

TEACHERS' PERCEPTIONS OF PRINCIPAL LEADERSHIP BASED ON THE  
21 RESPONSIBILITIES OF A SCHOOL LEADER AS  
DEFINED BY MARZANO, WATERS, AND McNULTY (2005)

A dissertation submitted to Edgewood College Doctor of Education degree program in  
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Tammy Bedessem-Chandler

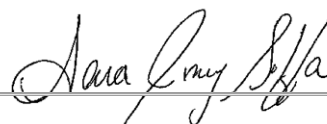
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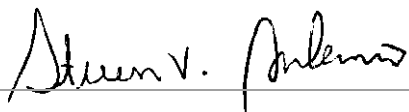
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## ABSTRACT

The purpose of this study was to explore the extent to which teachers perceive the 21 Responsibilities of a School Leader. Marzano, Waters and McNulty's correlational study of 2005 found an increase in student achievement when principals chose to implement, maintain, and support the 21 responsibilities in their schools. The researcher examined perceptions of teachers in elementary, middle, and high school regarding 21 Responsibilities of a school leader in an urban school district in western Wisconsin. The researcher designed an electronic survey to collect demographic data and gather perceptions of the importance of the 21 Responsibilities of a school leader using a Likert scale and rank order measurements. In addition, a free response section collected additional data. Of the 588 teachers invited to participate, a total of 180 teachers responded resulting in a final response rate of 31.61%. This mixed methods research study utilized descriptive statistics and measures of central tendency for each perception linked to the 21 Responsibilities. The district's most highly valued Responsibility when rated on the Likert scale was Visibility. The district's most highly valued Responsibility on the rank order scale was Communication. The free response results align to the 21 Responsibilities of Communication, Visibility, and Relationships. A recommendation is that principals should be encouraged to become aware of, implement, maintain, and utilize the 21 Responsibilities in their schools to enhance student achievement and teacher satisfaction.

## DEDICATION

Without hesitation, I dedicate this dissertation to my entire family, especially my husband and children.

To my loving, devoted, and understanding husband, Brad. There are no words to describe the depth of my gratitude to you for the thousands of hours of support you offered these past three years. You singlehandedly parented our children so that I could dedicate myself to this degree. You pushed me when I needed to be pushed. You attended school and family events solo explaining that I was home writing. You prepared hundreds of meals so I could study, research, and write. Your love, above all else, saw me through every assignment, the months of two-hour drives to and from Edgewood, and the completion of this dissertation. Therefore, I ask you to share this degree with me because there is no way I could have finished without your continued support, understanding, love, and contribution to our family in my absence. I thank you, my love, with all my heart.

To our daughter, Abigail, and our son, Kaleb, one day I know you will both understand how grateful I am for your continued patience and understanding. Abigail, in the early months of this process, you wrote me a message that has encouraged me daily as I look across my desk. It says, “I love you Mommy – love, Abi.” Many long hours were spent away from you while I was writing, which saddened us both at times. However, when I’d read that little, pink post-it note message, I was especially encouraged because of the special love we share. I thank you for your continued love and encouragement, Abi. You never complained once. May God continue to bless you, my child.

To my sweet son, Kaleb, sometimes I think you sacrificed more than anyone as you were only 8 when I finished this dissertation. One day you'll understand what I mean when we discuss the role of your "Terrible Tooth Fairy" and we'll laugh. Your constant love and understanding means more to me than you'll ever know. One memorable expression of this endearment was when you silently walked into my office one night before bed, crawled up on my lap and gave me a long, gentle hug. You are a boy of few words, yet we share the deepest of love. When you were ready, you slowly got down and walked away saying, "I love you, Mama." This moment of love and encouragement stuck with me every time I approached my desk to write. Thank you, Kaleb, and may God bless you today and always. To my adult children and extended family, I love you all and thank you for your support with the texts, phone calls, emails, and love throughout the attainment of my doctorate degree.



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even though we live 3000 miles apart? Your love, prayers, confidence, and faith in my abilities were and are always carried in my heart. Thank you - I love you so.

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Last, with sincere affection and deep appreciation, I want to acknowledge Mr. Robert Devich, my final principal. Robert, without ever saying a word you inspired me to write my dissertation on teachers' perceptions of school leaders. You are an exemplary principal. I have nothing but the utmost respect for you. Your leadership, your commitment to character education, and your friendship will be remembered fondly in my heart each day as I strive to be like you, in the field of education. If there were a way I could be in two places at once, I would have never left Pacific Rim Elementary School because you inspire students to be their best, you have high expectations for teachers, and you model teamwork with parents every day of the school year. Mr. D., as I step into the direction of administration, I pray for the blessings to follow in your footsteps. Thank you for the inspiration and God Bless. ~ TC

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# CHAPTER 1

## INTRODUCTION

Effective principals begin by inspiring those around them, connecting with teachers, parents, staff, and students, while building relationships for further progress. Fullan (2008) contends, “Effective leadership inspires more than it empowers; it connects more than it controls; it demonstrates more than it decides” (p. 16). Recent research has demonstrated principal leadership is a catalyst for driving school improvement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Meta-analytic studies show school leadership is statistically linked to the differences in student academic outcomes among schools (Waters, Marzano & McNulty, 2003; Robinson, Lloyd & Rowe, 2008). Marzano, Waters, and McNulty (2005), define the term meta-analysis as “An array of techniques used for synthesizing a vast amount of research quantitatively” (p. 7).

Some research suggests that the relationship between effective school leadership and student performance is strong. For example Cain, Clawson and Martin (2001) noted, “Effective leaders are essential for high - achieving schools; it is the understanding that one does not occur without the other” (p. 2). The link between leadership and student achievement is evident in empirical research. McEwan (2003) states, “Policymakers have discovered that teachers, tests, and textbooks cannot produce results without highly effective principals to facilitate, model and lead” (p. xxi). Reeves (2006) concurs with McEwan’s research: “There are particular leadership actions that show demonstrable links to improved student achievement and educational equity” (p. 22). Effective principal leadership is essential to school success. However, Marzano and DuFour (2011) point out that no single person has all the knowledge, skills, and talent to lead a district, improve a school, or meet all the needs of every child in his or her classroom. Instead, it

takes a collaborative effort and widely dispersed leadership to meet the challenges confronting schools. Teachers' perceived input of school leadership ranks highly among the valued collaborative efforts for school improvement.

Principal leadership affects teachers' satisfaction which is directly linked to student achievement. Researchers note, "Research has consistently demonstrated that teachers make a greater difference in student achievement than any other single school factor" (Hirsh & Emerick, 2006, p. 5). The importance of conducting such a study was to improve teachers' perceptions of their leaders in the public elementary setting. Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) found, "Leadership is second only to classroom instruction among school related factors which influence student outcomes, according to an extensive review of the research literature" (p. 5). Leithwood et al.'s review provides a solid rationale for exploring teachers' perceptions of effective school principals, for without an understanding of teachers' perceptions of leadership, student performance may perhaps suffer. Leithwood leads the evidence-based bodies of work which suggest that a growing body of researchers support the influence of effective school leaders on their staffs and their organizations.

Effective leadership practices and student outcomes have shown that how principals lead and influence their school improvement is important work, (Leithwood & Jantzi, (1999); Leithwood & Jantzi (2005); Leithwood, Seashore Louis, Anderson, and Wahlsrom (2004); Marks & Printy (2003); Sooms, Mulford, & Zarins, 2002; Waters, Marzano & McNulty, (2003). As principals build positive rapport among themselves and staff, they become comfortable discussing school improvement issues with their faculty. As a result of the increased comfort level, teachers feel valued and remain committed to the school and to the teaching profession. Brock and Grady (2000) found beginning teachers enter the profession with expectations of

having positive interactions and support from their principals. When these interactions do not happen or principals do not support new teachers, teachers leave the profession or they continue teaching, but impact student achievement in negative ways which, in turn, impacts the quality of teaching and learning. The research of Mallory and Melton (2009) also indicates teacher satisfaction increases retention of good teachers and thus, enhances prospects for improving student achievement.

The principal's role as a leader is to influence and inspire effective teaching. Effective teaching then impacts instructional programs and promotes quality learning for all students. According to Darling-Hammond (2007), the role of principals has received increased attention regarding their impact on teachers. She states, "The number one reason for teachers' decisions about whether to stay in a school is the quality of administrative support; it is the leader who must develop this organization" (p.17). Support is evident when a leader cares about his or her staff. Goleman, McKee, and Boyatzis (2002) describe a school leader whose positive emotional impact had a reciprocal effect in the school. They said, "[the effect] stems largely from the empathy and rapport a leader establishes with employees" (p. 62). In this study, a leader of students resembled effective leadership as a coach. He was significant in gaining results simply by having an emotional connection with his team. He built relationships with the players, the parents and other colleagues. As a result, people sensed the leader cared, so they felt motivated to uphold their own high sense of standards for performance. In schools, regardless of the new and ever-changing challenges that principals face, the leadership also needs to be focused on inspiring others, namely teachers, to enhance student learning and stay committed to the profession.

Effective principals cultivate a climate which sets the tone for positive relationships in schools among teachers, students, and parents. Positive relationships enhance growth-centered learning environments which lead to increased teacher satisfaction and student achievement. When effective principals request input from their staff on district initiatives or school wide concerns, then teachers become inspired. In 2009, Marzano and Waters stated teacher input positively affects teachers and student learning. As a result, the principal creates a community where personal ownership and shared decision-making exists. Leadership of this nature establishes a sense of camaraderie and value among teachers and principals. Teachers' input is appreciated in schools where effective leadership is a principal's strength. When referring to effective principals, Whitaker (2003) said, "These principals regularly involved staff, parents and others in decision making because they believed it was their responsibility to make their school the best that it could be" (p. 15). Effective principals understand the impact teacher contributions have on the school.

#### *Problem Statement*

Research suggests teachers' perception of what constitutes effective principal behavior is considered highly important. Those perceptions, when acknowledged by leaders and acted upon, can influence principals' behaviors over time. Even though schools acknowledge a need for change and a need to increase student achievement, the literature on how principals can affect these two areas is limited. Even more limited is research on what teachers perceive to be important and relevant in principal leadership. Blase and Blase (1999) detect a lack of research on teachers' perceptions of principals' instructional leadership when they write, "Few studies have directly examined teachers' perspectives on principals' everyday instructional characteristics and the impacts of those characteristics on teachers" (p. 130). Teachers are at the



heart of education and directly impact student learning. A teacher's day-to-day contact with students, parents, and other staff make them resources for problem solving and decision making. Teacher involvement can contribute to improvements in curriculum, instruction, assessment, evaluation, and effective use of the instructional environment. In order to fully appreciate the depth of instructional leadership changes needing to be addressed, teachers' voices should be heard.

Marzano, Waters and McNulty, (2005) stated that school districts and principals are beginning to recognize the importance of teacher perceptions and based on those perceptions take action for improved leadership. According to Dr. J. J. Sawyer, a Principal Consultant for Mid-continent Research for Education and Learning (McREL), "Only one study in the past six years has been conducted on the value of teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader framework of Marzano et al. (2005)" (personal communication, January 30, 2013). This statement reinforces the necessity for research on teachers' perceptions of school leadership based on the 21 Responsibilities of Marzano et al. (2005). This statement prompted the researcher to seek permission from McREL to conduct a study on 21 Responsibilities of the School Leader (see Appendix A). Coleman (2011) adds that teachers' perceptions in education are an important topic that educators must soon address. Teachers depend on leadership to promote quality programs, collaborate for instructional growth, and instill an atmosphere rich in climate and culture. Therefore, teachers' respected opinions of school operations and leadership matter significantly.

#### *Purpose of the Study*

The purpose of this study is to examine teachers' perceptions of effective principals based on the 21 Responsibilities of the School Leader defined by Marzano et al. (2005). This

research-based data is comprised of 21 principal leadership behaviors called the 21 Responsibilities of the School Leader, hereby referred to as 21 Responsibilities (see Appendix B). These 21 Responsibilities emerged from the 35 years of meta-analytic research conducted by Marzano et al. (2005).

The outcomes of this study produce an opportunity for principals to be introduced to leadership responsibilities through professional training. This subsequent training may develop leadership actions in principals which are known to be statistically significant in raising student achievement. A principal's influence on teachers and ultimately on student achievement is evident in Fullan's (2010) work: "The principal is second only to the teacher in his or her impact on the students" (p. 14). Fullan explains that if the principal helps teachers, teachers grow exponentially and become more effective. As a result of principal involvement, student achievement increases. This was also evident in the recent work of Webb (2012). The researcher was inspired by this study because it revealed the importance of principals' perceptions on school leadership in high achieving and non-high achieving high schools. The research focused on the framework presented by Marzano et al. (2005). The research found that the responsibilities of Culture and Communication were ranked the highest and that Contingent Rewards in their daily leadership roles was ranked low.

Student achievement relies heavily on teacher effectiveness and effective principal leadership, which is why the researcher chose the Marzano et al. (2005) 21 Responsibilities of a School Leader framework. Factors, such as teacher time, effective leadership, continued professional development, access to resources, and teacher empowerment exert a significant influence to the degree of satisfaction teachers feel in their schools. Their input is essential for quality school leadership. Hirsh and Emerick (2007) acknowledge how working conditions

contribute to the effectiveness of teachers. They said, “teachers with positive perceptions about their working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment” (p.14). Teachers are the central factor supporting quality education as they interface with students, staff, parents, and the principal on a daily basis and in a multitude of different areas. Thus, understanding the perceptions of our teachers is important.

The purpose of this study is to examine teachers’ perceptions of effective principals based on the importance of the 21 Responsibilities of a School Leader as defined by Marzano et al. (2005). This study showcases perceptions of current teachers as they identify essential Responsibilities for an effective principal. The findings make a contribution to the literature on current teachers’ perceptions of effective principals in elementary, middle, and high schools.

### *Research Question*

To examine teachers’ perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader as defined by Marzano et al. (2005) the researcher proposes the following research question:

What are teachers’ perceptions of effective principal leadership based on 21 Responsibilities of the School Leader as defined by Marzano et al. (2005)?

#### Ancillary Question 1

How do elementary, middle, and high school teachers perceive the 21 Responsibilities of the School Leader?

#### Ancillary Question 2

What additional responsibilities are considered essential for principal leadership today?

The researcher hypothesized that a significant difference will exist in how elementary, middle, and high school teachers view the 21 Responsibilities of principal leadership. The researcher also hypothesized that teachers will reveal additional responsibilities essential for effective principal leadership.

### *Theoretical Framework*

A critical component of this study involves the respected work of Marzano et al. (2005). Their 21 Responsibilities framework was chosen because their research demonstrated statistically significant corollaries between increased student achievement and teacher input through the context of principal leadership. In 2005, Marzano et al. published research which analyzed the findings of 69 studies involving 2,802 schools, 1.4 million students, and 14,000 teachers. The purpose of their study was to determine what 35 years of research tells us about school leadership. They wove the results of their study into a comprehensive set of rigorous principles regarding school leadership to guide veteran and new principals in specific leadership practices (Marzano et al., 2005). At the time of this study, not all theorists were in agreement with the findings. Marzano et al. (2005) reports:

Other researchers and theorists assert that at best the research on school leadership is equivocal and at worst demonstrates that leadership has no effect on student achievement. In contrast, our meta-analysis of 35 years of research indicates that school leadership has a substantial effect on student achievement and provides guidance for experienced and aspiring administrators alike. (p. 12)

During their 35 year study, Marzano et al. (2005) identified specific criteria for gathering purposeful leadership studies. The five criteria pertaining to the study include: the study involved K-12; the study involved schools in the United States or situations that closely mirrored

the culture of U.S. schools; the study directly or indirectly examined the relationship between the leadership of the building principal and student academic achievement; academic achievement was measured by a state standardized achievement test, or composite index based on one or both of these; and correlated effect sizes were reported or could be computed (Marzano et al., 2005). These studies focused on principal behaviors instead of principal leadership styles.

After Marzano's studies were gathered from multiple sources, questionnaires were developed to discern teachers' perceptions of principals' behaviors. Heck (1992) explains there are significant differences among stakeholders (as cited in Marzano et al., 2005) and acknowledged the responses of the different school stakeholders (i.e. teachers, principals, or superintendents) which were evident in that each group provided different ratings on the questionnaire. For example, when teachers, principals, and superintendents were asked to rate what constitutes school leader effectiveness, each stakeholder's perceptions varied from one another. In addition, the work of Ebmeire (1991) and Heck, Larsen, and Marcoulides (1990) was found significant. The evidence valuing teachers' input was the result of their studies. One of the studies found that "Teachers are thought to provide the most valid information because they are closer to the day to day operations of the school and the behaviors of the principal" (as cited in Marzano et al., 2005, p. 30). Teachers' responses were considered respected among all of these authors because of the close proximity teachers have with all stakeholders and leadership.

