)	23	62.2
Strongly Agree (5)	2	5.4

Table 5 continued

Number and Percentage of Administrators by Response to Items Related to

Administrator Perceptions of Evaluation Effectiveness

Variable/Response	n	%
27. Administrator evaluation has improved my relationship with my supervisor. (Mean = 3.3)		
Strongly Disagree (1)	1	2.7
Disagree (2)	2	5.4
Neutral (3)	20	54.1
Agree (4)	13	35.1
Strongly Agree (5)	1	2.7
28. Administrator evaluation has improved student achievement. (Mean = 2.89)		
Strongly Disagree (1)	1	2.7
Disagree (2)	9	24.3
Neutral (3)	20	54.1
Agree (4)	7	18.9
Strongly Agree (5)	0	0.0
30. Rate the overall quality of the administrator evaluation process used in your school. (Mean = 3.3)		
Strongly Disagree (1)	3	7.5
Disagree (2)	7	17.5
Neutral (3)	8	20.0
Agree (4)	19	47.5
Strongly Agree (5)	3	7.5
31. Rate the overall impact (in terms of changes in your administrative practice) of the administrator evaluation process used in your school. (Mean = 3.2)		
Strongly Disagree (1)	3	7.5
Disagree (2)	4	10.0
Neutral (3)	16	40.0
Agree (4)	16	40.0
Strongly Agree (5)	1	2.5

Note. Some respondents did not answer all questions. n = number; % = percentage

In Item 20 the component responders cited as having the greatest impact on their work was developing employees to bring out the best in them (67.6%). As in Item 19, the first six options listed focused on servant leadership characteristics. These components finished 3, 4, 1, 8, 3, and 2 respectively. These results include three components that were applicable to over half of the responders (1) listening and building a sense of community at 56.8%; (2) devotion to serving the needs of school families at 51.4% and (3) the facilitation of personal growth in all who work with you, also at 51.4%. Most responders strongly agreed the entire process as being positive (41.5%). 53.7% of the responders thought the evaluation process provided a fair and accurate picture of their performance. Most agreed it was a positive professional experience (63.4%) that improved their performance (43.9%). There was no clear result to Item 25 dealing with goal setting, with disagree, neutral and agree all receiving between 10-12 marks (27-32.4%). Most administrators agree that their evaluation has increased their awareness of their strengths and weaknesses (62.2%). Most responding administrators were neutral (54.1%) when asked how the process impacted their relationship with their supervisor and student achievement (54.1%). Item 30 asked respondents to rate the overall quality of the process used in their respective schools. There were 47.5% of respondents that found the process effective while 20% were neutral, 17.5% felt it was ineffective and 7.5% perceived the process as very effective or very ineffective. Finally, Item 31 asked about the evaluation process and its impact in terms of change in administrative practice. 40% found it effective while another 40% were neutral, 10% ineffective, 7.5% very ineffective and 2.5% very effective.

Document Findings

During both the first and second request for completion of the survey, Lutheran high school administrators were asked by the researcher to submit for review any instruments their school currently used to evaluate administrators. The researcher received 12 different instruments from 11 different schools via email from the administrator or his/her administrative assistant. The use of email assured the authenticity of each instrument. Each instrument was viewed as a primary source of data collection for the researcher to develop a comprehensive understanding. The researcher coded each of the instruments using basic descriptive categories. These categories include checklists, management by objectives, a free form and a 360 degree evaluation.

Table 6

Number of Evaluation Instruments by School (total number of instruments = 12)

School	Checklist	MBO	Free Form	360 degree
1	XX	XX		
2	XX			XX
3	XX	XX		XX
4	XX	XX		XX
5	XX			
6		XX		
7	XX	XX		
8	XX			
9	XX			
10	XX			XX
11	XX			
12		XX		XX

Note. MBO = Management by Objectives, 360 degree = 360 degree feedback

Most schools used a checklist (83%) in various forms. 50% of schools used some form of management by objectives, either in combination with a checklist or as a standalone instrument. 41.7% of the instruments collect and summarize data from more than one source. These sources included faculty checklists, board checklists, parent checklists and self assessment checklists. The content of each of these checklist forms included the 10 characteristics of servant leadership in some capacity. Most of the focus was on management traits and achievements. The most common servant leadership traits found in these documents include commitment to the growth of people (91.6%) and listening (58.3%).

Interview Findings

A convenience sample of ALSS Lutheran high school administrators were interviewed using 13 open ended questions. This sample was attained based on professional relationships with the researcher. The researcher included administrators from broad geographic areas, years of experience and different sized high schools. A three by three matrix was developed by the researcher to ensure these categories were included. The matrix included small schools, defined as 0-125 students, medium schools, defined as 126-300 students and large schools, defined as enrollments over 300 students. Various lengths of service made up the other part of the matrix, including ranges of 0-10 years of experience, 11-20 years of experience and over 20 years of experience. Eight of the nine areas were met by administrators from states including Iowa, Illinois, Colorado, Utah, Nebraska, Missouri, Michigan and Wisconsin. There were 12 total administrators interviewed. These interviews were completed using the telephone and were digitally recorded and transcribed verbatim electronically after permission was received by the

interviewee to record the interview. The researcher had professionals transcribe the interviews and then the researcher went through and cross referenced the word document with the interview recording to ensure the transcriptions were done correctly. The researcher also explained at the beginning of the interview the purpose of the interview as well as the protection the researcher provided through the use of pseudonyms.