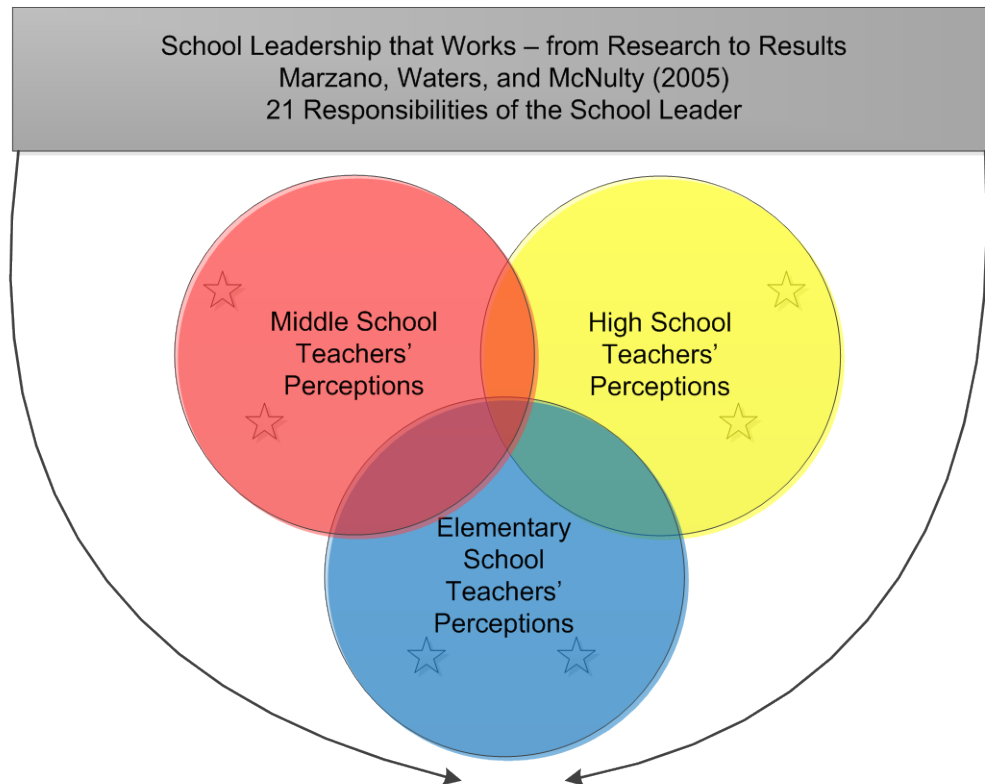
In the study by Marzano et al. (2005), an average score was given to the teachers' responses within each school. Then scores were correlated with the average achievement of students in school. Differences between high and low achieving schools were obvious due to the range of which the scores were reported. The researchers wanted to offer explanations for the variance in reported test results, which led to further investigation. This investigation led to an

analysis of effective behaviors which correlate between principal leadership and student achievement. As a result, 21 behavioral categories emerged. They are referred to as the 21 Responsibilities of the School Leader (see Appendix B).

### *Conceptual Model*

The conceptual model shows the relationships among teachers' perceptions as they relate to the 21 Responsibilities as defined by Marzano et al. (2005). The model expresses a distinct connection between Marzano et al.'s 21 Responsibilities and teachers in elementary, middle, and high schools. In this study, the dependent variable is the perceptions of teachers and the independent variable is the 21 Responsibilities. Intervening variables include grade level demographic data of teachers. Individual differences and areas of congruence among teachers regardless of their school level are indicated.

Figure 1. Conceptual Model: Teachers' Perceptions of the 21 Responsibilities



Chandler (2013)

Figure 1 illustrates the relationship between the 21 Responsibilities of a school leader and teachers' perceptions of school leadership leading to the research question: What are teachers' perceptions of effective principal leadership based on the work of Marzano et al.'s (2005) 21 Responsibilities of the School Leader? The side arrows encompass all of the perceptions collectively in this study representing one district's view of the teachers' perceptions.

Ancillary Question 1 is: How do elementary, middle, and high school teachers perceive the 21 Responsibilities? Centered in this figure is an illustration of interlocking circles designed

to represent perceptions of the 21 Responsibilities of the teachers by three levels. The primary colors represent the three different school levels: elementary, middle, and high school teachers. Elementary school teachers' perceptions are represented by the blue circle, middle school teachers' perceptions are represented by the red circle, and high school teachers' perceptions are represented by the yellow circle. Each of these circles represents perceptions of the 21 Responsibilities that are unique to that particular school level.

The dependent variable—teachers' perceptions of the 21 Responsibilities—overlap with one another indicating similarity among school level perceptions (intervening variable). Hence, secondary colors emerge in the figure producing a distinct finding. The blue circle and the red circles relate to one another producing the secondary color purple which indicates that the elementary school and middle school teachers have similar perceptions of the 21 Responsibilities. The red circle and yellow circle relate to one another producing the secondary color orange which indicates middle school and high school teachers have similar perceptions of the 21 Responsibilities. The yellow circle and the blue circle relate to one another producing the secondary color green which indicates high school teachers and elementary school teachers have the similar perceptions of the 21 Responsibilities. The dark center color is the collective perceptions that are common among all three school levels, illustrating Ancillary Question 1: How do elementary, middle, and high school teachers perceive the 21 Responsibilities of the School Leader?

Finally, additional findings emerged with the free response questions asked in this survey. This section of the survey was designed to obtain personal perceptions of important principal leadership in current times. If the teachers believed that a principal behavior existed which should address the importance of today's leadership practices, but was not previously



examined, the teachers were asked to indicate their thoughts in a free response comment box. In the model, embedded within each primary colored circle are two stars which represent teachers' perceptions, the dependent variable. The demographic data containing school level information is considered, the intervening variables. These star symbols indicated additional perceptions of current behaviors which may not or may not be linked to the Marzano et al. 21 Responsibilities, yet are currently perceived by the teachers as essentially important in school leadership in today's times. This finding involves the additional unique perceptions of principal leadership revealed by teachers within their own school level, which addresses Ancillary Question 2: What additional responsibilities are considered essential for principal leadership today?

### *Definition of Terms*

The following terms have been identified specifically for this study.

Effective Principal – “An effective principal shapes school strategy and educational practices to foster the intellectual, social and emotional growth of children, resulting in measureable growth that can be documented in meaningful ways” (Educator Effectiveness Model, 2011)

Meta-analysis – “refers to an array of techniques used for synthesizing a vast amount of research quantitatively” (Marzano et al., 2005)

Mean –is an arithmetic average and is calculated by dividing the sum of the scores by the number of scores. For example, the average of 2, 3, 3, 5, 7, and 10 is 30 divided by 6, which is 5.

Median – is the middle number of a group of numbers. Half the numbers have values that are greater than the median, and half the numbers have values that are less than the median. For example, when there is an even number of scores, the median of 2, 3, 3, 5, 7, and 10 is 4.

Mode – is the most frequently occurring number in a group of numbers. For example, the mode of 2, 3, 3, 5, 7, and 10 is 3.

Principal or School Leader – the building principal, not the district administrator

Responsibility – refers to any of the 21 principal leadership behaviors (Marzano, et al., 2005)

Stakeholder – any combination of teachers and staff, administration or parents, students and community

Teachers – all Pre-Kindergarten-12 grade certificated public school classroom professionals, including school counselors, and specialists in world languages, English Language Learning, special education, fine arts and library media

Urban School District – a school district containing 2-3 large high schools, regionally surrounded by those districts of a lesser population

### *Limitations of the Study*

There is one limitation to this study related to the way the participants responded. Participants were asked to respond to statements regarding effective school principals based on their perceptions of effective principals *in general*, not perceptions of their own principals. The participants may have responded to statements according to the dispositions they have of their own building principals, thereby varying the results. The researcher attempted to ameliorate this potential limitation in an administrative meeting designed to provide an overview of the study and state the specifics on the survey instrument itself. Clear procedural directions asked participants to answer all statements accordingly.

### *Significance of Study*

As noted in the contextual orientation, many school stakeholders will benefit from this study, such as principals, teachers, superintendents, and school board members. Generally, the

significance of this research is that it examines whether or not teachers assert the importance of the 21 Responsibilities in school leadership and whether or not there are additional leadership practices which are equally important to the 21 Responsibilities.

Specifically, this research is significant for several reasons. The first reason is that it will add to the research already conducted on teachers' perceptions of an effective principal. Second, the research question is particularly significant given the timing of the Marzano et al.'s (2005) original study. The Marzano et al. (2005) research was collected over a span of years with completion or publication dates ranging from 1978 – 2001. In other words, the landmark nature of the Marzano study and the vast changes in education since the publication of their research increase this study's importance. Third, the researcher may find that additional principal characteristics or behaviors are important to teachers. These revelations have not been identified among the 21 Responsibilities and therefore, may provide a new theoretical perspective.

Drastic changes in education have occurred which have impacted the role of principals in America over the past decade. The role of a principal in leading school-based instructional improvement efforts has increased a principal's responsibilities. Attention on accountability standards, shrinking budgets, and changing demographics continues to challenge American schools (Hallinger, 2003, 2005). Significant changes to the world of education also have affected the educational community. They include states adopting Common Core State Standards Initiatives, integrating technology in the classroom, implementing character education, reacting to campus and school wide bullying, fulfilling Response to Intervention mandates, facing state funding issues, and preparing for the Wisconsin Educator Effective Model evaluations in 2014. All of these changes affect principals and the needs of teachers. Therefore,

recognizing teachers' perception of quality school leadership in an effort to support principals in their multi-faceted role is important.

Marzano et al., (2005) found through their 35 year meta-analysis principals have a substantial effect on student achievement. Their study provides guidance for experienced and aspiring principals (p. 12). Therefore, the second ancillary question piques the interest of the researcher. What additional responsibilities, if any, are considered essential for principal leadership today? The findings have the opportunity to impact significantly today's school leaders.

### *Summary*

This chapter introduced the rationale for examining how Pre-Kindergarten through twelfth grade teachers in an urban western Wisconsin school district perceives the 21 Responsibilities framework of Marzano et al., (2005). The purpose of this study was to gain an understanding of how current teachers perceive effective principal leadership. Since few studies have been conducted on teacher perceptions of principal leadership, this study will add to the literature on the topic. The few studies suggest that teachers' perception of what constitutes effective principal behavior is considered highly important, yet teachers' perceptions using Marzano et al.'s framework are underexamined in research. The researcher's experience serves as the orientation and adds to the purpose for this study. The following chapter discusses McREL's research on leadership, the meta-analysis work of Marzano et al., (2005) and the 21 Responsibilities as defined, practiced, illustrated, and supported in literature by other practitioners and researchers.

## CHAPTER 2

### REVIEW OF LITERATURE

Teacher perceptions of effective principals is the focus of this research. Principals' decisions effect teachers and students on a daily basis. The purpose of this study is to examine teachers' perceptions of effective principals based on the 21 Responsibilities of the School Leader defined by Marzano et al., (2005). Their meta-analysis determined what specific leadership practices made a measurable difference in school effectiveness.

The meta-analysis identified in Marzano et al., (2005) depicts a substantial relationship between effective school principals and student achievement: the improvements of a principal's effectiveness by one standard deviation above the norm translates to a mean student achievement gain of 10 percentile points (Marzano et al., 2005). The authors identified 21 Leadership Responsibilities that are significantly linked to student achievement. These 21 Responsibilities describe the knowledge, skills, strategies, and tools principals need to impact student achievement in positive ways.

The rationale for selecting the Marzano et al. (2005) work as a foundation for this research is multi-faceted. The researcher chose the 21 Responsibilities because of the influence it has in school districts and learning institutions. In 2007, Orr found support for her claim that "Recent research on transformational leadership and school outcomes has shown how a principal leads and influences their school improvement work" (as cited in Leithwood & Jantzi, 1999, pp. 4-5). Orr also cites other research to support her claim (Leithwood & Jantzi, 2005; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marks & Printy, 2003; Sooms, Mulford, & Zarins, 2002; Waters, Marzano, & McNulty, 2003). Some districts respect this framework because it has been utilized by them to close student achievement gaps successfully after principal training. In

addition, the researcher appreciates Marzano et al. (2005) work because it recognizes the attitudes and practices of effective principals and their effect on the perceptions of teachers.

### *Research Question*

To examine teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader as defined by Marzano et al., (2005), the researcher proposes the following research question:

What are teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader as defined by Marzano et al., (2005)?

### *Ancillary Question 1*

How do elementary, middle, and high school teachers perceive the 21 Responsibilities?

### *Ancillary Question 2*

What additional responsibilities are considered essential for principal leadership today?

### *Hypothesis*

The researcher hypothesized that a significant difference will exist in how elementary, middle, and high school teachers view the 21 Responsibilities of principal leadership. Due to the landmark nature of the 21 Responsibilities used in this study, the researcher also hypothesized that teachers will reveal additional responsibilities essential for effective principal leadership.

### *Review of Literature*

The purpose of the literature review is to lay the foundation for the study. This review will cover a detailed explanation of the 21 Responsibilities and make a connection to other authors who support these principal behaviors throughout the chapter.

Mid-continent Research for Education and Learning (McREL) is a private education research and development corporation. Experienced researchers and educational consultants

work together to provide educators and school leaders with research-based and practical guidance on the issues and challenges facing K-16 education. The McREL staff creates and delivers sophisticated data analysis, rigorous scientific studies, high-quality field-tested products and services, insightful reports, articles, books, and tools (McREL, 2007). In an attempt to determine what principals and teachers can do to improve student achievement, McREL conducted multiple meta-analytic studies between 1998 and 2003, on the practices of effective schools, principals and teachers. The goal of McREL's work is to help leaders connect vision (i.e., knowing what to do and why to do it) with action (i.e., knowing how to do it) in their schools (McREL, 2007).

McREL conducted three major quantitative studies focused on the connection between student achievement and the classroom, student achievement and the school, and student achievement and school leadership practices. It published the results of the first study that showed research-based instructional strategies had statistically significant effects on student achievement and classroom practices in the book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* written by Marzano, Pickering, and Pollock (2001). The results of the second study also showed statistically significant results between student achievement and school practices. These findings were published in *What Works in Schools: Translating Research into Action* (Marzano, 2003). The third study analyzed school-level leadership and its effect on student achievement. This study led to the book *School Leadership that Works: From Research to Results* written by Marzano, Waters, and McNulty (2005), which serves as the basis for this research. Waters and Cameron (2007) comment on the Marzano study:

The meta-analysis began in 2001, with the initial review of more than 5,000 studies that purported to have examined the effects of principal leadership on student achievement. From these 5,000 studies, 69 were selected based on the quality of their design, rigor, reliability and relevance of data to the questions McREL was attempting to answer about school-level leadership. In all cases the studies shared four characteristics:

- The dependent variable in each study was student achievement.
- The independent variable in each study was leadership.
- Student achievement measures were all quantitative and standardized.
- Measures of school-level leadership were all quantitative and standardized.

The 69 studies included more than 14,000 teacher ratings of principal leadership for 2,802 principals. Ratings of principal leadership were correlated with more than 1.4 million student achievement scores. The findings, leadership responsibilities, conclusions, analysis, and technical notes from this meta-analysis are found in the publication of *School Leadership that Works: From Research to Results* written by Marzano et al., 2005. (p. 2)

The researcher chose this framework based on the findings of McREL's meta-analysis of school leadership and student achievement and its connection to teachers' perceptions.

McREL's meta-analysis produced three major findings. The first two of the three findings remain applicable to the researcher's study. Waters and Cameron, (2007) state, "First, McREL's research found a statistically significant correlation between school-level leadership and student achievement of .25, which translates to one standard deviation increase in principal leadership behavior corresponding with a 10 percentile point difference in student achievement on norm referenced tests" (p. 3). As principals seek professional training using the 21 Responsibilities, they stand to increase student achievement over time through their own leadership behaviors.



This correlation statistically demonstrates effective principals produce increased student achievement.

Second, McREL (2007) identified 21 School Leadership Responsibilities with statistically significant correlations to student achievement and established 66 associated practices for fulfilling these responsibilities. McREL also declared with this finding that the concept of Instructional Leadership is no longer an abstraction or theory (Waters & Cameron, 2007). When principals develop and apply the practices directly associated with the 21 Responsibilities in their schools, student achievement increases.

In 2007, Waters and Cameron contributed to the research with a handbook reiterating McREL's 35-year research. The research involves student achievement and leadership, the meta-analysis, the 21 Responsibilities, the 66 associated practices, and a distinct follow-up to research from which Balanced Leadership emerged.

McREL's findings serve as an underpinning for this study due to the high correlation between the 21 well-defined research-based leadership responsibilities and the 66 associated practices for the school leader which lead to student achievement. These findings provide the rationale for the researcher's selection of this framework to conduct this teacher perception study.

This study reflects on the overall research efforts of McREL, but specifically highlights the work of Marzano, Waters, and McNulty (2005) and Waters and Cameron (2007). A detailed explanation of Waters and Cameron's work is discussed to the extent to which the principal takes action as the leader. The researcher also identifies the associated practices aligned to each of the 21 Responsibilities as cited in Waters and Cameron (2007). Marzano et al.'s (2005) illustrations are a key component to this review as they contribute specific examples of what the

responsibilities look like in a school setting. In this section, the gender identification he or she is used to identify principal or school leader. Next, the researcher attempts to validate or identify opposing dispositions about each of the 21 Responsibilities. The researcher cites renowned authors, fellow researchers, colleagues, and acclaimed leaders in the field of educational leadership. The following list identifies the 21 Responsibilities of the School Leader:

- |                      |  |                         |
|----------------------|--|-------------------------|
| • Affirmation        | • Focus  | • Optimizer             |
| • Change Agent       | • Ideals/Beliefs   | • Order                 |
| • Contingent Rewards | • Input  | • Outreach              |
| • Communication      | • Intellectual Stimulation                               | • Relationships         |
| • Culture            | • Involvement in Curriculum, Instruction, and Assessment | • Resources             |
| • Discipline         | • Knowledge of Curriculum, Instruction, and Assessment   | • Situational Awareness |
| • Flexibility        | • Monitoring/Evaluating                                  | • Visibility            |

### *21 Responsibilities of the School Leader*

#### *Affirmation*

Affirmation is when an effective principal understands the importance of having conversations with staff and students about tributes or areas in need of improvement. Waters and Cameron (2007) define and associate practices of Affirmation as, “the extent to which the leader recognizes and celebrates school accomplishments and acknowledges failures” (p. 7).

- “Systematically and fairly recognizes and celebrates accomplishments of teachers.

- Systematically and fairly recognizes and celebrates accomplishments of students.
  - Systematically acknowledges failures and celebrates accomplishments of the school”
- (p. 7).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal executes the responsibility of Affirmation when she acknowledges that a certain group of students or the school as a whole has raised scores on the state test by 5 percentile points. Affirmation is exhibited when the principal announces at a faculty meeting that members of the social studies faculty have just had an article accepted for publication in a professional journal. The principal demonstrates the responsibility of Affirmation when the principal announces to the faculty that they have not met the goal they set of decreasing student referrals during the third quarter. (p. 44)

When the responsibility of affirmation is not met, the acknowledgement of the teachers’ and students’ hard work goes unnoticed, and at times, too much attention is brought to stakeholders’ shortcomings. Effective principals perform these affirmation practices regularly in their schools.

McEwan (2003) notes principals who practice affirmation seek to understand, appreciate, and encourage other individuals. She explains effective principals build up emotional bank accounts. McEwan’s study reveals the importance of taking the time to meet daily with staff members to validate their importance and demonstrate they are needed and appreciated.

Danielson and ASCD Associates (2009) refer to affirmation as principals’ rapport with teachers. Effective principals know their teachers well. They possess the ability to provide professional guidance to teachers who may not be performing. Blase and Kirby (2000) concur with Marzano when they describe the ways a teacher values honest affirmation in her principal:

Our principal is totally honest in his dealing with the faculty. He is direct with what he feels are our strengths and weaknesses and is always willing to help solve any problem that might arise... [This] keeps me open-minded in my dealings with my students...and others on the faculty. (pp. 177-178)

The path to success is not always a journey traveled without harsh reality and contention, therefore, affirmation is crucial. School leaders who fairly and consistently affirm positive and negative accomplishments experience the most success.

### *Change Agent*

An effective principal takes the risk of challenging present circumstances as a change agent. Waters and Cameron (2007) define and associate practices of change agent as, “the extent to which the principal is willing to challenge and actively challenges the status quo” (p. 7).

- “Consciously challenges the status quo.
- Is comfortable with leading change initiatives with uncertain outcomes.
- Systematically considers new and better ways of doing things” (p. 7).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The responsibility of Change Agent is practiced when the school leader poses this type of question: Is our homework policy really helping students learn, or is it indirectly punishing those students who don't have much help at home? The school leader demonstrates the responsibility of Change Agent when he makes a commitment to implementing a new reading program for at least two years to give it adequate time to work. The school leader exhibits the responsibility of Change Agent when he says to the faculty, ‘Perhaps we are becoming too comfortable with ourselves. What could we be doing that we are not?’ (p. 45)

Principals who do not value the responsibility of Change Agent are often uncomfortable with leading change and therefore, value managing conformity with little value for innovation.

There's a link between courage and conducting oneself as a Change Agent. Berkowitz (2012) refers to Change Agents when he discusses courage. He explains it takes courage to confront teachers and parents who resist good practices, who do not act in the best interests of children or who are holding back the development of a school. He states, "Avoidance is much easier, but we must remember that 'what we ignore, we endorse' " (p. 136). An effective principal embraces the situation to make a positive difference as a Change Agent.

Effective principals as Change Agents act decisively. Patterson, Goens, and Reed (2009) contend effective leaders take appropriate action, even when some things about the situation are ambiguous or confusing. Leaders take prompt, principled action on unexpected threats before they escalate out of control. They make ethical decisions that, at times, are contrary to the respected advice of others. Effective principals understand even small issues are important. Failure to respond leads to the possibility of escalation. Fullan (2001) explains an effective leader has the ability, "to disturb [staff] in a manner that approximates the desired outcome" (pp. 45-45). The principal must be willing to consider new and systematic approaches even if he meets with reluctance from staff and faculty.

### *Contingent Rewards*

An effective principal realizes utilizing Contingent Rewards allows students and teachers to feel a sense of acceptance and accomplishment. Waters and Cameron (2007) define and associate practices of Contingent Rewards as, "the extent to which the principal recognizes and rewards individual accomplishments" (p. 6).

- "Recognizes individuals who excel.

- Uses performance versus seniority as the primary criterion for reward and advancement.
- Uses hard work and results as the basis for reward and recognition” (p. 6).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal demonstrates the responsibility of Contingent Rewards when he singles out and praises a teacher who has put in extra time for the last month working with students whose reading comprehension scores are below grade level. The principal executes the responsibility of Contingent Rewards when she rewards teachers whose students have made exceptional progress with a trip to a local conference on best practices. (pp. 45-46)

When a principal does not notice teachers who excel and show extra effort, then that principal is not practicing principal leadership under the concept of Contingent Rewards. Celebration of success is often absent in their schools. When a principal gives a teacher the easiest teaching assignment or room location, then the principal’s behavior is antithetical to this Responsibility.

Recognitions serve as reminders of which behaviors are valued in schools. Nunnelley, Whaley, Mull, and Hott (2003) explain, “the administrative leader must be proactive in recognizing the varying abilities of staff members” (p. 56). Whitaker (2003) agrees with these authors and suggests instead of doling out an end-of-the-year award, principals should consistently acknowledge what their best teachers do that is different and special with notes and emails. This kind of recognition increases teacher efforts and helps them feel more connected.

### *Communication*

An effective principal maintains open and effective lines of communication for school personnel. Waters and Cameron (2007) define and associate practices of Communication as,

“the extent to which the principal establishes strong lines of communication with and among teachers and students” (p. 6).

- “Is easily accessible to teachers.
- Develops effective means for teachers to communicate with one another.
- Maintains open and effective lines of communication with staff” (p. 6).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal displays the responsibility of Communication when he sets up and presides over informal, biweekly, after-school discussion sessions at which teachers can discuss their concerns. The principal demonstrates the responsibility of Communication when she initiates a monthly newsletter to faculty members highlighting significant decisions she has made or is considering. (pp. 46-47)

Principals who do not value the practice of Communication and are aloof to their staff and faculty make communication difficult on personal or professional levels.

Communication is not solely about speaking and writing. It involves strengthening the core by including other members of the team in problem solving. Diekman (1979) states, “Communication is a people – process. And effective communication is simply good ‘people relations.’ It’s not a matter of technique or gimmicks; it is a matter of sensitivity and understanding and responsiveness” (p. 13). Effective principals are intuitive. They care enough to notice when communication is needed, and they react promptly.

In addition to effective speaking, non-verbal and writing skill sets, good communication involves the ability to be a good listener. Covey (1990) calls communication, “the most important skill in life” (p. 237). Communication is not only reflected in the spoken or written

words, but also in non-verbal cues. Effective principals know they are communicating through the way they stand, dress, and display facial expressions.

### *Culture*

An effective principal is constantly aware and understands the importance of establishing and maintaining a positive Culture within his or her school. Waters and Cameron (2007) define and associate the practices of Culture as, “the extent to which the principal fosters shared beliefs and a sense of community and cooperation (p. 4).”

- “Promotes cooperation among staff.
- Promotes a sense of well-being.
- Promotes cohesion among staff.
- Develops an understanding of purpose.
- Develops a shared vision of what the school could be like” (p. 4).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal employs the responsibility of Culture when she takes time at faculty meetings to point out and praise examples of teachers working together. The principal practices the responsibility of Culture when he has an extended discussion with faculty regarding the underlying purpose and mission of the school. (pp. 47-48)

When the responsibility of Culture is not met, teachers and staff have a hard time cooperating among groups. Often educational stakeholders are not focused on the same goal because the vision is absent.

Every school has a distinct culture. Every culture is a reflection of hidden history of what has come before. Robbins and Alvy (2004) state, “culture is built up over time, as people work together, play together, fight together, cry together, and laugh together” (p. 14). Cohesiveness is



cultivated as staff members face trials and celebrate successes. The goal of the principal is to uncover and understand the hidden culture of the school. Marzano et al. (2005) add, “an effective leader builds a culture that positively influences teachers, who, in turn positively influence students” (p. 47). Hoy and Woolfolk (1993) agree with the idea that culture is important. They contend, “The organizational health [culture] of a school affects teachers’ sense of efficacy. A healthy school is one in which harmony pervades relationships among students, teachers, and administrators as the organization directs its energies toward its mission” (p. 1). The health and harmony of teachers, staff, and students are affected with a positive school culture.

### *Discipline*

An effective principal recognizes the need for teachers to stay clear of matters or disputes which undermine their concentration of instructional time. Waters and Cameron (2007) define and associate the practices of Discipline as, “the extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus” (p. 4).

- “Protects instructional time from interruptions.
- Protects / shelters teachers from distractions” (p. 4).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The school leader uses the responsibility of Discipline when she establishes and enforces a policy that no announcements are to be made during instructional time. The school leader executes the responsibility of Discipline when he handles an issue with the local media in a way that does not involve individual teachers. (pp. 48-49)

Principals who do not value the responsibility of Discipline allow time-consuming and daunting tasks to get in the way of instruction.

Principals need to establish a safe and orderly school in order to focus on instruction. Nelson, Martella, and Galand (1998) note that principals enforce rules and procedures to reduce the chance for disruption and violence. Principals are responsible for employing strategies to prevent chaos in narrow hallways and work spaces and to avoid scheduling conflicts. If the principal examines the school structure and routines, he can eliminate many of the foreseen disruptions and focus on instruction. Physical safety is one aspect of the responsibility of Discipline, but standard operating procedures, such as staffing, scheduling, and other tasks, are considered equally important. Lashway (2001) states, “daily routines can hinder or help teacher learning, and they also send important signals about the organization’s priorities” (p. 4). When a principal is cognizant of the responsibility of Discipline, he allots time for teachers to teach, and he spends less time solving chaotic problems.

### *Flexibility*

An effective principal remains Flexible in certain situations, yet resilient to opposition. Waters and Cameron (2007) define and associate the practices of Flexibility as, “the extent to which the principal adapts her leadership behavior to the needs of the current situation and is comfortable with dissent” (p. 8).

- “Is comfortable with major changes in how things are done.
- Encourages people to express opinions contrary to those with authority.
- Adapts leadership style to needs of specific situations.
- Can be directive or non-directive as the situation warrants” (p. 8).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The responsibility of Flexibility is demonstrated when the principal determines that he must directly intervene in a decision made by members of the mathematics department

because the decision could have negative consequences for other faculty members. The principal executes the responsibility of Flexibility when she refrains from giving her opinion regarding the adoption of a new textbook to ensure that the teachers feel ownership over the decision. (pp. 49-50)

When a principal does not consider challenging the old way of doing business, then the responsibility of Flexibility is not a priority for him. When a principal does not encourage others to express contrary opinions about the school, then Flexibility is not a leader practice.

Principals who model the responsibility of Flexibility make a significant daily difference in faculty satisfaction. During the course of a week, plans can change suddenly like an impromptu assembly is held or classrooms need to regroup because a teacher called in sick. Fullen (2001) states, “leaders must be able to operate under complex, uncertain circumstances” (p. xiii). When principals demonstrate this responsibility, the staff may model this behavior as well. Danielson and ASCD Associates (2009) address the responsibility of Flexibility stating, “In the classroom setting teachers must be attuned to their students and their learning. Three types of flexibility are called for in the classroom:

1) An activity is not working procedurally, 2) A spontaneous event presents an opportunity for valuable learning (the teachable moment), 3) One or more students have difficulty learning the desired content” (pp. 88-89).

When effective principals practice this responsibility, they act as positive role models emulating what is important for all to follow.

As new and underfunded mandates become evident at the district or state level, schools may need to make drastic changes in order to increase student achievement. This can be difficult for some teachers. Principals who practice Flexibility support the changes necessary for student

learning to advance. Patterson, Goens, and Reed (2009) contend that adaptive leaders strengthen the group and, “are open minded to opinions and the insight of others” (p. 123). Open mindedness to opinions is an important element of the responsibility of Flexibility.

### *Focus*

An effective principal is passionate about goal setting and shares this Focus with staff regularly to remain grounded and centered on the vision. Waters and Cameron (2007) define and associate the practices of Focus as, “the extent to which the principal establishes clear goals and keeps those goals in the forefront of the school’s attention” (p. 5).

- “Establishes high, concrete goals and expectations that all students meet them.
- Establishes concrete goals for all curriculum, instructions, and assessment.
- Establishes concrete goals for the general functioning of the school.
- Continually keeps attention on established goals” (p. 5).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The school leader executes the responsibility of Focus when she and the staff set a goal to align the curriculum with the state standards and the state test in all subject areas by the end of the year. The responsibility of Focus is demonstrated when the school leader and the faculty set a goal that by the end of the year, 65 percent of the students will be at standard or above in mathematics. The school leader displays the responsibility of Focus when she reminds faculty members of the school goals at faculty meetings. (pp. 50-51)

When the responsibility of Focus is not part of a principal’s core leadership traits, directed conversations leading teachers and students to higher expectations are rarely held.

Consciousness of goals and adhering to them are vital for principals practicing the responsibility of Focus. McEwan (2003) reports how a principal in her study changed her

approach while utilizing the responsibility of Focus. McEwan recalls how this principal remembers rushing in and implementing programs which simply added more to a curriculum that did not yield results. Later the principal took more care in selecting programs. This principal's new approach gave the school staff time to determine whether or not changes met school goals. Principals need to help teachers stay focused on what works for their school, instead of what is popular in a neighboring district. Leithwood and Riehl (2003) note, "Leadership involves purpose and direction. Leaders know the ends toward which they are striving. They pursue goals with clarity and tenacity, and are accountable for their accomplishments" (p. 7). Effective principals take pride in goal setting and remaining true to Focus.

### *Ideals/Beliefs*

An effective principal communicates the ideals and values that are nonnegotiable for staff, students, parents, and the community. Waters and Cameron (2007) define and associate the practices of Ideals/Beliefs as, "the extent to which the principal communicates and operates from the strong ideals and beliefs about schooling" (p. 8).

- "Holds strong professional beliefs about schools, teaching, and learning.
- Shares beliefs about schools, teaching, and learning with the staff.
- Demonstrates behaviors that are consistent with beliefs" (p. 8).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal exhibits the responsibility of Ideals/Beliefs when she begins the school year by writing and distributing to faculty a description of her belief that teachers must pay particular attention to students who come from educationally disadvantaged backgrounds.

Ideals/Beliefs are demonstrated when the principal explains a decision he has made based

on his belief that academic achievement is not the only measure of success in a school.

(p. 51)

Principals who do not fully appreciate the responsibility of Ideals/Beliefs lack the opportunity to model their passion for teaching, learning, and accomplishing specific outcomes in the school.

Possessing, sharing, and demonstrating core beliefs are central to what makes principals great. Whitaker (2003) shares fifteen core beliefs designed to guide great principals' work. He draws on experiences of several studies and shares what matters most to him in a principal.

Whitaker shares his Ideals/Beliefs when he asserts the following:

I'm convinced that the principal is the filter for whatever happens in the school. I believe that to improve your school, you must improve the teachers you have, or hire better teachers. I recognize that in any school some programs work more successfully than others—but I'm sure that success comes from people, not programs. I insist on the importance of treating every person with respect and dignity, every single day. (p. 113)

Whitaker's statement embraces the use of Ideals/Beliefs because he believes respect and people are of utmost priority in his schools.

The unique and natural strengths of leaders are sometimes referred to as themes. Rath and Conchie (2008) conducted research based on 34 themes or strengths in leadership. They define the theme of Belief as follows, "People strong in the belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life" (p. 123). Many decisions made by principals reflect their core beliefs. A principal's belief statement might include the following: Each student is capable of making academic progress throughout the course of the school year, regardless of any cognitive, cultural or behavioral challenges. An effective principal with a defined belief system has the power to grow schools.

## *Input*

An effective principal is one who enjoys collaborating with teachers to increase the school's overall effectiveness. Waters and Cameron (2007) define and associate the practices of Input as, "the extent to which the principal involves teachers in the design and implementation of important decisions and policies" (p. 6).

- "Provides opportunity for input on all important decisions.
- Provides opportunities for staff to be involved in developing school policies.
- Uses leadership team in decision making" (p. 6).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The school leader demonstrates the responsibility of Input when he institutes the use of an "honest reaction box" outside his office. Faculty members may place signed or unsigned comments in the box. The principal reads all comments and discusses topics at faculty meetings. The school leader employs the responsibility of Input when she shares information about an important topic with the faculty and asks for their guidance on the decision. (pp. 51-52)

When principals make decisions in isolation of others or establish *silos* between workgroups, they fail to validate the responsibility of Input.

Collaboration and Input are related as they represent a team-wide approach to developing mission-driven ideas. Fullan (2010) recognizes the importance of developing others as leaders. He writes, "Successful principals develop others in a way that is integrated into the work of the school" (p. 14). With regard to collaboration, Allen, Glickman, and Hensley (1998) and Crow, Matthews, and McCleary (1996) agree that shared decision making is an empowering instrument for teachers and principals. Zimmerman and Deckert-Pelton (2003) suggest, "Principals who

initiate a more democratic environment in which teachers have increased participation in decision making and leadership roles generally have increased loyalty and respect among the faculty” (p. 28). When a principal initiates the desire for staff Input, this produces a feeling of trustworthiness among the faculty and creates a new sense of allegiance.

Research suggests Input has an impact in the education community on the quality of peer coaching, lesson study, action research, workshops, and mentoring. Charlotte Danielson (2009) explains how some of the most rewarding practices followed workshops involving conversations and input. Important learning opportunities stemmed from the conversations held when teachers reflect with one another on their own learning and teaching practices. She states, “It’s all about the conversation” (p. 1). Furthermore, Berkowitz (2012) adds to the body of knowledge by asserting, “Teachers, students, parents, and support staff will also connect to the school more if they feel they have an authentic voice in guiding and shaping the school” (p. 115). Effective principals welcome the Input of all community and educational stakeholders insuring Input must be about meaningful change.

### *Intellectual Stimulation*

An effective principal uses data-driven research and theory as discussion points engaging faculty to develop new initiatives or improve instructional practices. Waters and Cameron (2007) define and associate the practices of Intellectual Stimulation as, “the extent to which the principal ensures faculty and staff is aware of the most current theories and practices and discusses these topics regularly with them” (p. 9).

- “Keeps informed about current research and theory regarding effective schooling.
- Continually exposes the staff to cutting-edge ideas about how to be effective.
- Systematically engages staff in discussions about current research and theory.



- Continually involves the staff in reading articles and books about effective practices” (p. 9).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal executes the responsibility of Intellectual Stimulation when he institutes a book group to study whole-language and phonics-based approaches to reading. Involving teachers in this process would prepare them for the possible adoption of a new reading program that combines the two approaches. Intellectual Stimulation is demonstrated when the principal hires a speaker to talk about economic trends and how they are affecting the job market, and then uses the presentation as a springboard for a discussion of how well the school is preparing students for the future. (pp. 52-53)

When the responsibility of Intellectual Stimulation is not evident, current trends, innovation, and new best practices are absent or lacking.