58.3% of those interviewed had been evaluated in the last year. In addition, two administrators had not been evaluated in two years while one administrator had not been evaluated since the early 1990s and one administrator had never been evaluated at all.

In response to research question number one, the most common process used to evaluate Lutheran high school administrators was some form of a checklist. This was sent to a variety of constituents, including board members, faculty members, parents and other principals. In addition, 45.5% also were to complete a self assessment of their work as part of the evaluation. Most administrators perceived their evaluation tool was based mainly on their job description to a large extent. When asked specifically, each administrator responded they were also evaluated to some extent on servant leadership qualities such as devotion to serving the needs of school families, the facilitation of personal growth in all who work with them and an ability to listen and build a sense of community.

In response to research question number two, the main reason Lutheran high school administrators feel they are evaluated was for professional growth. In addition, accountability was another theme on why administrators perceive they get evaluated. In relation to that, other reasons given on why they perceive they get evaluated are because the board feels like they have to, an administrator requested it and as a chance for self

evaluation. This is similar to the perceived general purpose of evaluation according to ALSS Lutheran high school administrators, in which 63.6% feel is for the professional growth of the worker. In addition to professional growth, 36.4% feel evaluation is for the accountability of the worker.

Finally, in response to research question number three focusing on the effectiveness of the evaluation process, 70% of the administrators interviewed felt it was an effective tool for evaluation. The top two reasons for those who did not feel it was effective was due to the small number of responses to the survey and that the person doing the evaluation was not an educator, and so it was extremely difficult to get an meaningful feedback from their evaluation.

CHAPTER FIVE
SUMMARY OF FINDINGS AND DISCUSSION

This chapter is divided into five sections. An introduction of the study is presented, followed by a summary of the findings. Next, discussion and conclusion sections of the study are presented based upon the findings. Finally, implications of the study are discussed.

Introduction

The purpose of this study was to identify the frequency of administrative evaluations and the processes used to accomplish the administrative evaluations in Lutheran high schools that belong to ALSS. In addition, the perception of the administrators regarding this purpose and effectiveness of the evaluation was to be identified as well.

The following research questions formed the basis for accomplishing the purpose of this study.

1. What processes do ALSS Lutheran high schools use to evaluate whether their administrator is a Lutheran level 5 leader?
2. What is the perceived purpose of evaluation according to ALSS Lutheran high school administrators?
3. What is the perceived effectiveness of evaluation according to ALSS Lutheran high school administrators?

43 administrators in 79 Lutheran high schools responded to the survey via an online survey instrument. The administrators answered a 31 question survey (Appendix

C) about the frequency of their evaluations as well as their perceptions of the processes used by their school to complete administrator evaluations.

In addition to the completion of 43 surveys, 12 documents were collected from respondents. These were instruments schools used to evaluate their administrators. The use of email assured the authenticity of each instrument. Each instrument was viewed as a primary source of data collection for the researcher to develop a comprehensive understanding. The researcher coded each of the instruments using basic descriptive categories.

Finally, a convenience sample of ALSS Lutheran high school administrators were interviewed using 13 open ended questions (Appendix D). This sample was attained based on professional relationships with the researcher. The researcher included 12 administrators from broad geographic areas, years of experience and different sized high schools. These interviews were completed using the telephone and were digitally recorded and transcribed verbatim electronically after permission was received by the interviewee to record the interview. The researcher also explained at the beginning of the interview the purpose of the interview as well as the protection the researcher provided through the use of pseudonyms.

Summary of Findings

The purpose of this study was to determine the frequency and the process used to accomplish administrative evaluations in Lutheran high schools that belong to ALSS. In addition, the perceptions of the administrators regarding the purpose and effectiveness of the evaluation in attaining level 5 servant leadership were identified.

Demographic Findings

The demographic findings in this study show those surveyed had an average of almost 12 years experience as administrators (Item 1). Respondents reported having been in their present school an average of seven years (Item 2). Respondents were primarily male (92.9%) between the ages of 45-54 (40.5%) years of age and 35-44 (31.0%) years of age.

Evaluation and Frequency Findings

In answering survey question number one, according to the survey results, 61.9% of respondents were in schools that used a formal process for administrator evaluation during the last school year (2008-2009). These percentages were reinforced when administrators were interviewed. 58.3% of those interviewed had been evaluated in the last year. In addition, two administrators had not been evaluated in two years while one administrator had not been evaluated since the early 1990s and one administrator had never been evaluated at all.

In answering survey question number two, by percentages, most administrators who completed the survey were not evaluated every year they were in their present school (69%). 21.4% of these respondents have never been evaluated at all. There were 31% of the respondents that have been evaluated on an annual basis in their current school.

Evaluation Process Findings

In answering research question number one, a summary of the processes used to evaluate Lutheran high school administrators from the survey showed the majority of respondents (65%) used something other than a standard source for their evaluation. Of

the 26 comments in the 'other' category, 17 focused on 'in house' or 'locally developed' processes and procedures. In comparing this to the interview responses, many of these in house processes included some sort of goal setting or management by objectives approach. The majority of the schools did not use the National Lutheran Schools Accreditation standards (73.8%). The majority of administrators are evaluated by the Board (52.4%). The formality of this evaluation spreads across the spectrum. As one administrator in his fourteenth year stated:

I sat down with the executive board of our board of directors after a board of directors' meeting which they asked me some questions about how things were going, offered some criticism of things that they would like to see me do more of, and pretty much got a pat on the back and that was it.