Common practices used in this responsibility are professional development and Professional Learning Communities (PLCs). However, distinguishing between professional development and PLCs and its relation to Intellectual Stimulation is important. Professional development is defined as, “A lifelong collaborative learning process that nourishes the growth of individuals, teams, and the school through a daily job-embedded, learner-centered, focused approach” (National Staff Development Council, 2001, p. 217). DuFour, DuFour, and Eaker (2008) define PLCs as:

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (p. 469).

PLCs can become the vehicle for Intellectual Stimulation—a method for exemplary principals to provide teachers with enriching professional development while enhancing student achievement.

### *Involvement in Curriculum, Instruction, and Assessment*

An effective principal makes decisions about curriculum, instruction, and assessment (CIA) practices by knowing the subject matter and the pedagogy. Waters and Cameron (2007) define and associate the practices of Involvement in Curriculum, Instruction, and Assessment as, “the extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices” (p. 5).

- “Is involved in helping teachers design curricular activities.
- Is involved with teachers to address instructional issues in their classrooms.
- Is involved with teachers to address assessment issues” (p. 5).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The school leader demonstrates the responsibility of Involvement in Curriculum, Instruction, and Assessment when she regularly meets with teachers to review the end-of-the-quarter tests to determine whether or not the scores on the tests can be improved. The school leader also executes this responsibility when he meets with members of the science department to discuss how they will ensure that the required science courses address the content of the science section on the state test. (pp. 53-54)

Instructional design is a constant and driving factor among effective principals. The Wallace Foundation (2012) notes that effective leaders focus on the quality of instruction in their schools. The foundation states, “They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers” (p. 56). Effective principals have the desire to know, first-hand, how

students perform on tests. Reeves (2004), emphasizes the importance of the principal's involvement in assessment practices. He explains that in an effective school, "The principal personally evaluates student work and participates in collaborative scoring sessions in which the percentage agreement by the faculty is measured and posted. The involved principal personally reviews faculty-created assessments as part of each teacher evaluation and coaching meeting" (p. 50). This principal action reinforces the concept that involvement with assessments is an important action to take.

The researcher had the opportunity to personally witness two effective practices from a principal regarding curriculum, instruction, and assessment. First, the principal allotted time in his schedule to meet in the multi-purpose room every day at 10 a.m. with struggling 4<sup>th</sup> and 5<sup>th</sup> grade students to give them additional practice in math. These 18 minutes were spent teaching, practicing, and testing students in multiplication and division. He ensured that the students he worked with achieved success and later celebrated each student's accomplishments with parents. Second, this principal routinely walked in and out of each classroom to witness instructional practices every morning. This visibility and direct involvement demonstrated his desire to experience first-hand what instructional practices were taking place. He was able to identify the teaching and learning practices taking place every day in his school. Effective principals make the time and get involved with Curriculum, Instruction, and Assessment.

#### *Knowledge of Curriculum, Instruction, and Assessment*

An effective principal possesses an extensive knowledge of best practices regarding Curriculum, Instruction, and Assessment. Waters and Cameron (2007) define and associate the practices of Knowledge of Curriculum, Instruction, and Assessment as, "the extent to which the leader is aware of best practices in these domains. The focus here is on the acquisition and

cultivation of knowledge whereas the responsibility of Involvement in CIA is action oriented” (p. 5).

- “Is knowledgeable about instructional practices.
  - Is knowledgeable about assessment practices.
  - Provides conceptual guidance for teachers regarding effective classroom practice”
- (p. 5).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal demonstrates the responsibility of Knowledge of Curriculum, Instruction, and Assessment when she attends a conference featuring new research on instructional practices. This responsibility is also evident when the principal reads literature supporting a comprehensive school reform program the school is considering adopting.

(pp. 54-55)

When the principal does not take responsibility of Knowledge of Curriculum, Instruction, and Assessment, then faculty bears the burden of developing this core knowledge on their own with little to no principal support.

Effective principals constantly educate themselves with CIA to utilize formal and informal data points to formulate instructional decisions with their staff. Haycock (2007) reports “Leaders in high performing schools or districts don’t leave much of anything about teaching and learning to chance” (p. 29). In doing this, principals essentially cultivate their own awareness and establish competence with teachers. Studies indicate teachers who view principals as lacking competence in a given subject area or classroom experience do not view principals’ feedback related to CIA as credible. Protheroe (2002) suggests, “Only when principals are knowledgeable and experienced educators can they understand, critique, and evaluate teachers”

(p. 29). Oppenheim (1994) agrees with Protheroe about principal knowledge and cautions, “From a psychological stance, teachers who do not perceive their principal as competent and experienced [in teaching] will not be as likely to accept and internalize the principal-generated evaluation results” (p. 30). Important to student learning is that principals possess extensive knowledge about effective instructional, curricular, and assessment practices.

### *Monitoring/Evaluating*

An effective principal who utilizes an effective system for giving feedback on instruction has the ability to impact student achievement. Waters and Cameron (2007) define and associate the practices of Monitoring/Evaluating as, “the extent to which the leader monitors the effectiveness of school practices in terms of their impact on student achievement” (p. 8).

- “Monitors and evaluates the effectiveness of curriculum, instruction, and assessment” (p. 8).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The responsibility of Monitoring/Evaluating is enacted when the school leader implements standards-based report cards and uses the information from those report cards to determine the extent to which the school is meeting its goal to increase the number of students who are at or above standard in writing. The school leader also exhibits this responsibility by systematically observing the implementation of the new science program. (pp. 55-56)

When the responsibility of Monitoring/Evaluating is not evident, then tracking the progress of programs and student success becomes difficult. Also, the principal misses the opportunity to assess problems and prevent setbacks within a feasible time frame.

Research strongly suggests that timely evaluative feedback is crucial to the growth of teachers. At times, some principals view evaluations as menial and one more item on an extensive list of tasks they must accomplish. A deep and meaningful learning opportunity is lost when principals rush through several evaluations in order to comply with end of the year deadlines. As a result, their findings are often not valid, nor do they offer constructive and timely feedback. Mendels (2012) identifies two categories of principals: High Achieving and Low Achieving principals. He states, “High achieving principals made frequent, short, and often spontaneous classroom visits. Also, high achieving principals followed up with prompt, meaningful feedback. Low achieving principals had the most damaging results because they failed to provide their teachers with any feedback whatsoever” (p. 56). In support, Zimmerman and Deckert-Pelton (2003) contend, “Principals must also be aware that the individuals that make up their faculties expect increased communication, constructive suggestions, and appropriate feedback during the evaluation process from educationally skilled leaders” (p. 29).

Program evaluation requires frequent dialogue with teachers about its effectiveness and monitoring of goals. Feeney (2007) argues that constructive and meaningful feedback is needed to promote reflection and allow teachers to plan for improved instruction and goal achievement. This feedback leads to an increased sense of teacher efficacy. Feeney adds, “When a structure to promote reflective inquiry is provided, teachers are more likely to internalize the feedback and make adjustments to improve their teaching” (p. 195). Principals practicing the Monitoring/Evaluating responsibility quickly recognize the need for adjustments that involve a new curriculum adoption, a new teaching strategy, or improved assessment practices.

## *Optimizer*

An effective principal drives initiatives by inspiring teachers and offering positive encouragement to accomplish new and substantial changes. Waters and Cameron (2007) define and associate the practices of Optimizer as, “the extent to which the leader inspires others and is the driving force when implementing a challenging innovation” (p. 7).

- “Inspires teachers to accomplish things that might seem beyond their grasp.
- Portrays a positive attitude about the ability of the staff to accomplish substantial things.
- Is a driving force behind major initiatives” (p. 7).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal displays the responsibility of Optimizer when she distributes a summary of the research supporting the new standards-based report card the staff is considering implementing. The responsibility of Optimizer is evident when the principal announces to the faculty that she understands that implementing standards-based report cards will have difficult moments and will take time, but that she will provide support and the necessary resources until implementation is effectively completed. (p. 56-57)

Principals who do not value the responsibility of Optimizer sacrifice implementing substantial changes which may have a lasting impact on students and teachers. A principal’s role as an Optimizer is to encourage and convey a message of confidence in teachers and students.

Hoy, Tarter, and Hoy (2006) explain academic optimism is the primary responsibility of principals because it sets a positive tone for collegiality and professionalism. They define academic optimism as, “an academic environment comprised of three dimensions: academic emphasis, collective efficacy, and faculty trust” (p. 431). Each dimension works together to

create a positive atmosphere. The Optimizer inspires teachers to collaborate on research-based classroom practices designed to enhance teacher efficacy and raise student achievement.

Goddard, Hoy, and Hoy (2000) argue that when the principal acts as the primary Optimizer, teachers are more likely to believe in themselves which, in turn, leads to a school that has a positive school climate and a positive impact on student achievement. They also note, “although little research has been completed within the academic optimism construct, it has been suggested that this framework has the potential to overcome socioeconomic issues as they relate to educational practices” (p. 427). When the principal acts as Optimizer he affects teachers and support staff and possibly impacts student achievement regardless of student background.

### *Order*

An effective principal ensures the school’s routines and procedures operate with a natural flow that accommodates faculty and student issues as they arise. Waters and Cameron (2007) define and associate the practices of Order as, “the extent to which the principal establishes a set of standard operating procedures and routines” (p. 4).

- “Provides and enforces clear structure, rules, and procedures for students.
- Provides and enforces clear structures, rules, and procedures for staff.
- Establishes routines regarding the running of the school that staff understand and follow” (p. 4).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The responsibility of Order is executed when the school leader establishes and implements a procedure for equitable access to the copy machine. He also demonstrates this responsibility when he establishes and implements an equitable system for monitoring the lunchroom. (pp. 57-58)



When the responsibility of Order is not established by principals, teachers may be forced to spend their instructional time creating order. When order has not been established in the school, then teachers have to set the rules and discipline the students.

An effective principal's preservation of safety in schools adds to staff satisfaction and student achievement. Marzano (2003) states, "If the teachers and students do not feel safe, they will not have necessary psychological energy for teaching and learning" (p. 53). Ensuring safety is crucial to the learning and teaching environment. Both students and staff are able to maintain a learning mindset when emotionally content.

An effective principal needs to establish routines, define rules clearly for staff and students, and reinforce school procedures. Boynton and Boynton (2005) identify the major components of a positive discipline program for schools. The essential preventive discipline strategies include building positive relationships with students, clearly defining parameters for acceptable student behavior, and monitoring the parameters that are set in place. Larson (1998) adds to the discourse about discipline saying, "A modern code of discipline should be developed 'bottom up' with collaborative input from students, teachers, support staff, and parents, and reviewed for modification" (pp. 284-285). Boynton and Boynton (2005) also believe that for students to remain disciplined while achieving academically, a competent and courageous leader must be present.

### *Outreach*

An effective principal influences the involvement of students, families, and the community. Waters and Cameron (2007) define and associate the practices of Outreach as, "the extent to which the principal is an advocate and spokesperson for the school to all stakeholders" (p. 6).

- “Assures the school is in compliance with district and state mandates.
- Advocates on behalf of the school in the community.
- Advocates for the school with parents.
- Ensures the central office is aware of the school’s accomplishments” (p. 6)

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal demonstrates the responsibility of outreach when she systematically reviews all district regulations to ensure that her school is in compliance. The responsibility of Outreach also is employed when she regularly sends memos to the superintendent detailing the latest accomplishments of the school. (p. 58)

When principals do not value the responsibility of Outreach, the central office is uninformed about the successes of the school, parents do not feel welcome, and the community is considered less of a priority. Insufficient outreach to the community reduces support for the school.

Parental and community involvement can make all the difference in the success of a school. McEwan (2003) explains although the interest is there, parents and community members generally need to be recruited, invited, and motivated to get them in the door. The responsibility of Outreach is central in promoting this involvement. McEwan (2003) finds, “Many parents need to be bathed in love and empathy before they feel safe and welcome at school. They need to be understood and appreciated *before* they are willing to become a part of the school community” (p. 66). Marzano (2003) agrees with the notion of outreach, “Involved parents sense that the school values and welcomes not only their ideas, but also their physical participation” (p. 48). Principals who make the connection from school to home and the community provides a partnership to the benefit of all, especially students.

The importance of reaching out to parents and the community has a reciprocal effect on education practices. For example, outreach to parents means parents will invest in the school by sending their children to school on time with needed materials, a morning meal and proper rest. Further research supports the benefits of Outreach. Bucknam's study states, "schools that involve parents and community in their day-to-day operations have reported lower absenteeism, truancy, and dropout rates attesting to a possible *spillover* effect into the home environment" (as cited in Marzano, 2003, p. 48). Effective principals acknowledge Outreach as a valuable asset to their schools.

### *Relationships*

An effective principal is a rapport builder who focuses on the needs of all people in the school. Waters and Cameron (2007) define and associate the practices of Relationships as, "the extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff" (p. 7).

- "Remains aware of personal needs of teachers.
- Maintains personal relationships with teachers.
- Is informed about significant events in the lives of staff members.
- Acknowledges significant events in the lives of staff members" (p. 7)

Marzano et al. (2005) illustrates these associated practices in the following examples:

The school leader executes the responsibility of Relationships when sending flowers in the name of the school to the family of a teacher who has lost a loved one. The school leader also exhibits this responsibility when he makes an effort to say hello to every teacher in the school at least once a day and to ask teachers how they are doing. (p. 58-59)

Students and staff do not feel accepted and valued on personal and professional levels in a school where the responsibility of Relationships is absent.

Acknowledging great teachers and their significant events occurs when principals utilize the responsibility of Relationships. Whitaker (2003) states, “Outstanding principals know that if they have great teachers, they have a great school, without great teachers they do not have a great school” (p.7). Therefore, building relationships with teachers is imperative to retaining good teachers and enhancing student achievement. A principal must also demonstrate relationship building with all staff members. Meador (2012) contends that a personal connection is essential with each person a principal encounters in school. Meador explains that the role of a principal requires the ability to establish trust, show compassion, and possess a willingness to do whatever it takes to solve problems on a professional or personal level.

Research examines student achievement and the responsibility of Relationships. Zimmerman and Deckert-Pelton (2003) purports, “When there is positive rapport, trust and respect between teacher and principal, the likelihood of improved pedagogy and increased student achievement is almost assured” (p. 29). In addition to the instructional benefits of Relationships between teachers and principals, students also benefit through improved relationships. McGreal (1983) finds the relationship between a principal and faculty members has a pivotal effect on instructional effectiveness for students. The research suggests that when principals extend efforts to build relationships with staff, they create teacher satisfaction and also model a relationship-building philosophy. This kind of philosophy builds relationships with students. Relationships are essential for school success between staff and principal, staff and students, and students and principal because trust evolves. Trust in a school opens pathways for students and teachers alike to take risks for deeper learning experiences.

## *Resources*

An effective principal strives to provide all teachers with the tools and training they need to effectively perform their jobs every day. Waters and Cameron (2007) define and associate the practices of Resources as, “the extent to which the leader provides teachers with materials and professional development necessary for the successful execution of their duties” (p. 4).

- “Ensures teachers have necessary materials and equipment.
- Ensures teachers have necessary staff development opportunities that directly enhance their teaching” (p. 4).

Marzano et al., (2005) illustrates these associated practices in the following examples:

The principal demonstrates the responsibility of Resources when she meets with every teacher once a month to ask what materials they need. This responsibility is also deployed when the principal schedules a staff development session on a topic that teachers have explicitly requested. (p. 59-60)

Of the two components related to the Responsibility of Resources are materials and professional development. First, principals who do not recognize the responsibility of Resources fail to provide instructional materials to increase the opportunity for student learning. These principals fail to gather community support through monetary donations and physical materials, which means limited resources for teachers. A lack of Resources cannot extend the learning environment beyond the classroom in areas, such as taking field trips and conducting hands-on experiments, activities which go far beyond standard textbook teaching.

The second component of the Responsibility of Resources is professional development. When creating enriching professional development experiences, effective principals use technical resources. Fullan (2001) expands this concept further, “Instructional improvement

requires additional resources in the form of materials, equipment, space, time, and access to new ideas and to expertise” (pp. 64-65). Effective principals fully comprehend the commitment they must make to their teachers to increase their knowledge base and provide the resources needed to improve instructional practices.

Instituting a robust professional development program that is grounded in best practices is critical to the success of a school. Teacher induction programs are the Resource most often utilized in acclimating new professionals. Principals utilizing Resources as a Responsibility offer new teachers professional development while planning a high quality science curriculum, integrate technology into that curriculum, or provide training to overcome the challenges of the first-year. The Comprehensive School Reform Movement (CCSRI, 2003) adds that effective principals, “...provide teachers with an appropriate model or mentor – new teachers gain support through mentoring of veteran teachers and experienced teachers develop strong leadership skills” (p. 3). This leads to a mutually beneficial relationship.

### *Situational Awareness*

An effective principal has the knowledge of how the school is running and what is happening, which enables him to identify and address potential problems. Waters and Cameron (2007) define and associate the practices of Situational Awareness as, “the details and undercurrents regarding the functioning of the school and their use of this information to address current and potential problems” (p. 8).

- “Is aware of informal groups and relationships among staff of the school.
- Is aware of issues in the school that have not surfaced but could create discord.
- Can predict what could go wrong from day to day” (p. 8).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The school leader demonstrates the responsibility of Situational Awareness when he studies the schedule in an attempt to identify hidden problems that it creates for teachers or students. He also executes this responsibility when he meets with a group of teachers who he has heard are disappointed in a decision he has recently made. (p. 60-61)

Principals who do not address the responsibility of Situational Awareness are not alert and are unable to predict what could go wrong in any given situation. Principals who are not aware of issues in the school often respond from a reactive position instead of using a proactive approach.

Situational Awareness refers to having the knowledge to de-escalate a potentially harmful circumstance. Deering, Dilts, and Russell (2003) further describe this responsibility as anticipatory leadership. They encourage principals to, “recognize clues of coming opportunities and hints about emerging threats. With the openness and mental agility of truly anticipatory leadership throughout the organization, the organization is well positioned to survive and prosper” (p. 33). Effective principals willingly get involved in their schools and solve problems to provide an effective environment for all. In 2001, Lashway describes the Situational Awareness as “Deep change requires knowing what is happening, distancing the ego from daily events, and honestly appraising the state of the organization (p. 33). Principals who take this approach are able to address current problems or ones that arise in the school.

### *Visibility*

Effective principals are everywhere, in the hallways, in the lunchroom, on buses and in the classrooms. They lead by doing, and because they are seen throughout the day, staff, students, and even parents connect with them. Waters and Cameron (2007) define and associate

the practices of Visibility as, “the extent to which the principal has quality contact and interactions with teachers, students, and parents.” (p. 5).

- “Makes systematic frequent visits to classrooms.
- Maintains high visibility around the school.
- Has frequent contact with students” (p. 5).

Marzano et al. (2005) illustrates these associated practices in the following examples:

The principal exemplifies the responsibility of Visibility when she attends school football, basketball, and baseball games as frequently as possible. This responsibility is also demonstrated when the principal makes daily visits to classrooms simply to ask teachers and students how things are going. (p. 61)

Principals who do not recognize the responsibility of Visibility tend not to have the persona of one who truly cares about the school’s stakeholders, such as teachers, students, and staff.

In a report from the Teachers Network Leadership Institute (TNLI), MetLife (2005) found effective principals have an open-door policy. They are rarely in their offices because they are often moving throughout the building. The open door policy allows principals to be connected to the experiences of teachers and students.

Effective principals are visible leaders. Principals of earlier decades served the role as managers of a building, spending much of their time in their offices. Maintaining order and overseeing the operation of the school were their primary functions. Our current leadership requires more of a face-to-face and hands-on approach. Effective principals delegate managerial tasks so the important work of visibility can be accomplished (Whitaker, 2003).



Education World (2000) surveyed 43 principals to learn what they consider are essential traits of successful principals. Daily visibility was among those ten traits. Dee Anna Manitzas, principal at the Accelerated Learning Middle School, in San Antonio said, “By getting out of the office, a principal is able to take the 'pulse' of what is actually happening inside and outside the classroom. By being visible to all, everybody feels a part of the quest for education” (Walk-Around Management, para. 2). Research shows Visibility improves relationships, has the potential to de-escalate potential problems, and shows constituents that principals care about their students and staff.

### *Summary*

Through McREL, the researcher analyzed the research of Marzano et al., (2005). The meta-analysis of Marzano et al., and the related practices provided by Waters and Cameron (2007) were also reviewed throughout this literature review. Specifically, the 21 Responsibilities of the School Leader, which emerged as a direct result of the Marzano study, served as the main focus of the study. The researcher connected each of the 21 Responsibilities of Marzano et al. (2005) to that of other authors, practitioners, and researchers in the field of educational leadership. The works of all the authors as they related to the 21 Responsibilities of a school leader were examined. In Chapter 3, the researcher’s methodology, data collection, and data analysis methods will be discussed.

## CHAPTER 3

### METHODOLOGY

The purpose of this mixed methods study was to examine teachers' perceptions of principal leadership based on the 21 Responsibilities of a School Leader as defined by Marzano et al. (2005). In 2007, McREL's research study found "the 21 Responsibilities indicate a substantial relationship between school leadership and student achievement: improvement of a principal's leadership abilities by one standard deviation above the norm translates into a mean student achievement gain of 10 percentile points" (p. 3). Teachers provide the most information due to the close proximity they have with the operations of the school and the behavior of principals (Marzano et al., 2005). Since, principal leadership and teachers' efficacy are major factors in the quality of education, understanding how teachers perceive leadership through the construct of the 21 Responsibilities is important.

Examining teachers' perceptions of leadership may be instrumental in advancing student achievement for school districts nation-wide. The findings of this study will be significant to all educational stakeholders in three areas: a) impacting principal interest for professional development, b) contributing to the body of literature, c) and validating the voice of teachers. First, the results will inform superintendents and principals of current perceptions of teachers in the 21<sup>st</sup> century, which may prompt district leaders to seek new ways to develop principal leadership skills and practices. Second, this study will contribute to the body of literature because it is unique in that it surveys teachers using the 21 Responsibilities. The study complements Marzano et al.'s (2005) study by gathering current data concerning teachers'

perceptions of school leaders. Third, this study will empower teachers and validate teachers' opinions. Research using teachers' perceptions are greatly influential and informative as they are directly linked to student achievement (Marzano, 2005).

An overview of the data analysis is to examine the main research question and two ancillary questions which involve two domains: Descriptive Analysis and SurveyMonkey. There are two variables to investigate the answer to the main research question. Teachers' perceptions represent the dependent variable and the 21 Responsibilities represent the independent variables. The data analysis serves to answer the research question and the two ancillary questions in this study. The remainder of this chapter is dedicated to restating the research question, informing the research design, data sources, instrumentation, human subjects, data collection procedures, data analysis, and limitations of the study.

### *Research Question*

To examine teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader as defined by Marzano et al. (2005), the researcher proposes the following research question:

What are teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader Marzano et al. (2005)?

#### Ancillary Question 1

How do elementary, middle, and high school teachers perceive the 21 Responsibilities?

#### Ancillary Question 2

What additional responsibilities are considered essential for principal leadership today?

#### Hypothesis

The researcher hypothesized that a significant difference will exist in how elementary, middle and high school teachers view the 21 Responsibilities of principal leadership. Due to the landmark nature of the 21 Responsibilities used in this study, the researcher also hypothesized that teachers will reveal additional responsibilities essential for effective principal leadership.

### *Research Design*

The researcher chose a mixed-methods approach to conduct this study. This mixed methods design was selected because it allows for quantitative collection of demographic data using a survey to examine how participants perceive essential principal leadership (see Appendix C). Moreover, a quantitative approach allows the researcher to investigate the relationship correlations between the 21 Responsibilities and teacher perceptions. Creswell (2008) writes that some quantitative research problems require an explanation of how one variable affects another. By explaining a relationship among variables, the researcher determines whether one or more variables might influence another variable. In this study, the independent variable is the 21 Responsibilities of the Marzano et al. (2005) framework and the dependent variable was the perceptions of teachers. The participants are voluntary Pre-Kindergarten through twelfth grade teachers in a western Wisconsin urban school district. The Human Participants Review Board Approval letter is documented (see Appendix D).

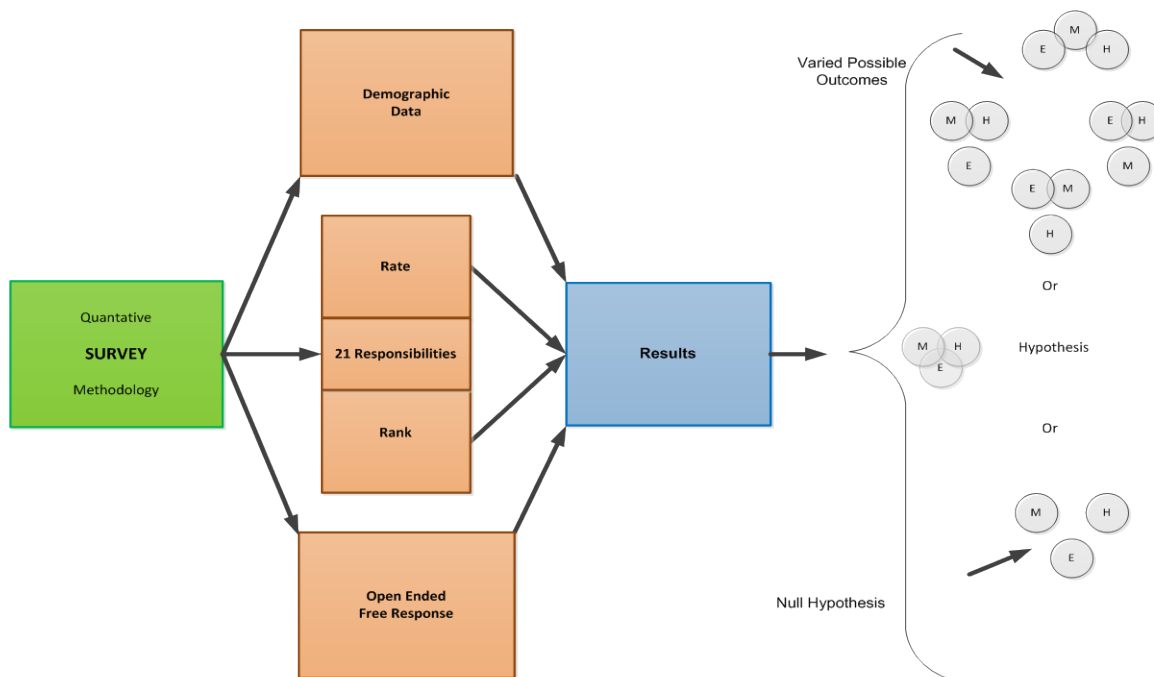
A non-experimental and descriptive research design was used. The purpose for selecting a non-experimental design is for the researcher to describe the current perceptions of teachers. The primary data collection tool chosen for this research design is an original, researcher designed electronic survey. The instrument is comprised of six sections. The first section introduces the study, welcomes the participant, explains the directions, and gains participant consent. The second section of the instrument asks for demographic data. Demographic data

was collected to determine answers to Ancillary Question 1. The third and fourth section of the survey tool measured the rate and rank of the 21 Responsibilities in order to answer the main research question. The fifth section included one qualitative statement in an open-ended response format to answer Ancillary Question 2. Finally, the sixth section of the survey closes with the researcher's gratitude and provided concluding instructions to register for the incentive-based raffle entry. This research design aligns with the main and ancillary research questions.

### *Instrumentation*

The instrument in this mixed methods research involved the design of an electronic survey from SurveyMonkey. The survey is a non-experimental and descriptive research design. The researcher selected the survey design for the purpose of describing the current perceptions of district teachers since all data was collected at one given point in time. SurveyMonkey allows the researcher to design the survey, collect responses electronically and analyze results. Moreover, it permits the researcher to identify any patterns, disaggregate the data, and analyze the open-ended responses. SurveyMonkey is an appropriate instrument for the survey and for data analysis. Figure 2 displays a visual and textual explanation of the survey design method.

Figure 2. Sequential Survey Design



Chandler (2013)

The figure represents the survey design sequence. Participants provided their responses into four areas of the instrument shown in orange. The four areas are: demographic data, rate and rank of the 21 Responsibilities, and free response open ended comments. These four areas were analyzed to answer the research question and ancillary questions.

The researcher describes in detail the six sections of the survey instrument. The first section is a welcome and instructional section. This section also served as protocol for the consent to participate. In the next section, participants were asked to disclose pertinent demographic data. Demographic data included age group, gender, ethnicity, the highest level of education, grade level of current teaching assignment, length of service in the district, and length of total teaching time. This section is vital to answering Ancillary Question 1.

The third and fourth sections use two measurements to rate and rank teachers' perceptions of the 21 Responsibilities. The constructs are as follows: to compare the teacher perceptions (dependent variable) and the 21 Responsibilities (independent variable), a SurveyMonkey data analysis program was performed using two separate measurements: a Likert Scale designed to rate importance on a continuum, and a rank order measurement designed to gain an understanding of the most important of the 21 Responsibilities.

The first measurement involved rating the importance of the 21 Responsibilities using a ten-point refined Likert Scale called a semantic differential scale created by Osgood, Suci, and Tannenbaum (Burke, 2009). Scoring of this type is used to pinpoint precise areas which most closely relate to the participants' perceptions. A ten-point number of answer choices allowed for greater variance. The scale sorts teachers' perceptions of the importance of the 21 Responsibilities on a continuum ranging from not important (1) to extremely important (10). An even number of range options were chosen to eliminate the middle position representing a neutral response. Therefore, 5 and 6 will be considered less important on the ten-point range standard scale.

The second measurement used to evaluate the teachers' perceptions of the 21 Responsibilities involved a rank order measurement. Participants ranked the responsibilities from 1-21. A rank score of (1) was associated with the most important responsibility and a rank score of (21) reflected the teachers' least important behavior in a principal. The Likert Scale rating and rank order measurements qualify as constructs to measure the main research question and Ancillary Question 1.

The fifth section included an open-ended response format used to determine answers to Ancillary Question 2. This section of the instrument offers the participants an open-ended

qualitative response to the following statement: “This section of the survey is designed to obtain your personal perceptions of principal leadership in current times. If you feel there is a principal behavior which should address the importance of today’s leadership practices and was not previously examined, please indicate your thoughts in the space provided.” Respondents were asked to reflect on principal characteristics in general, not on the characteristics of his or her own principal. Data collected in this section assisted the researcher in answering Ancillary Question 2.

Finally, the last section reflected the researcher’s gratitude, provided contact information to obtain future results, and provided directions to enter in the incentive raffle drawing. The researcher added a separate link to the survey which allowed the participants to enter voluntarily their contact information activating the raffle drawing registration. The first drawing of a \$100 Visa gift card was explained in writing at the beginning of the survey window. Its intent was to provide an incentive for teachers to participate. An additional gift card to a local dining establishment in the amount of \$50 was later added to encourage more teacher participation. This incentive was announced in a thank you and reminder email to teachers on the third day before the close of the data collection window. Both gift cards were provided by the researcher and presented to the random drawing winners by the end of the month as promised. The drawing involved an electronic random number generator to conduct the drawing. The survey design preserved internal validity of the constructs. The researcher is confident the survey instrument was capable of presenting the statements necessary to answer the research and ancillary questions.



### *Data Sources*

Certificated public school teachers in one urban western Wisconsin school district served as participants in this study. All pre-kindergarten through twelfth grade teachers were invited by email to voluntarily participate in this study. This sample was selected by the researcher because it met certain criteria: district size, researcher's appeal, and convenience for the researcher to access during the data collection phase.

The population of this study consists of all certificated public school teachers who work in urban school districts in the state of Wisconsin. The sample of the study includes urban pre-kindergarten through twelfth grade teachers in one school district in western Wisconsin.

The sample district consists of three high schools, five middle schools, and 13 elementary schools. Of the 21 schools, seven are considered charter or choice schools. In 2012, according to the US Census Bureau (2012), the community's population was 51,320. According to the Wisconsin Department of Public Instruction's Wisconsin Information Network for Student Success (WINSS) system, the following data was collected: In the fall of the 2011-2012 school year, the school district had an enrollment of 6,865 pre-kindergarten – twelfth grade students. The district's data reflected the following population breakdowns: 23.10% non-Caucasian, 46.60% economically disadvantaged, and 15.50% special education. A 93.10% attendance rate is a reflection of the 2011 graduating class consisting of 617 students (WINSS, 2013).

There are 588 certified pre-kindergarten through twelfth grade teachers currently employed in the district, all of whom received an invitation to participate in the study. Teacher demographic data reflects the following breakdowns: the ethnicity of certificated teachers consists of 2.68% non-Caucasian. Gender differences for certificated teachers consist of 28% male and 72% female. The district has a broad and diverse student population, has a reputation

of meeting annual yearly progress and is of interest to the researcher because it resembles population criteria of the researcher's former districts of employment.

A convenience sampling strategy served as the selection because the participants were voluntary, available to the researcher, and represent the same characteristics the researcher seeks to study. This collection provided data for Ancillary Question 1.

Prior to distributing the survey to the participants of the study, the researcher piloted the survey. Piloting served to validate the instrument prior to use. This procedure allowed the researcher to discern any unintended consequences of the survey's construction. Moreover, piloting alerted the researcher to an important issue that needed to be refined, which, in turn, enhanced the instrument's design. The neighboring district participants provided the researcher with insight to the refinement of Ancillary Question 2, resulting in a satisfactory number of free response participation.

### *Data Collection Procedures*

An existing and proven Internet-based survey application called SurveyMonkey collected and provided reports to analyze the data from voluntary teacher participants. The researcher distributed the survey to all public school certificated teachers in the elementary, middle, and high schools of one urban school district in western Wisconsin in late April 2013.

The following procedures ensured that the necessary steps of data collection were honored. After the researcher determined the criteria for the sample, she sought approval from the school district's Research and Development committee. This approval was originally granted in September, 2012, (see Appendix E). Later, the content changed and an amendment was made and the researcher sought approval for the second time. After the successful proposal in the spring of 2013, three designated meetings took place to explain the study to the

administrative team members. The researcher shared the proposal with principals, answered questions concerning the study, and explained the procedure for dissemination and data collection of the survey. The district central office supplied the electronic mail addresses of all of the administrators who unanimously agreed to disseminate an invitation letter in email form and the instrument to the teachers in their respected buildings. The instrument was launched on April 22, 2013.

The survey window took place on Monday, April 22, 2013 and ended on Friday, May 3, 2013. On the dissemination day, a welcome email invitation preceded the survey to describe the study, ask the teachers to participate, express confidentiality and privacy protocols, convey the ultimate benefits to teachers regarding principal leadership in general, offer an incentive raffle drawing of a \$100 VISA gift card, state the estimated timeframe for completion, and give directions to begin the survey. As a courtesy to teachers, a reminder email message was sent approximately on May 1, 2013 with a two-fold message: The first part shared the researcher's gratitude to those who already completed the survey. It also introduced the addition of a new incentive about which the researcher said, "It's not too late to participate" \$50 Restaurant gift card. The second part informed participants of the impending deadline and announced the closing day.

### *Data Analysis*

The researcher used the data gathering tool Survey Monkey and descriptive analysis because she understood those to be ways to collect, analyze, and describe the data concisely and in a timely manner in order to answer the research question: What are teachers' perceptions of effective principal leadership based on the Marzano et al.'s (2005) 21 Responsibilities of the School Leader? The demographic data and rate and ranking data reports assisted the researcher

in examining Ancillary Question 1: How do elementary, middle, and high school teachers perceive the 21 Responsibilities? Survey Monkey also generated a report of participant responses that helped answer Ancillary Question 2: What additional responsibilities are considered essential for principal leadership today?

At the time of proposal, a Statistical Package for the Social Sciences (SPSS) program using ANOVA was to be used to examine the main research question further for frequency of the responses related to the dependent variable and independent variables and to examine Ancillary Question 1. A comparison of teachers' perceptions (dependent variable) from the Likert Scale and the rank ordered 21 Responsibilities (independent variable) when cross tabulated with the school level teachers generated the data needed to analyze Ancillary Question 1. After some discussion and exploring aspects of SPSS, Edgewood's Assistant Research Director and the researcher decided that The Analysis of Variance (ANOVA) would not work because in ANOVA the list of responses must be continuous, which the responses on the researcher's survey were not, and that the Multi-nominal Regression Analysis could not be used because of time and because the dependent variables contain too many responses. The Assistant Research Director and the researcher decided that the data should be analyzed using descriptive analysis.