At the same time, another administrator was evaluated by a board where "The board secretary used Survey Monkey to send out an instrument to all the board members, teachers and other staff working at our school. Parents were also included in a different survey, but it touched on most of the same topics." Some of these evaluation documents were as simple as a Likert scale of 45 questions. Other checklist documents were 9-10 pages of questions requiring short answers. There was a consistent use of the 360 degree feedback, to one degree or another. Many administrators were evaluated from results that went to at least 2 different constituents, most commonly the board and faculty. As shown above other constituents included parents or even other administrators. One other common practice discovered through this study in the evaluation process of Lutheran high school administrators was the inclusion of a self evaluation, done in accordance with the other questionnaires and checklists handed out to the various constituents.

The majority of respondents did not collaborate on specific performance criteria (52.4). During the school year, the majority of respondents did not meet with their supervisor to assess their progress (42.9%). One administrator in his eighth year stated in his potential area for improvement that:

Two years ago my executive counsel for the board met with me about quarterly to review my goals and progress towards goals, provide feedback and encouragement and support. Last year, they did not do that. I felt like the snapshot they got was a one hit wonder at the end of the year as opposed to an ongoing process throughout the year.

The purpose of the evaluation was agreed upon by the majority of those who responded to the survey (52.4%). Communication was key to a Colorado Lutheran high school administrator who knew the purpose of the evaluation from the onset of the process as “it was made clear by my evaluator that the purpose of this entire process was to help me recognize what my strengths and areas of challenges were to the specific situation, the specific school I was in.”

In terms of other content in their evaluation, there was a spiritual component in the evaluation process of 64.3% of the respondents. The top overall factor according to the survey results was to develop employees to bring out the best in them (78.9%). This highlights the amount of servant leadership that was measured by different instruments to evaluate Lutheran high school administrators. Of the six components of servant leadership on the survey, five were in the top five. This was reinforced by the document study where all documents collected included the 10 characteristics of servant leadership in some capacity. This question was also specifically posed during the interviews where each respondent stated their evaluation included at two thirds of the leadership traits.

Administrator Perception Findings

In answering research question two, perceived perceptions of purpose of evaluations were studied. Two themes emerged from the interviews regarding perceived perceptions of the purpose of evaluations, first was professional growth. In addition, accountability was another theme on why administrators perceive they get evaluated. Each administrator's interview response led to one of these two themes. This was reinforced by the survey where the improved performance of the administrator was the top result. This selection incorporates both professional growth and accountability, selected second and fourth respectively according to the survey. In citing the need to use evaluation for professional growth, a 23 year veteran administrator said:

I felt ever since I became a principal that it's very important for my own professional growth to be evaluated by the people who work most closely with me, because you get a perspective from them that is very hard to get from anyone else including yourself. The insights I get from their evaluations of me become part of a plan for professional growth for me in the following year.

Another administrator in their fifth year of administration perceives that "without that evaluation, without that feedback, growth happens at a much slower pace."

In regards to the theme of accountability, one administrator from Wisconsin, when asked what their perception was on why they were evaluated, stated "Accountability, period. And I very much welcome it because theoretically my compensation is based upon my performance. It will continue to only be more so in the future." An administrator from Illinois agreed that "The board desires to have an opportunity to sit back and hold me accountable for that which I'm charged to do" while an administrator in their thirteenth year cited in regards to evaluation that:

A big part of it is quality control from the board of directors' viewpoint; an opportunity for staff and faculty to have some input on their perceptions as well, a gauge as to the climate of the faculty and staff and overall school.

Finally, in response to research question number three focusing on the effectiveness of the evaluation process, 70% of the administrators interviewed felt it was an effective tool to evaluate them. The top two reasons for those who did not feel it was effective was due to the small number of responses to the survey and that the person doing the evaluation was not an educator, and so it was extremely difficult to get an meaningful feedback from their evaluation. In the results to the survey, respondents rated the overall quality of the process used in their respective schools. 47.5% of respondents found it effective while 20% were neutral, 17.5% felt it was ineffective and 7.5% perceived the process as very effective or very ineffective. One administrator from Colorado commented "it's incredibly effective because the anonymity of how the 360 is done gave people a sense of freedom to write what they wanted to write about me. I think the 360 does a great job of giving a realistic and true snapshot of the individual without the blowback potential or the whistleblower potential involved." One administrator from Michigan commented on their evaluation "It's very effective and the reason why is because it's done. I know it's going to get done and the fact that it is there, it is part of the routine, it is part of how we do things that makes it effective."

At the same time, room for improvement exists. The greatest area cited for improvement is working to receive a greater return rate of surveys to get a better picture of how an administrator is doing. Other areas for improvement include updating the evaluation tool, prescribed goals and more regular reviews.

Discussion of Findings

The following discussion attempts to compare the findings of this study to existing knowledge. Findings in several areas are consistent with those from earlier studies.

Richardson (2007) found the success of a site based management approach is determined primarily by the role and leadership of school principals. This highlights the importance of evaluating principals in Lutheran high schools, who practice a site based management approach. However, in this study only 61.9% of administrators surveyed went through a formal evaluation process within the last year. This was reinforced through interviews where 58.3% were formally evaluated in the last year. This could potentially lead to drawbacks of the site based management approach. Bauer and Bogotch (2006) point out drawbacks can include individualistic needs become the primary motivation for doing school work and unclear direction on how to increase student achievement. Both of these drawbacks can lead to a great deal of conflict. In a Lutheran high school, this lack of clarity can also develop in the area of student enrollment and funding model, again leading to conflict.

Jones (1994) points to two main reasons why personnel should be evaluated. The first reason is the chance for professional growth. An evaluation provides school leaders the opportunity to improve in their leadership capabilities by receiving more feedback focusing on strengths and also on areas in which improvements can be made (Moore, 2009). The second reason is the level of professional accountability an evaluation reinforces (Stufflebeam & Nevo, 1993). In this study the top reason administrators cited they were evaluated was their improved performance (Mean of 4.58 out of 5.0). This

choice reflects a combination of the two themes of evaluation, professional growth and accountability. Specifically in this study based on the survey, professional growth (4.45) and accountability (4.43) were third and fourth respectively after the school's ability to fulfill its mission statement (4.53) and improved performance. This was reinforced in interviews where each interviewee cited either theme as the reason why they get evaluated.

The three standard ways in which principals are evaluated include free form, check lists and management by objectives according to Webb, Green, Motello, & Norton (1987). One additional way cited in the review for this study was a 360 feedback model (Moore, 2009). While there was no evidence of the free form in the document study, there were many examples of the other ways. Many times, these methods were combined to evaluate the administrator. The 360 degree feedback tool seeks input from a variety of constituents. The researcher included any process that included more than one source as a form of 360 degree feedback. According to interviews, while Moore cited most research suggests the output of information from this tool to be used solely for personal development, it wasn't always used as such by various evaluators. It was sometimes used as a measure of accountability of the administrator. There was no evidence of administrators developing professional portfolios as defined with evidence and documentation. However, many administrators included a self evaluation as part of their overall evaluation.

The researcher attempted to develop a concept of Lutheran Level 5 leaders. This title attempted to synthesize potential Lutheran high school principal standards from sources including 1) Biblical principles; 2) Level 5 leaders as defined by Collins (2001);

3) Servant leadership. The evaluations of these standards were included in both the survey and the interview by asking about specific components of the evaluation tool, and the standards were highlighted on the documents submitted for review. The survey showed that a minority of schools used the NLSA standards (7.1%) and none directly used a national set of standards like the ISLLC standards. However, the top overall component according to the survey results was the development of employees to bring out the best in them (78.9%). Of the six components of servant leadership on the survey, five were in the top five. This was reinforced by the document study where all documents collected included servant leadership characteristics of Lutheran level 5 leaders in some capacity. This question was also specifically posed during the interviews where each respondent stated their evaluation included at least two thirds of these leadership traits. This demonstrates that while Lutheran high schools are not necessarily using public standards as a benchmark, the participants in this study ended up with some fundamental standards shared and measured by the majority of Lutheran high schools.

Conclusions

From the findings of this study, the following conclusions were drawn. First, 51.1% of those who responded to the survey have been at their current school less than five years. This reinforces both the need to clarify the administrator's job description as well as provide the opportunity for professional growth.

Secondly, in this study, over half of the administrators (57.1%) reported to a board of education. These boards do not typically go through the same state training as their public school counterparts. The fact that 61.9% of respondents were evaluated in the last year shows the need to reinforce and equip these boards with the tools to evaluate

their administrator to be assured they are being held accountable and/or are growing professionally.

Even as these boards or other evaluators may eventually be equipped with tools and standards to work with their administrator, the need for constant and clear expectations is evident. Almost half (47.6%) did not collaborate on specific performance criteria while 42.9% never met during the school year to assess and evaluate progress.

There was a spiritual component in only 64.3% of the evaluation processes of administrator surveyed. Each Lutheran high school is spiritual in nature, which is the very foundation upon which each stands. While public school evaluation tools can be helpful in developing their own specific tools, a spiritual component must be included to evaluate that part of the administrator's work.

Evaluators need to decide from the onset the role of the evaluation process. There is evidence from this study that shows the perception of the evaluation of Lutheran high school administrators should be accountability as well as professional growth. The researcher concludes while it can be accountability or professional growth, it can also be accountability and professional growth. The most common response to the reason for administrator evaluation was the improved performance of the administrator. This can be done by holding them accountable while giving them specific direction on areas for improvement to better fulfill the mission of the school.

Recommendations

From the findings of this study, the following recommendations for research and practice are presented. Further research is needed focusing on the evaluation of principals. As new national ISLLC standards have been developed, research institutions

like Vanderbilt University, as supported by the Wallace Foundation, will hopefully provide continued insight to this difficult task.

In the Lutheran high school setting, national leaders need to communicate the value of completing regular evaluations for leaders, both in their schools and churches. National education leaders within the Lutheran system need to work together to develop a task force to develop national standards to be used to evaluate high school administrators. These standards can begin with the concept of a Lutheran Level 5 leader or with that of the Cornerstone Factor (Stroh, Pichan & Bickel, 2008). These concepts are general enough to allow for the flexibility that various ministries demand.

ALSS can then follow up these standards up with the development of general guidelines and an evaluation tool and process to incorporate accountability and professional growth as the priority for the evaluation of Lutheran high school administrators. The final step is to then equip Lutheran high school boards of education with this tool to adjust as needed to best serve the ministry in which they are governing. At the same time, parameters such as initial discussions on the expectations of the evaluation between evaluator and the administrator, quarterly meetings to update the process and the inclusion of key constituents as determined by the evaluator are as key to the process as the tool itself.