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of garnering useful information. The measure of central tendency with the mean, mode, and median will offer valuable information to the reader in a user-friendly method and for ease of replication among future principals or school stakeholders. With the assistance of SurveyMonkey data analysis and Microsoft excel spreadsheet tools, the mean, mode, and median were found for each of the 21 Likert Scale and rank ordered measurements, thus answering the research question and ancillary questions. The free responses were generated through

SurveyMonkey and reported either in continued support of Marzano et al (2005) 21 Responsibilities or were reported as essential for school leaders in addition to the 21 Responsibilities.

The results of this research study determined the importance of the 21 Responsibilities as perceived by urban western Wisconsin Pre-Kindergarten through twelfth grade teachers based on the 21 Responsibilities of a School Leader as defined by Marzano et al. (2005). The researcher favored the particular data analysis method used because she understood the method and because replication is achievable. The researcher acknowledges that descriptive statistical analysis may be viewed as a limitation to the study.

#### *Human Subjects (HPRB)*

Edgewood College Human Participants Review Board granted permission to survey teacher participants for this study. The data collection involved human participants. Therefore, the request for approval was a prerequisite to conduct the research. The school district also granted the researcher permission to conduct this research. The school district values the proposed study and consents to the participation of their teachers. The researcher sent an email to the prospective teacher participants through the district building principals (see Appendix F). It contained an invitation, teacher consent procedures, and a link to the survey. The participants checked a box in the survey indicating consent. The data collection process was ethical regarding the participants and the participating school district because it was anonymous and voluntary. Participation posed no risk to the respondents. The interpretation of results will be shared with the district and all interested participants after completion of the study. This will be done to honor the agreement between the district and the researcher as defined in the district's research proposal agreement.

### *Limitations and Strengths of the Design*

A potential limitation is the fear of teacher's using an online instrument to participate in a study. A participant's fear of his or her identity to their own principal may cause the study to suffer two different consequences. The first consequence would be that teachers may provide false responses. False responses would cause the study to be invalid and could limit the number of participants. The second consequence involving participant identification would be a lack of teacher participation. This would limit the number of responses, thus affecting the interpretation of data. In the welcome letter and in a statement in the instrument, the researcher mitigated this limitation by informing the participants of the security of the instrument and the privacy of the data collection procedures.

The strengths of this research design include specific features embedded within the instrument allowing the researcher to customize reports with graphs or charts pertaining to the variables. SurveyMonkey also enables the researcher to view the significance of the variables in the research question and ancillary questions related to the teachers' perceptions of the 21 Responsibilities and teachers' demographic information.

### *Summary*

This mixed methods study was designed to examine teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader as defined by Marzano et al., (2005). The research design contained an original electronic survey to query the teacher participants in the study about their perceptions of principal leadership. The researcher used Survey Monkey as the data collection instrument. The survey asked for the demographics of the participants, and the rate and rank of the 21 Responsibilities of Marzano et al. (2005). After some discussion and exploring aspects of SPSS, Edgewood's Assistant Research Director

and the researcher decided that the data should be analyzed using descriptive analysis. Even though there were a few limitations to the design, the strength was that the survey instrument allowed the researcher to customize reports with graphs or charts pertaining to the variables and enabled the researcher to view the significance of the variables in the research question and ancillary questions related to the teachers' perceptions of the 21 Responsibilities.

## CHAPTER 4

### RESULTS

#### *Introduction*

The purpose of this study was to examine teachers' perceptions of effective principal leadership based on the 21 Responsibilities of the School Leader as defined by Marzano et al., (2005). These 21 Responsibilities emerged from 35 years of meta-analytic research conducted by Marzano et al. and published in 2005. The primary research question pertaining to this study was: What are teachers' perceptions of effective principal leadership based on the Marzano et al. (2005) 21 Responsibilities of the School Leader? There are two ancillary questions. Ancillary Question 1 asks, "How do elementary, middle, and high school teachers perceive the 21 Responsibilities?" Ancillary Question 2 asks, "What additional responsibilities are considered essential for principal leadership today?" The researcher hypothesized a significant difference exists in how elementary, middle, and high school teachers view the 21 Responsibilities of principal leadership.

Because of Marzano et al. (2005) work, 21 Responsibilities of the School Leader, the researcher also hypothesized teachers would reveal additional responsibilities essential for effective principal leadership. The responses from the Likert scale revealed that the participants most highly valued responsibility was Visibility. When the responsibilities were rank ordered, the participants highly valued Communication. The participants' free responses aligned to the Responsibilities of Communication, Visibility, and Relationships. There were distinct differences and similarities in perception among the respondents in each of the elementary, middle, and high schools. Among the rated and ranked responsibilities, teachers did not value principal involvement in instruction to be an area of importance.



### *Organization of Data Analysis*

A descriptive research design was used to answer the research question and the ancillary questions. The researcher designed an original and validated instrument using SurveyMonkey to collect data. Teacher participants in an urban pre-kindergarten through twelfth grade school district in western Wisconsin served as the sample in this study. The researcher used SurveyMonkey's descriptive data analysis and Microsoft Excel to collect and analyze data to examine the main research question and the two ancillary questions. Each nominal statement was further examined by reporting individual mean, mode, and median scores. Each free response statement was examined and summarized. The researcher found this instrument to be especially advantageous in organizing the items within each category of rating and ranking the 21 responsibilities.

Each research question was answered utilizing the demographics raw data, the Likert Scale, rank order information, and the free response statements. All responses were accounted for and crosschecked for validity. In an attempt to prevent participants from randomly checking all responses in a column on the Likert Scale section, the researcher inserted three questions directing the participant to check a specific response. If the respondent did not answer in accordance with the survey instructions, a reliability check was implemented. In other words, if a respondent chose an answer not in accordance with the survey directions, "mark box 1," the researcher determined that the respondent did not carefully consider the questions asked. By eliminating these kinds of participant responses, the instrument became more reliable.

### *Presentation of the Data Analysis*

The initial response rate was 36.22% of the population, with 213 teachers out of a total of 588 teachers in the district responding. Initially, 213 teachers responded to all or a part of the

survey instrument. Thirty-three surveys were discounted because respondents did not follow the directions on the three specified questions or did not complete the survey. A total of 180 teachers responded to all of the questions asked on the survey, resulting in a final response rate of 31.61%. A total of 41 responses pertained to teachers who teach multiple grade levels (see Table 3). A total of 139 responses were recorded for teachers teaching grades within a single school level. The remaining responses for school levels were as follows: 47 elementary only responses, 36 middle school only responses, and 56 high school only responses. Table 1 represents total responses using the demographic data concerning single taught and multiple taught school levels.

Table 1. Responses Collected of Single and Multiple Taught School Levels

Total Number of Responses per School Level		
	Number of Responses for Single School Levels Taught	Number of Responses for Multiple School Levels Taught
Elementary Responses	47	71
Middle School Responses	36	46
High School Responses	56	63
	Total 139	Total 180

Further analysis of this data is described in Table 3, which breaks down each of the corresponding school levels and combines those who responded to teaching more than one school level.

The researcher sought additional demographic information including the respondents' age group, gender, and ethnicity, highest level of education, length of service in the district, and total length of time teaching. The 41 to 45 year age group, females, and participants of Caucasian ethnicity provided the most responses. Teachers with their Bachelor's Degree plus some graduate coursework responded the most. In addition, teachers in the district for six to ten years responded the most. Embedded within the data analysis are disaggregate information obtained by use of the demographic survey responses.

Table 2 includes data pertaining to the mode, or response which occurred most often, in the demographic questions asked in the second section of the survey.

Table 2. Demographics for all Responses out of 180 Total Responses

	Age	Gender	Ethnicity	Attainment	District Teaching	Total Teaching
Most frequent responses in demographic category	41-45	Female	Caucasian	Master's with some post-grad work	Six - Ten Years	Twenty-one - Thirty Years
Responses totals	40	133	175	110	39	56
Percent	22.22%	74.90%	97.20%	61.11%	21.70%	31.10%

Of the 180 respondents, the demographics of age, gender, and ethnicity were not surprising, given the demographics within the total population of the sample district. A total of 22.22% of the respondents were in the 41 to 45 year age range, with 74% of them female and 97.20% Caucasian. Similar data are reflected district-wide. The sample district indicated that 61% of the teacher participants have a Master's Degree with some post-graduate work. In the sample district, 31.10% of participating teachers had been teaching a total of 21 to 30 years. Moreover, 21.70% were responses from teachers in their sixth through tenth year of teaching within the sample district.

All of the data collected and retrieved from SurveyMonkey was placed into a Microsoft Excel Spreadsheet to report the Measure of Central Tendency of the descriptive analysis. The total number of responses is a collection from participating teachers at all school levels. The responses are higher than the actual number of participants because some teachers teach multiple grades, crossing school levels. Table 3 is a breakdown of all of teachers' responses for single or multiple grades taught Pre-Kindergarten through twelfth grade.

Table 3. Responses of Teachers by Grade Level Single and Combined

Responses of Teachers by Grade Level												
Teachers Teaching Single Level Only						Teachers Teaching Multiple Grade Levels						Total
Grade Level Responses	PreK-K	Primary	Intermediate	Middle	High	PreK-K + Primary	PreK-K + Primary + Inter.	PreK-K + Primary + Inter. + Middle	Primary + Inter.	Inter. + Middle	Middle + High	
Responses	16	21	10	36	56	2	23	3	6	0	7	180

The grades involved at each level are as follows: Pre-K to K represents those who teach Pre-Kindergarten or Kindergarten, Primary represents professionals who teach grades 1 to 3, Intermediate respondents teach either grade 4 or 5, middle school participants teach grade 6 to 8, and high school participants teach grades 9 to 12. The second half of the table listed above is data referring to teachers who checked more than one option in the demographics section because they teach multiple grades, crossing school levels. These could include teachers who teach school-wide physical education, art, music, or special needs classes. The high school teachers provided the most responses, 31% among all five subdivided grade levels taught. Within the pool of respondents who teach multiple grades, those who teach Pre-K or Kindergarten, Primary, and Intermediate students contributed the most responses (13%).

Teachers were asked to use a Likert Scale to rate each of the 21 Responsibilities on a continuum ranging from “not important (1) to extremely important (10).” Five of the Responsibilities were separated into two statements because they were originally defined by Marzano et al. (2005) in two parts. These five Responsibilities are: Affirmation, Contingent Rewards, Communication, Resources, and Visibility. Two other Responsibilities—Involvement in Curriculum, Instruction and Assessment and Knowledge of Curriculum, Instruction and

Assessment—were separated on the rating scale because their original definitions contained three separate areas to consider: curriculum, instruction, and assessment, herein referred to as CIA when appropriate. Each participant also rank ordered the 21 Responsibilities based on importance using a 1 to 21 scale. A rank score of 1 was associated with the most important Responsibility and a rank score of 21 reflected the teachers' least important quality in a principal. The rate and rank measurements qualify as constructs to measure the main research question and first ancillary question.

In the review of findings the Measurement of Central Tendency using the mean, mode, and median were examined to measure the Likert Scale and Rank Order of the teachers' perceptions of each of the 21 Responsibilities, thereby answering the main research question and Ancillary Question 1. The researcher chose this style of reporting for ease of comparability.

In the following presentation of findings for the Likert Scale, a mean score expresses the average of all participants in that particular group of teachers. A score close to 10 represents a higher value because the rating is based on a ten-point scale with 10 equaling a principal behavior of "extreme importance" and one equaling a behavior of "no importance" to the respondent.

The mode rate signifies the respondents' most frequent rating for the Responsibility. Another way to understand mode is as the *most popular response* for the Responsibility. A number close to ten indicates a particular Responsibility on the Likert Scale is of "extreme importance." A mode score of seven illustrates a rate of 7 out of 10 (7/10), which was selected most often and considered fairly important, but not "extremely important."

The median score reflects the number in the middle of the range of scores for the particular Responsibility. Therefore, a nine on the Likert Scale represents a number where there

were equal rates of 10 and eight for the designated median score of 9. If the median number is a 10, there was no range for that particular item. There were 26 individual Likert Scales evaluated by the respondents, because seven definitions contained two or three parts per statement. These two-part or three-part survey questions were separated on the Likert Scale to more clearly define teachers' perceptions of each responsibility. For example, Affirmation contains two-parts; it evaluates "celebrates successes" and "recognizes failures." Involvement in CIA and Knowledge of CIA represent differences in perceptions of importance to teachers so this responsibility was broken down in the survey. As a result, the researcher reports the findings of the rated perceptions based on 26 total responses collected from the Likert Scale, even though there are only 21 total Responsibilities.

In the following presentation of the findings, a response containing a rank order expresses the average number of all participants who answered the Responsibility. The rank order is based on a 21-point scale with one equaling a principal behavior of "extreme importance" and 21 illustrating the rank order of "least importance." For example, an average score of 2.85 portrays a high value for the Responsibility in regard to the ranking responses, since it is so close to one. A ranked mean score of 8.38 would score in the middle range and a ranked score average of 16.5 would be in the lowest area of importance for these 21 Responsibilities.

The mode Rank Order signifies the respondents' most frequent rank for the Responsibility. Another way to understand mode is that it is the most popular response for the Responsibility. A number close to one would show how often the Responsibility was ranked with extreme importance. A mode of 18 represents a Responsibility rated 18 out of 21, otherwise written, 18/21 and considered of least importance to the participant.

The median Rank Order reflects the number in the middle of the range of scores for a particular Responsibility. Therefore, 18 represents equal rankings higher than 18 and lower than 18 for that score. If the median number is a two, there were equal ranks of one and three for that particular item.

In the data analysis, the researcher highlighted any unique characteristics of these data by displaying a table for each responsibility containing the Measure of Central Tendency for both the Likert Scale and Rank Order. This allows the reader to compare the importance of all the Responsibilities among the individual school/grade levels. The researcher also provides figures to further explain cross-sections of Likert Scale and Rank Order with the demographic data collected on the survey. The researcher also summarized significant findings among the school/grade levels throughout the review and provided a summary at the conclusion of the data analysis. In the final section of the data analysis, the researcher examined Ancillary Question 2, which uses the data collected in the free response question.

#### *Data Analysis for Likert Scale and Rank Order of the 21 Responsibilities*

##### *Affirmation*

Marzano et al. (2005) define Affirmation as, “the extent to which the leader recognizes and celebrates school accomplishments and acknowledges failures” (p. 41). Table 4 illustrates the Likert Scale and Rank Order for the Responsibility of Affirmation. The two-part nature of this Responsibility was posed twice in the survey’s Likert Scale. Part one of the scale sought teachers’ perceptions of the importance of “acknowledging failures” and the second part addressed the perceptions of “celebrating accomplishments.”

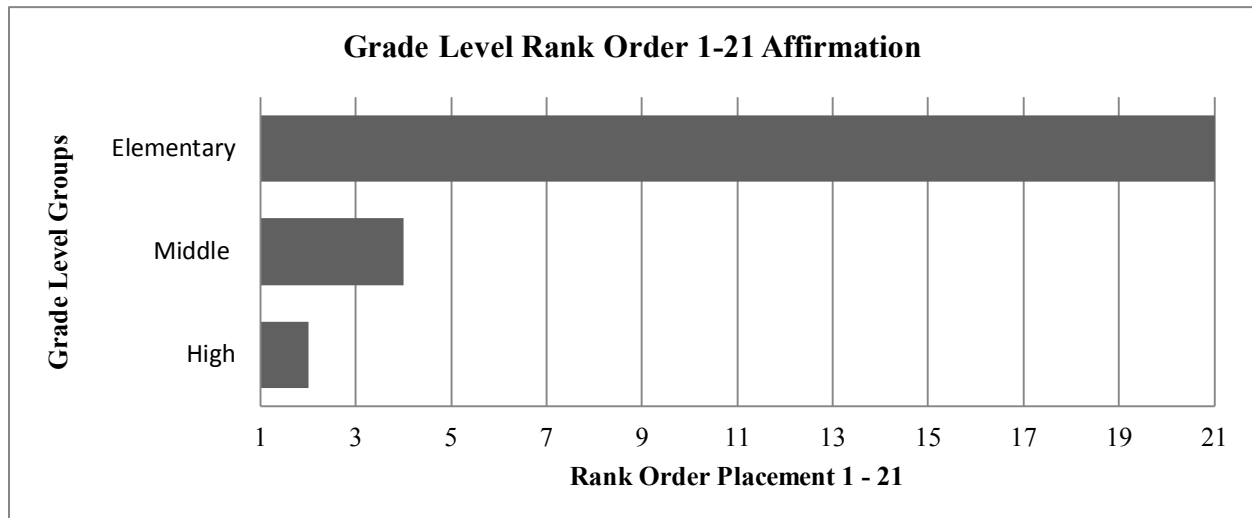


Table 4. Measurement of Central Tendency - Likert Scale and Rank Order for Affirmation

Teachers' Perceptions of Affirmation	Likert Scale Acknowledging Failures			Likert Scale Celebrates Accomplishments			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	7.16	8	4.5	8.79	10	9	12.39	21	11.5
Middle School Teachers	7.17	7	7	8.83	10	9	12.83	4	14
High School Teachers	7.69	7	8	8.94	10	9	9.3	2	8

All of the teachers rated “celebrates accomplishments” higher than “acknowledges [school] failures” on the Likert Scale. All teachers rated “celebrates accomplishments” within a close proximity from one another at 0.15 on the Likert Scale. Elementary and middle school perceptions were rated closely with a mean score difference of 0.01 with regard to “acknowledging failures.” Elementary teachers’ median score was significantly lower in importance than middle and high school teachers in “acknowledging failures,” yet identical in their perceptions of the importance of “celebrating accomplishments” (10). The elementary school teachers ranked Affirmation in last place while the teachers in the middle and high school ranked Affirmation within the top 4 highest places across the board see Figure 1.