At each Lutheran high school using a site based management approach, a constant review of the process will help in creating a usable tool that will equip the administrator with skills to complete the task to the best of their ability with the highest degree of understanding of the job. In addition to this understanding, the evaluator will hopefully have the opportunity to accentuate the positive characteristics and attributes the

administrator has while completing their job on a daily basis. In the shared system of power, this should be done with coordination between evaluator and administrator, to help each to have input in the final process for evaluation.

Finally, principal preparation programs must stress the importance of evaluation. There are eight universities associated with the Lutheran Church – Missouri Synod, each having a Masters in Administration. It is important for leaders at these institutes of higher learning to show future administrators the value of evaluation and the positive impact it can have for them to develop their skills to best serve the schools they lead. Standards from different areas should be reviewed and used to help principals develop a method for increasing their ability to develop as a professional utilizing evaluation at a rate much faster than if the principal was assessing their own abilities and areas for improvement.

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APPENDIX A
ALSS MEMBER SCHOOLS SURVEYED
FOR DATA COLLECTION

Appendix A

Lutheran High School Principal 6711 W Markham Little Rock, AR 72205-2854	Christ Lutheran High School Chief Administrator 7357 Jordan Avenue Canoga Park, CA 91303-1238	Christ Lutheran High School Principal 7357 Jordan Avenue Canoga Park, CA 91303-1238
Lutheran High School Chief Administrator 9270 Bruceville Road Elk Grove, CA 95758-9514	Lutheran High School Principal 9270 Bruceville Road Elk Grove, CA 95758-9514	Crean Lutheran South HS Executive Director 4947 Alton Parkway Irvine, CA 92604-8606
Crean Lutheran South HS Principal 4947 Alton Parkway Irvine, CA 92604-8606	LHS - La Verne Chief Administrator 3960 Fruit Street La Verne, CA 91750-2951	LHS - La Verne Principal 3960 Fruit Street La Verne, CA 91750-2951
LHS of Orange County Executive Director 2222 N. Santiago Boulevard Orange, CA 92867-2552	LHS of Orange County Principal 2222 N. Santiago Boulevard Orange, CA 92867-2552 LA Lutheran Senior High School Executive Director 13570 Eldridge Avenue Sylmar, CA 91342-2343	LHS of San Diego Executive Director 2755 55th Street San Diego, CA 92105-5043
LHS of San Diego Principal 2755 55th Street San Diego, CA 92105-5043		LA Lutheran Senior High School Principal 13570 Eldridge Avenue Sylmar, CA 91342-2343
Denver Lutheran High School Principal 3201 W. Arizona Avenue Denver, CO 80219-3941	Vail Christian High School Executive Director 31621 Hwy 6 Edwards, CO 81632-8166	Vail Christian High School Principal 31621 Hwy 6 Edwards, CO 81632-8166
Lutheran High School Parker Principal 11249 Newlin Gulch Blvd Parker, CO 80134-3182	Orlando Lutheran Academy Executive Director/Principal 550 N. Econlockhatchee Trail Orlando, FL 32825-3419	LHS of Hawaii Executive Director/Principal 1404 University Avenue Honolulu, HI 96822-2414

Christ Our Rock LHS Principal 9545 Shattuc Road Centralia, IL 62801-5833	Luther High School North Principal 5700 W. Berteau Avenue Chicago, IL 60634-1717	Lutheran School Association HS Principal 2001 East Mound Road Decatur, IL 62526-9305
Metro East LHS Principal 6305 Center Grove Road Edwardsville, IL 62025-3317	Fox Valley Lutheran Academy Chief Administrator 220 Division Street Elgin, IL 60120-5617	Fox Valley Lutheran Academy Principal 220 Division Street Elgin, IL 60120-5617
Christ Our Savior LHS Principal 901 Church Street Evansville, IL 62242-2049	Walther Lutheran High School Executive Director 900 Chicago Avenue Melrose Park, IL 60160-4120	Walther Lutheran High School Principal 900 Chicago Avenue Melrose Park, IL 60160-4120
Rockford LHS Executive Director 3411 North Alpine Road Rockford, IL 61114-4801	Rockford LHS Principal 3411 North Alpine Road Rockford, IL 61114-4801 Concordia Lutheran High School Executive Director 1601 St. Joe River Drive Fort Wayne, IN 46805-1433	Lutheran High School Executive Director 3500 West Washington Springfield, IL 62711-7923 Concordia Lutheran High School Principal 1601 St. Joe River Drive Fort Wayne, IN 46805-1433
Lutheran High School Principal 3500 West Washington Springfield, IL 62711-7923	Lutheran High School Principal 3864 17th Street Metairie, LA 70002-4440	Baltimore Lutheran High School Administrator 1145 Concordia Drive Towson, MD 21286-1714
Lutheran High School Principal 5555 S. Arlington Avenue Indianapolis, IN 46237-2366 Baltimore Lutheran High School Principal 1145 Concordia Drive Towson, MD 21286-1714	Lutheran High School North Principal 16825 - 24 Mile Road Macomb, MI 48042-2901	Lutheran High School South Principal 8210 N Telegraph Road Newport, MI 48166-8913
LHS Northwest Principal 1000 Bagley Rochester Hills, MI 48309	Lutheran High School Westland Principal 33300 Cowan Road Westland, MI 48185-2375	West Michigan LHS Principal 1934 52nd Street SE Kentwood, MI 49508-4915