Figure 3. Rank Order of Affirmation for Elementary, Middle, and High School



The figure shows the varied rank order for Affirmation among the three school levels. The elementary perceptions ranked in last place while high school ranked the responsibility of Affirmation in second place and middle school teachers ranked it in fourth place. The sample district as a whole ranked Affirmation 12 / 21.

#### *Change Agent*

Marzano et al. (2005) define Change Agent as, “the extent to which the principal is willing to challenge and actively challenges the status quo” (p. 41). Table 5 illustrates the Likert Scale and Rank Order for the Responsibility of Change Agent.

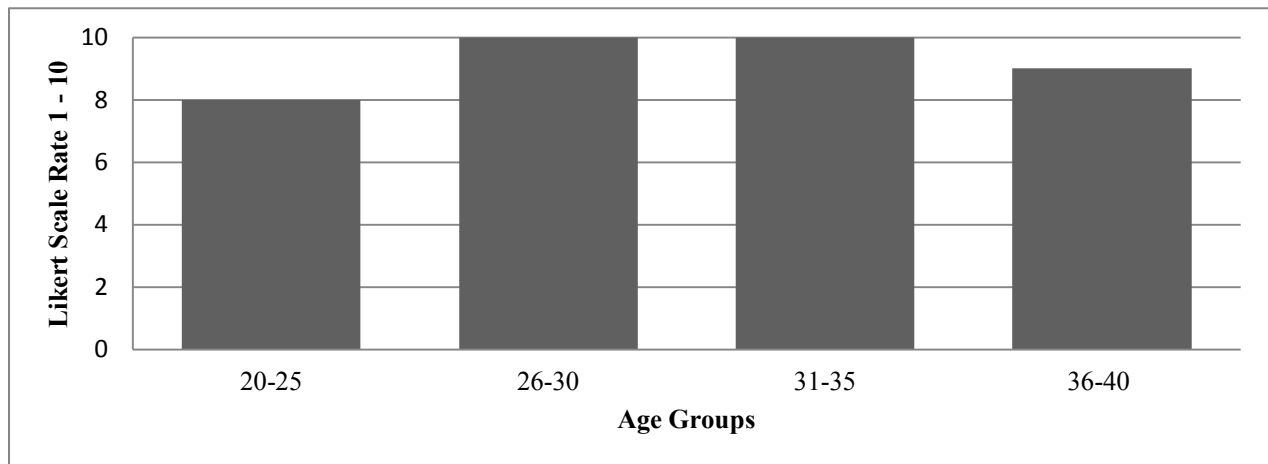
Table 5. Measurement of Central Tendency - Likert Scale and Rank Order for Change Agent

Teachers' Perceptions of Change Agent	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.18	8	8	12.14	20	12.5
Middle School Teachers	8.36	9	9	9.89	6	8
High School Teachers	8.05	9	8	10.66	11	11

All teachers rated the Responsibility of Change Agent within .31 and scored it in the middle range of importance. However, the spectrum for rank ordering its importance was broader. Elementary teachers ranked it lower at 20, high school teachers ranked it as average at 11, and middle school teachers ranked it within the top 6 of the 21 Responsibilities.

Overall, the district respondents ranked Change Agent 10 / 21. It ranked very low in regard to the degree of importance for a ten-point rate scale as well, at 18 / 21. Teachers between the ages of 26-35 rated Change Agent the highest as represented in Figure 2.

Figure 4. Likert Scale for Change Agent and Age Group Demographic Data



Teachers between 20-25 value Change Agent at 8 / 10 and teachers 36-40 rated Change Agent at 9 / 10 on the Likert Scale.

#### *Contingent Rewards*

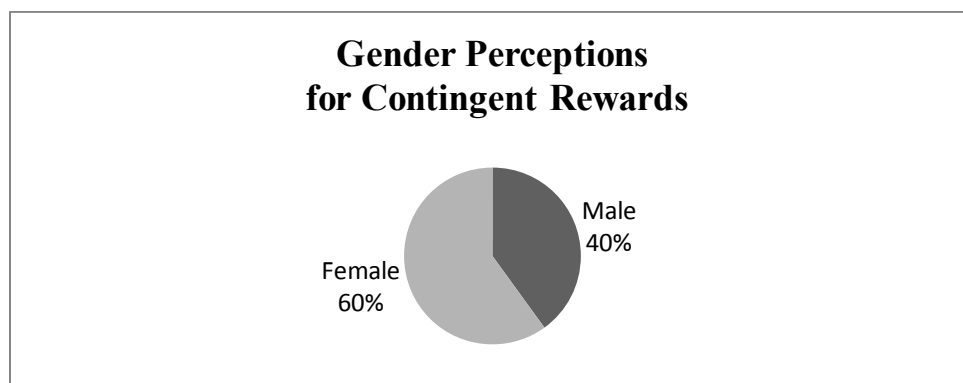
Marzano et al. (2005) define Contingent Rewards as, “the extent to which the principal recognizes and rewards individual accomplishments” (p. 45). The table below explains key findings to this two-part question. It was asked twice using the Likert Scale because the broad category of Contingent Rewards involves the school leader offering individual recognition to teachers and producing individual teacher rewards. Table 6 further explains the Measure of Central Tendency for both Likert Scale and Rank Order.

Table 6. Measurement of Central Tendency - Likert Scale and Rank Order for Contingent Rewards

Teachers' Perceptions of Contingent Rewards	Likert Scale Individual Recognition			Likert Scale Individual Rewards			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	7.46	8	8	6.33	9	6.5	16.3	21	19.5
Middle School Teachers	7.6	9	8	7.3	8	8	14.47	21	16
High School Teachers	7.73	8	8	7.23	10	7	12.48	21	13

The mean Likert Scale scores for all teacher groups were rated within 0.27 of one another on “individual recognition.” This scored closer to one another than “individual rewards” which scored 0.97 from one another. All of the teachers scored the Responsibility of Contingent Rewards last (21) on the Rank Order, revealing the perception that rewards and recognition have a low level of importance to all of the teacher groups. In Figure 3, the demographic data showcases the differences between male and female teachers’ value for Contingent Rewards.

Figure 5. Likert Scale of Gender Demographics and Contingent Rewards



Male teachers value Contingent Rewards less than their female counterparts by 10%.

## *Communication*

Marzano et al. (2005) defines Communication as, “the extent to which the principal establishes strong lines of communication with and among teachers and students” (p. 46). This two-part statement addresses the Likert Scale and Rank Order for teachers’ perceptions about the importance of communication among principal and teachers and principal and students. Table 7 provides the highest significance for value of importance in the rating and ranking of all the 21 Responsibilities.

Table 7. Measurement of Central Tendency - Likert Scale and Rank Order for Communication

Teachers' Perceptions of Communication	Likert Scale With Teachers			Likert Scale With Students			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.23	10	10	9.34	10	10	2.85	1	2
Middle School Teachers	9.02	10	10	9.09	10	9	3.87	1	2
High School Teachers	9.3	10	10	8.83	10	9	4.11	1	3

The Responsibility of Communication was reported as “extremely important” to all teachers as they rated and rank ordered all the three parts of this statement as equally important. Communication with teachers was rated slightly higher (9.09) than with students. Mode ratings of teachers and students were at 10, and the Responsibility of Communication was ranked first among elementary, middle, and high school teachers.

Given the demographic data for elementary teachers the breakdown of elementary responses show, the highest percentage of teachers responding, rank ordered the responsibility of Communication first. Pre-K-K had the highest percentage of Rank Order at the elementary level with 34%, Primary (grades 1-3) teachers ranked it first with 33.9%, and intermediate (grades 4-

5) teachers ranked communication first also at 23.8%. Among responses only one was beyond the ninth place at 15 /21 when rank ordered.

### *Culture*

Marzano et al. (2005) define Culture as, “the extent to which the principal fosters shared beliefs and a sense of community and cooperation” (p. 42). Table 8 explains a high mode on the Likert Scale and a high common Rank Order placement for the importance of the Responsibility of Culture.

Table 8. Measurement of Central Tendency - Likert Scale and Rank Order for Culture

Teachers' Perceptions of Culture	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.46	10	10	5.93	1	4
Middle School Teachers	9.19	10	10	4.77	1	4
High School Teachers	9.2	10	9.5	6.64	1	5.5

Culture is highly significant in two measures. Both mode scores are identical in the Likert Scale and Rank Order. All teachers perceive the Responsibility of Culture to be extremely important. The rate variance between school levels is 0.27 and the variance between the averaged rank mean is 1.87.

As a whole, the district respondents ranked the Responsibility of Culture in second place. More females (60%) rated the importance of Culture at ten than males (36.3%) who rated Culture at a ten.

## *Discipline*

Marzano et al., (2005) define Discipline as, “the extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus” (p. 42). One would normally think discipline refers to rules and student behavior issues, but that is not Marzano’s definition. That interpretation of the term “discipline” will come later. The Responsibility of Discipline was rated the highest mark, 10, among all the teachers. Teachers value the Responsibility of Discipline because it protects their teaching and planning time, according to Marzano. See Table 9 for findings resulting in a high average mean in the Responsibility of Discipline.

Table 9. Measurement of Central Tendency - Likert Scale and Rank Order for Discipline

Teachers' Perceptions of Discipline	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.97	10	9	8.76	6	7
Middle School Teachers	9.06	10	9	7.94	5	7
High School Teachers	9.09	10	9.5	8.05	5	6

The Responsibility of Discipline was valued highly among all teachers as its mean averages (9.04) and the mean ranks (8.25) are considered above average on a 21-point scale. Overall, the district respondents ranked Discipline highly at 4 / 21.

## *Flexibility*

Marzano et al. (2005) define Flexibility as, “the extent to which the principal adapts their leadership behavior to the needs of the current situation and are comfortable with dissent” (p.



49). Table 10 depicts a consistency between mode and median in the rate scores of all the teachers' responses for the Responsibility of Flexibility.

Table 10. Measurement of Central Tendency - Likert Scale and Rank Order for Flexibility

Teachers' Perceptions of Flexibility	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9	10	9	8.11	3	7
Middle School Teachers	9.17	10	9	8.3	5	7
High School Teachers	8.86	10	9	8.75	8	8

The mean Likert Scale score variance for all three school levels was close (.31). Teachers' ranked mode scores were slightly varied among one another: elementary teachers scored 3, middle school teachers scored 5, and high school teachers perceived importance with a mode score of 8.

The sample district respondents ranked the Responsibility of Flexibility 5 / 21. The teachers appreciate a principal who adapts behaviors to meet the needs of the current situation and are comfortable with dissent in the school setting.

### *Focus*

Marzano et al. (2005) define Focus as, "the extent to which the principal establishes clear goals and keeps those goals in the forefront of the school's attention" (p. 42). Table 11 illustrates a consistency among all school levels on the Likert Scale. The mean, mode and median scores resemble one another closely. See Table 11.

Table 11. Measurement of Central Tendency - Likert Scale and Rank Order for Focus

Teachers' Perceptions of Focus	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.7	10	9	7.64	9	7
Middle School Teachers	8.77	10	9	8.13	8	8
High School Teachers	8.75	10	9	7.47	7	7

The average score for all teachers was very compatible in mean scores for the Likert Scale with a variance of .07 in the range. The rank order for all teachers varied slightly, yet still on the upper to mid-range of the spectrum. As a whole, this Responsibility was ranked by the sample district as very high, placing Focus at 3 / 21.

The sample district's mode rank and highest rank order place for all teachers in regard to their professional collegiate attainment are as follows: First, teachers with their Bachelor's Degree rank ordered score remained at the top of the scale with 2 / 21. Teachers with their Bachelor's Degree with some graduate coursework rank ordered Focus at 9 / 21. The teachers who hold their Master's Degrees held a three way tie within their own category based on a mode score. The mode score for this ranking was 15.4% and was placed respectively in three places at the top and midrange: 3 / 21, 9 / 21 and 11 / 21. Next, teachers who hold their Master's Degree with some graduate coursework ranked Focus in the upper to midrange at 8 / 21 and last, the teacher who holds a Doctorate degree rank ordered Focus at 15 / 21.

### *Ideals/Beliefs*

Marzano et al. (2005) define Ideals/Beliefs as, "the extent to which the principal communicates and operates from the strong ideals and beliefs about schooling" (p. 42). Table 12

shows all three school levels' Likert Scale score was consistently a 9 or 10. Elementary and middle school teachers gave the same mode scores with a score of 9, while high school teachers' value of importance was slightly higher with most of their scores increasingly more important with a mode score of 10.

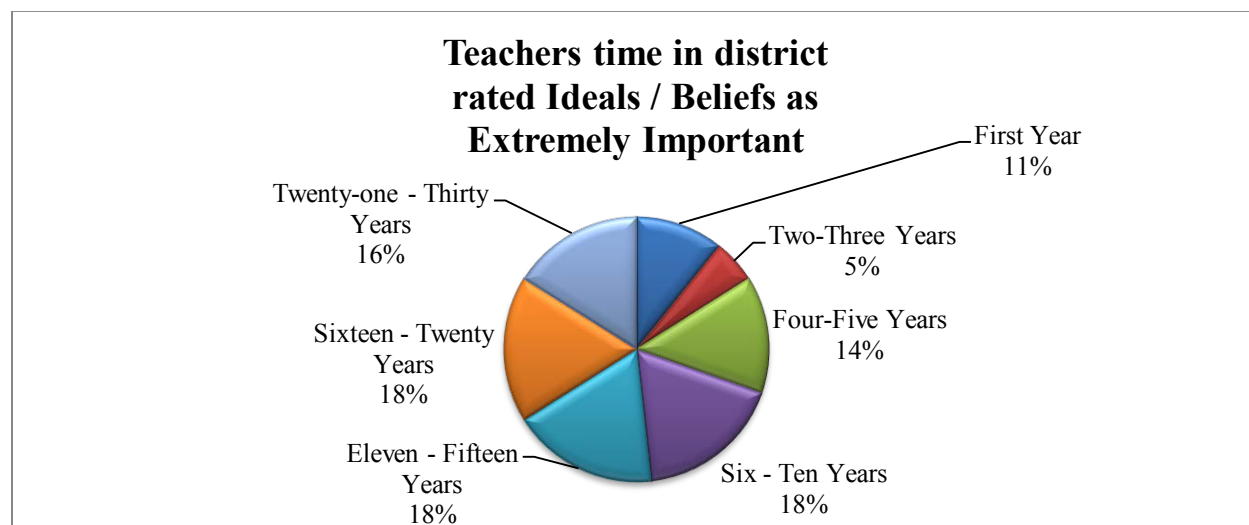
Table 12. Measurement of Central Tendency - Likert Scale and Rank Order for Ideals/Beliefs

Teachers' Perceptions of Ideals and Beliefs	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.51	9	9	11.19	14	12
Middle School Teachers	8.77	9	9	10.6	10	10
High School Teachers	8.66	10	9	10.41	10	10

Table 12 demonstrates middle and high school teachers' rank order was very similar with 10.41 and 10.6. A mode score of 10 is comparable among the middle and high school teachers, as well. Elementary school teachers ranked Ideals/Beliefs lower at 14 / 21. The district respondents as a whole value strong Ideals and Beliefs about schooling as they rank ordered this Responsibility in mid-range, with a ranking of 9 / 21.

Figure 4 presents a disaggregation of the demographics based upon years of service to the profession. These respondents marked "extremely important" on the Likert Scale for Ideals / Beliefs."

Figure 6. Ideals and Beliefs Rated as “Extremely Important” for Teachers Based on Years of Teaching



Those teachers who have been teaching in the sample district from six – twenty years rated Ideals / Beliefs as “extremely important” on the Likert Scale (18%). There appears to be a drop off in value for this Responsibility among professionals entering their second-third years of service.

### *Input*

Marzano et al. (2005) define Input as, “the extent to which the principal involves teachers in the design and implementation of important decisions and policies” (p. 51). Table 13 further explains the teachers’ Likert Scale and Rank Order for the Responsibility of Input. The average mean Likert Scale score was 9.14 among teachers of all three school levels.

Table 13. Measurement of Central Tendency - Likert Scale and Rank Order for Input

Teachers' Perceptions of Input	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.3	10	10	8.43	4	8
Middle School Teachers	8.94	10	9	8.64	8	9
High School Teachers	9.19	10	9	9.3	6	9

The respondents' collective rank order mean score average was 8.79 even though each school levels' mode scores varied. The district respondents' overall rank for Input was 6 / 21. The average rank order between genders was nearly the same. Out of 187 responses, male teachers ranked Input at 9.22 and female teachers ranked Input at 8.62, for a difference of .60.

#### *Intellectual Stimulation*

Marzano et al. (2005) define Intellectual Stimulation as, "the extent to which the principal ensures faculty and staff is aware of the most current theories and practices and discusses these topics regularly with them" (p. 52). Table 14 shows Intellectual Stimulation was somewhat important to the elementary and middle school teachers, but not valued as highly for the high school teachers on the Likert Scale.

Table 14. Measurement of Central Tendency - Likert Scale and Rank Order for Intellectual Stimulation

Teachers' Perceptions of Intellectual Stimulation	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	7.81	9	8	13.59	16	14
Middle School Teachers	8.47	9	9	12.7	11	13
High School Teachers	7.52	7	7	14.36	11	15

When ranking the order of importance of the Responsibility of Intellectual Stimulation, the elementary and middle school teachers had the exact same mode score of 9 in rating on the Likert Scale and the middle and high school teachers shared the exact same mode score of 11. On the ten-point scale, the sample district respondents rated Intellectual Stimulation somewhat important at 7.33, but did not rank it highly at 13.55.

#### *Involvement in Curriculum, Instruction, and Assessment*

Marzano et al. (2005) define Involvement in Curriculum, Instruction, and Assessment as, “the extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment at the classroom level” (p. 52). This Responsibility was covered three separate times on the Likert Scale section of the survey instrument to emphasize the *individual* components of Involvement in Curriculum, Involvement in Instruction, and Involvement in Assessment (CIA). See Table 15 for the significant Likert Scale and Rank Order among each of the three areas. The three areas for Likert Scale and Rank Order are presented separately due to confinement of page format.