Valley Lutheran High School Principal 3560 McCarty Saginaw, MI 48603-2239	Mayer LHS Executive Director 305 Fifth Street NE Mayer, MN 55360-8511	Mayer LHS Principal 305 Fifth Street NE Mayer, MN 55360-8511
Cannon Valley LHS Executive Director/Principal 404 W. Franklin Morristown, MN 55052	Martin Luther HS Principal PO Box 228 Northrop, MN 56075-0228	Concordia Academy Chief Administrator 2400 N. Dale Street Roseville, MN 55113-4510
Concordia Academy Principal 2400 N. Dale Street Roseville, MN 55113-4510	Calvary Lutheran High School Executive Director 900 Leslie Boulevard Jefferson City, MO 65101-3511	Calvary Lutheran High School Principal 900 Leslie Boulevard Jefferson City, MO 65101-3511
Lutheran High School Chief Administrator 12411 Wornall Road Kansas City, MO 64145	Lutheran High School Principal 12411 Wornall Road Kansas City, MO 64145-1119	Lutheran HS North Principal 5401 Lucas and Hunt Road St. Louis, MO 63121-1503
Lutheran High School South Principal 9515 Tesson Ferry Road St. Louis, MO 63123-4317	LHS of St. Charles County Executive Director 5100 Mexico Road St. Peters, MO 63376-1617	LHS of St. Charles County Principal 5100 Mexico Road St. Peters, MO 63376-1617
Heartland LHS Principal 3900 West Husker Highway Grand Island, NE 68803	Lincoln Lutheran High School Executive Director 1100 North 56th Street Lincoln, NE 68504-3251	Lincoln Lutheran High School Principal 1100 North 56th Street Lincoln, NE 68504-3251
LHS Northeast Principal PO Box 2454 Norfolk, NE 68702-2454	Concordia Senior High School Chief Administrator 15656 Fort Street Omaha, NE 68116-3201	Concordia Senior High School Principal 15656 Fort Street Omaha, NE 68116-3201
Faith Lutheran HS Executive Director 2015 South Hualapai Way Las Vegas, NV 89117-6949	Faith Lutheran HS Principal 2015 South Hualapai Way Las Vegas, NV 89117-6949	Sierra LHS Principal 1617 Water Street, Suite S Minden, NV 89423-4311

Our Saviour LHS
Chief Administrator
1734 Williamsbridge Road
Bronx, NY 10461-6204

Long Island LHS
Headmaster
131 Brookville Road
Brookville, NY 11545-3329

Oak Grove Lutheran School
Principal
124 North Terrace
Fargo, ND 58102-3899

Portland LHS
Executive Director/Principal
740 SE 182nd Avenue
Portland , OR 97233-4960

Prince of Peace Christian
School
Headmaster
4000 Midway Road
Carrollton, TX 75007-1903

Dallas Lutheran School
Principal
8494 Stults Road
Dallas, TX 75243-4021

LHS of San Antonio
Principal
18104 Babcock Road
San Antonio, TX 78255-2211

Our Saviour LHS
Principal
1734 Williamsbridge Road
Bronx, NY 10461-6204

Martin Luther HS
Executive Director
60-02 Maspeth Avenue
Maspeth, NY 11378-2712

Lutheran High School East
Principal
3565 Mayfield Road
Cleveland Heights, OH 44118

Concordia Academy
Executive Director
3407 Red River Street
Austin, TX 78705-2615

Prince of Peace Christian
School
Principal
4000 Midway Road
Carrollton, TX 75007-1903

Lutheran High School North
Headmaster
1130 W. 34th Street
Houston, TX 77018-6206

Concordia LHS
Principal
700 East Main
Tomball, TX 77375-6721

Long Island LHS
Principal
131 Brookville Road
Brookville, NY 11545-3329

Martin Luther HS
Principal
60-02 Maspeth Avenue
Maspeth, NY 11378-2712

Lutheran High School West
Principal
3850 Linden Road
Rocky River, OH 44116-4016

Concordia Academy
Principal
3407 Red River Street
Austin, TX 78705-2615

Dallas Lutheran School
Executive Director
8494 Stults Road
Dallas, TX 75243-4021

Lutheran South Academy
Principal
12555 Ryewater Drive
Houston, TX 77089-6625

Salt Lake LHS
Principal
4020 South 900 East
Salt Lake City, UT 84124-1169

Mount Rainier LHS
Executive Director/Principal
7306 Waller Road E
Tacoma, WA 98443-1105

Northeastern WI LHS
Principal
1311 South Robinson Avenue
Green Bay, WI 54311-5545

Martin Luther HS
Principal
5201 South 76th Street
Greendale, WI 53129-1117

Living Word Lutheran High
School
Executive Director/Principal
2230 Living Word Lane
Jackson, WI 53037-8910

Milwaukee Lutheran High
School
Principal
9700 W. Grantosa Drive
Milwaukee, WI 53222-1407

Lake County LHS
Principal
1101 Silver Lake Street
Oconomowoc, WI 53066-4211

Wisconsin Valley LHS
Executive Director/Principal
601 Maple Ridge Road
Mosinee, WI 54455-7232

Lutheran High School
Executive Director/Principal
251 Luedtke Avenue
Racine, WI 53405-1823

Sheboygan LHS
Executive Director
3323 University Drive
Sheboygan, WI 53081-4761

Sheboygan Lutheran High
School
Principal
3323 University Drive
Sheboygan, WI 53081-4761

APPENDIX B

LETTER

VIA EMAIL

Appendix B

Dear Administrator:

I am conducting a study to examine administrative evaluation practices in Lutheran high schools currently a member of the Association of Lutheran Secondary Schools (ALSS). My goal is to examine the purpose, process and administrator's perceptions about the current evaluation practices that are being used in our Lutheran high schools to evaluate administrators.

I am asking anyone who reports to the school board or serves under the title 'principal' to please complete the survey via the link <http://www.surveymonkey.com/s/LDXN6BR> as soon as possible. This excludes assistant principals, school counselors and activities directors. It was designed to take only a few minutes to complete. There are no risks involved with responding as individual responses will be confidential and individual school responses will not be reported in the findings. Furthermore, your participation in this study is voluntary and you may withdraw at any time without fear of penalty.

I am also asking if you could send me a blank copy of the instrument your school uses to evaluate you as the administrator. This may be in the form of a checklist, free form or an outline of the process you may use to develop annual goals, etc. My email is cernstmeyer@hotmail.com.

If you have questions concerning the survey, you may contact Dr. Ruth Ann Roberts at Southeast Missouri State University, telephone number 573-651-2426 or myself, telephone number 573-576-76276 (c) or 573-204-7555 (w). If you have any questions about human subject research you can contact the University of Missouri Campus Institutional Review Board at 573-882-9585.

I look forward to receiving your survey response very soon. Thank you very much for your willingness to assist me in this endeavor. Thank you also for your service to His ministry. Your efforts will be beneficial in determining the current status of administrative evaluation practices in Lutheran high schools across the nation.

In His Service,

Craig Ernstmeyer, Principal
Saxony Lutheran High School
2004 Saxony Drive
Jackson, MO 63755

APPENDIX C
ADMINISTRATOR EVALUATION SURVEY
SENT TO ADMINISTRATORS

Appendix C

ADMINISTRATOR EVALUATION SURVEY

1. Including this year, how many years have you been a Lutheran administrator? _____
2. Including this year, how many years have you been an administrator in your present school? _____
3. How many years have you been formally evaluated as an administrator in your present school? _____

If you have been an administrator for one year or less in your current school, please discontinue the survey. If you have been an administrator for more than one year in your current school, please proceed to the next question.

4. What is your gender? (Check one) ___ Male ___ Female
5. What is your age? (Check one)
 ___ 25-34 ___ 35-44 ___ 45-54 ___ 55-64 ___ Over 65
6. What is your title?
 ___ Principal ___ Executive Director ___ Other (specify) _____
7. Who is your immediate supervisor?
 ___ Board ___ Another administrator ___ Other (specify) _____
8. Did your school use a formal process for administrator evaluation during the 2008-2009 school year?
 ___ Yes ___ No ___ Do not know
9. What are the sources of procedures, practices and processes used for administrator evaluation?
 ___ State agency ___ NASSP ___ Do not know ___ Other (specify) _____
10. Did your school use the NLSA standards for the administrator evaluation?
 ___ Yes ___ No ___ Do not know
11. Who evaluates the administrator?
 ___ Board ___ Pastors ___ Other (specify) _____
12. To begin the evaluation process did you and your supervisor collaborate on the specific performance criteria?
 ___ Yes ___ No ___ Do not know
13. To begin the evaluation process did you and your supervisor discuss and agree upon school improvement plan goals?
 ___ Yes ___ No ___ Do not know

14. In the 2008-09 school year, how many times did you meet with your supervisor to assess the progress and evaluate the accomplishment of school improvement plan goals?

0 1 2 3 Other (specify) _____

15. What types of data are collected and utilized in your administrator evaluation? (Check all that apply).

- Student Grades
- Teacher/Staff surveys
- Parent/Patron surveys
- Student attendance
- National standardized tests (e.g. ACT, SAT, PLAN)
- Parent participation in the school processes
- Graduation rates
- Enrollment numbers
- None of the above

16. Was the purpose of the administrator's evaluation agreed upon before the evaluation process began by the administrator and supervisor?

Yes No Do not know

17. Was there a spiritual component included in your evaluation process?

Yes No Do not know

18. What is the actual purpose of the administrator's evaluation in your school? (Rank all that apply in order of importance)

- a. Accountability _____
- b. Professional growth of the administrator _____
- c. Improved performance of the administrator _____
- d. Improvement of programs and services for students, staff or community _____
- e. Improvement of the school's ability to accomplish its mission _____
- f. To meet legal requirements _____
- g. Clarifying the role of the administrator and supervisor _____
- h. Communicating expectations of the board to the administrator _____
- i. Making employment decisions about the administrator _____
- j. Making salary decisions about the administrator _____
- k. Improvement of educational performance of students _____
- l. Providing feedback to the administrator about his/her performance _____
- m. Improvement of building planning _____
- n. Improvement of the relationship between the administrator and supervisor _____

Please continue on next page

19. What are the various components used in your school's performance-based administrator evaluation? (Check all that apply)

- Devotion to serving the needs of school families
- Focus on meeting the needs of workers you lead
- Develop employees to bring out the best in them
- Coach others and encourage their self expression
- Facilitation of personal growth in all who work with you
- Listen and build a sense of community
- ISLLC Standards
- School Improvement Plan goals
- Individuals professional goals
- Dialogue about supervisor's expectations
- Student test scores
- Funds raised
- Staff/Faculty feedback
- Patron feedback
- Individual professional development

20. Of the components used in your school's performance-based administrator evaluation, which do you believe have the greatest impact upon your work? (Check all that apply)

- Devotion to serving the needs of school families
- Focus on meeting the needs of workers you lead
- Develop employees to bring out the best in them
- Coach others and encourage their self expression
- Facilitation of personal growth in all who work with you
- Listen and build a sense of community
- ISLLC Standards
- School Improvement Plan goals
- Individuals professional goals
- Dialogue about supervisor's expectations
- Student test scores
- Funds raised
- Staff/Faculty feedback
- Patron feedback
- Individual professional development

Please continue on next page

Please circle the number that best describes your perceptions of the administrative evaluation process.

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

21. I view the evaluation process as being positive 1 2 3 4 5
22. The evaluation process used in our school generally provides a fair and accurate picture of my performance. 1 2 3 4 5
23. I view areas cited for improvement as a positive professional experience. 1 2 3 4 5
24. Administrator evaluation has improved my performance. 1 2 3 4 5
25. Administrator evaluation has increased my knowledge of goal setting. 1 2 3 4 5
26. Administrator evaluation has increased my awareness of my own strengths and weaknesses. 1 2 3 4 5
27. Administrator evaluation has improved my relationship with my supervisor(s). 1 2 3 4 5
28. Administrator evaluation has improved student achievement. 1 2 3 4 5
29. The purpose of administrator evaluation should be:
- a. For the accountability of the administrator 1 2 3 4 5
 - b. For the professional growth of the administrator 1 2 3 4 5
 - c. For the improved performance of the administrator 1 2 3 4 5
 - d. For the improvement of programs and services 1 2 3 4 5
 - e. For the improvement of the school's ability to accomplish its mission 1 2 3 4 5
 - f. For clarifying the roles of the administrator and supervisor 1 2 3 4 5
 - g. For communicating expectations of the board to the administrator 1 2 3 4 5
 - h. For making employment decisions about the administrator 1 2 3 4 5
 - i. For making salary decisions about the administrator 1 2 3 4 5
 - j. For the improvement of educational performance by students 1 2 3 4 5
 - k. For providing feedback to the administrator about his/her performance 1 2 3 4 5
 - l. For the improvement of building planning 1 2 3 4 5
 - m. For improving the relationship between administrator and supervisor 1 2 3 4 5
30. Rate the overall quality of the administrator evaluation process used in your school
1. Very ineffective 2. Ineffective 3. Neutral 4. Effective 5. Very effective
31. Rate the overall impact (in terms of changes in your administrative practice) of the administrator evaluation process used in your school.
1. Very ineffective 2. Ineffective 3. Neutral 4. Effective 5. Very effective

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY!

APPENDIX D
ADMINISTRATOR INTERVIEW QUESTIONS

Appendix D

SCRIPT

My name is Craig Ernstmeyer, principal at Saxony Lutheran High School. I am completing my dissertation on evaluation practices and perceptions of Lutheran high school administrators. I was wondering if you would be open to a 10-15 minute interview. All answers will remain confidential and will only be seen by me, the researcher. If I do use your comments, I will be sure to use pseudonyms in my references. Also, I would like to transcribe your answers so am asking your permission to tape record this interview. Thank you.

ADMINISTRATOR INTERVIEW QUESTIONS

1. What is your name?
2. What is your current position?
3. At what school do you currently serve?
4. Including this year, how many years have you been an administrator in your present school?
5. Including this year, how many years have you been in administration?
6. When was your last evaluation?
7. Describe the process you go through for an evaluation.
8. Describe the instruments and/or tools your supervisor uses for the evaluation.
9. Answering yes or no, does your evaluation consider your work in the following areas:
 - Your devotion to serving the needs of school families?
 - Your focus on meeting the needs of workers you lead?
 - Your development of employees to bring out the best in them?
 - Your coaching of others and an encouragement their self expression?
 - Your facilitation of personal growth in all who work with you?
 - Your ability to listen and build a sense of community?
10. What are your perceptions on why you get evaluated?
11. What do you perceive the purpose of evaluation should be?
12. How effective do you feel your evaluation is? Why?
13. What improvements could be made?

VITA

VITA

Craig Allen Ernstmeyer was born in Lincoln, Nebraska on August 10, 1972. He attended public school in Lincoln and graduated from Lincoln Northeast High School in May 1991. After graduation from high school, he completed requirements for the following degrees: B.S. in Secondary Education from Concordia University (1996); M.A. in Education in Secondary Administration from Concordia University (2003); and Ed.D. in Educational Leadership and Policy Analysis from the University of Missouri at Columbia (2010).

He began his teaching and coaching career at Lutheran South High School in St. Louis, Missouri in August of 1996. In 2000, he and his family moved back to Lincoln, Nebraska where he taught both math and theology at Lincoln Lutheran Junior/Senior High School. In 2004, he assumed the duties of the head administrator at Saxony Lutheran High School near Jackson, Missouri. He is presently serving in his seventh year at Saxony.

He is married to the former Tammy Jean Blome of Iowa Falls, IA. They have three children, Amanda, Ashley and Drew.