Table 15. Measurement of Central Tendency - Likert Scale and Rank Order for CIA Involvement

Teachers' Perceptions of Involvement in Curriculum, Instruction, and Assessment	Likert Scale for Involvement in Curriculum			Likert Scale for Involvement in Instruction		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	7.1	7	7	6.89	5	7
Middle School Teachers	7.02	8	8	6.57	7	7
High School Teachers	6.28	8	7	6.02	8	6

Teachers' Perceptions of Involvement in Curriculum, Instruction, and Assessment	Likert Scale for Involvement in Assessment			Rank Order for Involvement CIA		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	7.48	8	8	14.26	14	14
Middle School Teachers	7.36	8	8	15.79	18	16
High School Teachers	6.53	8	7	16.5	21	18

When rating Involvement of CIA, all teachers rated the importance of principal involvement in Assessment quite low, with an average mean score of 7.12. Curriculum was rated even lower with an average mean score of 6.8. Participants scored Involvement in Instruction with the lowest mean score of 6.49, perceiving the component of “Involvement in Instruction” the lowest within this Responsibility. Also, on the Likert Scale Principal Involvement in Assessment had a shared mode score of 8 among all teachers, indicating important, but not extremely important.

Out of 21 places, elementary school teachers ranked Involvement in CIA at 14 / 21, middle school teachers ranked it 4 places lower than elementary school teachers at 18 / 21, and

high school teachers ranked Involvement in Curriculum, Instruction, and Assessment last with a mode score of 21. As a whole, the sample district rank ordered Principal Involvement in the design and implementation of Curriculum, Instruction, and Assessment at the classroom level last (21).

The following table contains a demographic data analysis of the Likert Scale with those who rated Involvement of CIA as “extremely important.” A comparison of figures is displayed with the Age Group demographic and the Collegiate Attainment demographic. See Table 16 for comparison figures of the two categories.

Table 16. Involvement of CIA Likert Scale Mode Responses for “extreme importance” for Demographic Data: Age Groups and Collegiate Attainment.

	Age Group	Collegiate Attainment
Involvement in Curriculum	51-55 year olds	Master's Plus
Involvement in Instruction	26-35 & 51-55 year olds	Master's Plus
Involvement in Assessment	26-30 year olds	Master's Plus

Of all of the teachers who responded to the above question, the teachers in the 51-55 year old age group accounted for the most responses indicating Principal Involvement in Curriculum as of “extreme importance.” The teachers in the 26-35 year old age group tied with teachers in the 51-55 year old age group, indicating “extreme importance” for Involvement in Instruction. Teachers in the 26-30 year old age group accounted for those who rated “extreme importance” for Involvement in Assessment. Respondents with post-graduate credentials had a greater value for CIA; they unanimously rated Involvement in CIA as of “extreme importance.”



On the other end of the continuum, the researcher chose to report the findings for those teachers in these two categories who do not share any value of importance to the Responsibility of Involvement in CIA. The data reveals that teachers in their early thirties with a master's degree plus do not see the value in principal involvement of curriculum, instruction, and assessment. See table 17 for data analysis for these figures.

Table 17. Involvement in CIA Likert Scale Mode Responses for “not important” Using Demographic Data: Age Groups and Collegiate Attainment

	Age Group	Collegiate Attainment
Involvement in Curriculum	31-35 year olds	Master's Plus
Involvement in Instruction	31-35 year olds	Master's Plus
Involvement in Assessment	31-35 year olds	Master's Plus

Unlike that of those selecting “extreme importance,” teachers in the 31-35 year old age group accounted for the largest group rating Involvement in Curriculum, Instruction, and Assessment as “not important to the teacher.” Comparable to responses of “extreme importance” were a number of teachers with their Master's degrees and post-graduate coursework who were not in favor of this Responsibility. There are more teachers with their master's degrees with some graduate coursework than any other attainment category.

#### *Knowledge of Curriculum, Instruction, and Assessment*

Marzano et al. (2005) define Knowledge of Curriculum, Instruction, and Assessment as, “the extent to which the leader is aware of best practices in these domains. The focus here is on the acquisition and cultivation of knowledge whereas the Responsibility of Involvement in CIA is action oriented” (p. 54). On the Likert Scale of the survey, this Responsibility was also covered in three separate ways to emphasize each of the individual components: Knowledge of

Curriculum, Knowledge of Instruction, and Knowledge of Assessment (CIA). Table 18 displays the significant Likert Scale and Rank Order among each of the three areas. The three areas for Likert Scale and Rank Order are presented separately due to confinement of page format.

Table 18. Measurement of Central Tendency - Likert Scale and Rank Order for CIA Knowledge

Teachers' Perceptions of Knowledge of Curriculum, Instruction, and Assessment	Likert Scale for Knowledge of Curriculum			Likert Scale for Knowledge of Instruction		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.4	9	9	8.96	10	9
Middle School Teachers	8.09	8	8	8.81	10	9
High School Teachers	7.5	8	8	8.58	10	9

Teachers' Perceptions of Knowledge of Curriculum, Instruction, and Assessment	Likert Scale for Knowledge of Assessment			Rank Order for Knowledge of CIA		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.5	10	9	12.18	13	13
Middle School Teachers	8.57	9	9	12.94	13	13
High School Teachers	7.89	8	8	14.3	13	14.5

In reference to the teachers' rating of the Knowledge of CIA, all of the teachers rated the importance of Principal Knowledge in the middle-high range on the Likert Scale. Knowledge of Instruction was rated the highest with an average mean score of 8.78, Knowledge of Assessment was rated slightly below the first mean score, with an average score of 8.32. The least rated Likert Scale score of the three was Knowledge of Curriculum with 7.99. Yet, its importance on the Likert Scale held an average mean score of 8 / 10. Unique mode scores include the

unanimously rated mode score of 10 for Knowledge of Instruction. The Rank Order scores were low for Knowledge of CIA, all school level teachers ranked it collectively at 13 out of 21.

In Table 19 the researcher provided demographic data collected on teachers' collegiate attainment and rank order analyzed with Knowledge of Curriculum, Instruction, and Assessment.

Table 19. Rank Order for CIA Knowledge and Teachers' Collegiate Attainment

	Rank Order out of 21	Total Responses
Bachelor's Degree	13	5 responses of 14
Bachelor's Degree Plus	17	5 responses of 30
Master's Degree	15	5 responses of 26
Master's Degree Plus	13	23 responses of 116
Doctorate Ph.D / Ed.D.	16	1 response of 1

The 5-point range for this rank order finding is ranked from 13-17 out of 21, which lies at the bottom end of the spectrum because a score of 1 represents most the important responsibility and a score of 21 represents the least important one when rank ordered. The column to the right displays the number of participants who ranked in this way, out of the total number in that attainment category. For example, those participants who hold a Master's Degree Plus had made 23 responses out of a total of 116 responses in that category total. Most of the teachers' scores are clustered in the latter end of center, regardless of their collegiate attainment.

### *Monitoring/Evaluating*

Marzano et al. (2005) define Monitoring/Evaluating as, "the extent to which the leader monitors the effectiveness of school practices in terms of their impact on student learning" (p. 43). Table 20 illustrates the Likert Scale and Rank Order for the Responsibility of

Monitoring/Evaluating, revealing middle school and high school responses were identical in Likert Scale yet varied in the rank order mode for all school levels.

Table 20. Measurement of Central Tendency - Likert Scale and Rank Order for Monitoring/Evaluating

Teachers' Perceptions of Monitoring/Evaluating	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.63	9	9	13.04	17	14
Middle School Teachers	8.81	10	9	14.11	15	15
High School Teachers	8.88	10	9	13	14	14

The average Likert Scale score is 8.77 for all teachers representing fairly high value for the Responsibility of Monitoring/Evaluating. The most often scored rate is 9 and 10 for middle and high school teachers on the Likert Scale, indicating high importance.

The mode score for the rank order of the Responsibility of Monitoring/Evaluating is varied among all three school levels and is on the latter end of the spectrum for importance. The most often ranked order for high school teachers was 14, middle school teachers slightly lower at 15, and elementary school teachers ranked Monitoring/Evaluating fourth from the bottom with a score of 17. Overall, the sample district respondents' ranked score for the Responsibility of Monitoring/Evaluating was 16 / 21. This rank indicates less importance on the spectrum given all of the Responsibilities.

### *Optimizer*

Marzano et al. (2005) define Optimizer as, "the extent to which the leader inspires others and is the driving force when implementing a challenging innovation" (p. 56). Table 21 displays

the distinct similarity between middle school and high school teachers' responses to the Likert Scale and rank order.

Table 21. Measurement of Central Tendency - Likert Scale and Rank Order for Optimizer

Teachers' Perceptions of Optimizer	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	8.6	9	9	14.45	18	15
Middle School Teachers	8.94	10	9	13.85	15	15
High School Teachers	8.89	10	9	13.92	17	15

Based on the Likert Scale both middle and high school teachers scored Optimizer with a mode score of 10. Most of the teachers value the Responsibility of Optimizer, considering the score of 9 and 10, respectively.

The rank order responses reveal all teachers' responses on the Responsibility of Optimizer were slightly varied. Elementary school teachers valued this specific Responsibility the least 18. Within the Responsibility of Optimizer, middle school teachers ranked it the highest with a score of 15. High school teachers rank the importance of this Responsibility slightly ahead of elementary school teachers with a mode score of 17. All responses lie in the range of 15-18 which remains at the end of the spectrum on the 21 Rank Order scale. Teachers who have a principal who inspires others and is the driving force when implementing a challenging innovation was ranked 18 / 21, among the sample district as a whole.

#### *Order*

Marzano et al. (2005) define Order as, "the extent to which the principal establishes a set of standard operating principles and routines" (p. 57). The Responsibility of Discipline may be

misunderstood as Order. According to Marzano et al., the traditional school term discipline is what is referred to as the Responsibility of Order. Teachers value the Responsibility of Order when principals establish clear rules and expectations for all. Table 22, shows the Likert Scale scores that reveal the significant importance of this Responsibility among all the school levels.

Table 22. Measurement of Central Tendency - Likert Scale and Rank Order for Order

Teachers' Perceptions of Order	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.29	10	10	10.64	15	10
Middle School Teachers	9.3	10	10	11.85	15	14
High School Teachers	9.3	10	10	10.67	16	11

Each school level scored the importance of Responsibility of Order nearly the same with a mean score of 9.30 and a variance range of 0.01 between the three mean scores. This shows cohesion among all teachers for a principal's leadership with regard to the importance of the Responsibility of Order.

The teachers' average mean rank is 11.05. Teachers in elementary and high school ranked the Responsibility of Order almost the same, with a 0.03 variance. Middle school teachers ranked it 1.18, lower than elementary and high school teachers. Elementary teachers and middle school teachers' ranked scores of mode were identical, falling at the end of the middle range with scores of 15. Overall, the sample district respondents ranked the Responsibility of Order 11 / 21. This is centered equally with values of importance on both sides of the median.

The demographic analysis containing Gender with the Likert Scale and Rank Order scores for the Responsibility of Order is examined in Table 23.

Table 23. Gender on Likert Scale and Rank Order for the Responsibility of Order

Gender	Male	Female
Likert Scale Extremely Important	43%	58%
Likert Scale Extremely Important	22 / 51	82 / 140
Rank Order	15 out of 21	16 out of 21

Considering the gender demographic population of teachers, the Likert Scale revealed that 22 male teachers, out of 51, scored Order as “extremely important.” In comparison, 82 female teachers, out of a total of 140, scored Order as “extremely important.” Male and female teachers ranked the Responsibility of Order almost the same; male teachers 15 / 21 and female teachers 16 / 21.

### *Outreach*

Marzano et al. (2005) define Outreach as, “the extent to which the principal is an advocate and spokesperson for the school to all stakeholders” (p. 58). A principal’s commitment to communicate with stakeholders both inside and outside the school was considered “important” to all teachers, yet the value was scored on the lower end of the range for rank order. See Table 24 for Likert Scale and Rank Order data.

Table 24. Measurement of Central Tendency - Likert Scale and Rank Order for Outreach

Teachers' Perceptions of Outreach	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.08	10	9	15.71	19	17
Middle School Teachers	9.47	10	10	13.81	18	15
High School Teachers	9.47	10	10	13.44	17	15

The middle and high school teachers' rated Likert Scale mean average for Outreach was the same, with a score of 9.47. Also on the Likert Scale, all teachers shared the same mode score as "extremely important" for this Responsibility. On the contrary, as for the Rank Order values, all teachers' ranked perceptions were clustered together at the lower end of the spectrum from 17 to 19.

This Responsibility, which calls on principals to serve as an advocate and spokesperson for the school to all stakeholders, was ranked 19 / 21, for the sample district respondents as a whole. Interestingly, Outreach was perceived to be "very important" to teachers even though its overall rank was among the lowest out of 21.

### *Relationships*

Marzano et al. (2005) define Relationships as, "the extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff" (p. 58). Table 25 reveals the importance of the Responsibility of Relationships among teachers of all school levels. There was a notable difference in the ranking among elementary, middle, and high school teachers.



Table 25. Measurement of Central Tendency - Likert Scale and Rank Order for Relationships

Teachers' Perceptions of Relationships	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.18	10	10	9.89	19	9
Middle School Teachers	9.17	10	10	9.89	3	9
High School Teachers	9.16	10	9	10.13	3	9.5

Likert Scale scores reveal all of the teachers rated the Responsibility of Relationships very high, with a mean average of 9.17, and a consistent high scoring mode of “extreme importance” (10). The Rank Order scores show middle and high school teachers’ ranking scores are similar to the rate scores with a high mode score of 3 / 21. Yet, elementary teachers did not rank the importance of Relationships highly. In fact, the scores were second to last with a rank of 19. The sample district respondents’ Likert Scale and Rank Order mean scores were nearly the same with an overall 7 /21 ranking among all 21 Responsibilities.

### *Resources*

Marzano et al. (2005) define Resources as, “the extent to which the leader provides teachers with materials and professional development necessary for the successful execution of their duties” (p. 60). Due to the nature of the two-part definition, the survey instrument divided this Responsibility in two components to address each area individually. Table 26 shows the data collected regarding the two components: the importance of professional development as a resource and the importance of providing teachers with necessary materials as a resource.

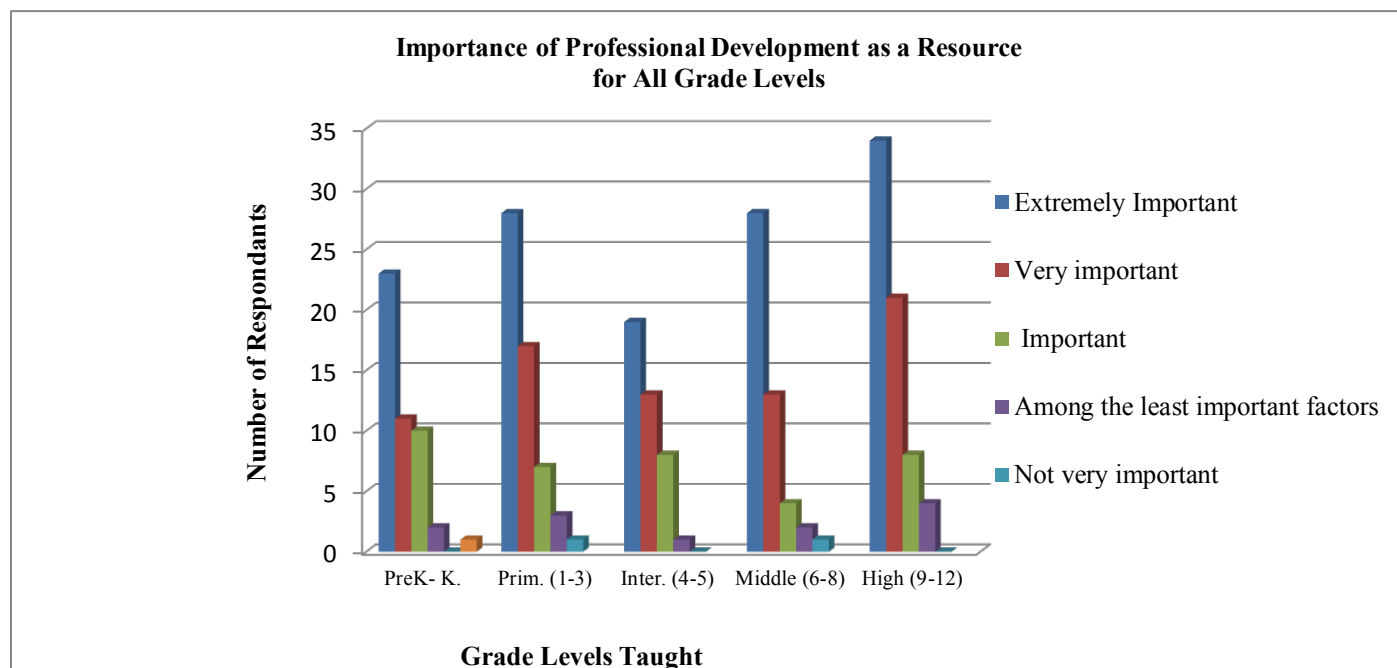
Table 26. Measurement of Central Tendency - Likert Scale and Rank Order for Resources

Teachers' Perceptions of Resources	Likert Scale Professional Development			Likert Scale Materials			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9	10	9	9.14	10	10	12.14	19	12
Middle School Teachers	9.4	10	10	9.34	10	10	13.19	19	14
High School Teachers	9.16	10	10	9.13	10	10	12.66	19	13

The average Likert Scale mean score for “Resources with Materials” (9.2) was slightly higher than that of “Resources with Professional Development” (9.18). The Responsibility of Resources was proven important among all teachers as they rated on the Likert Scale the two topics equally high with a mode score of 10. Coincidentally, all of the elementary, middle, and high school teachers Rank Ordered the Responsibility of Resources equally low with mode scores of 19. Overall, the sample district respondents’ ranked the responsibility of Resources moderately important for the successful execution of their duties, as it had a mid-range ranking of 13 / 21.

The demographic distribution of rating based on the Likert Scale for all teachers is illustrated in Figure 5.

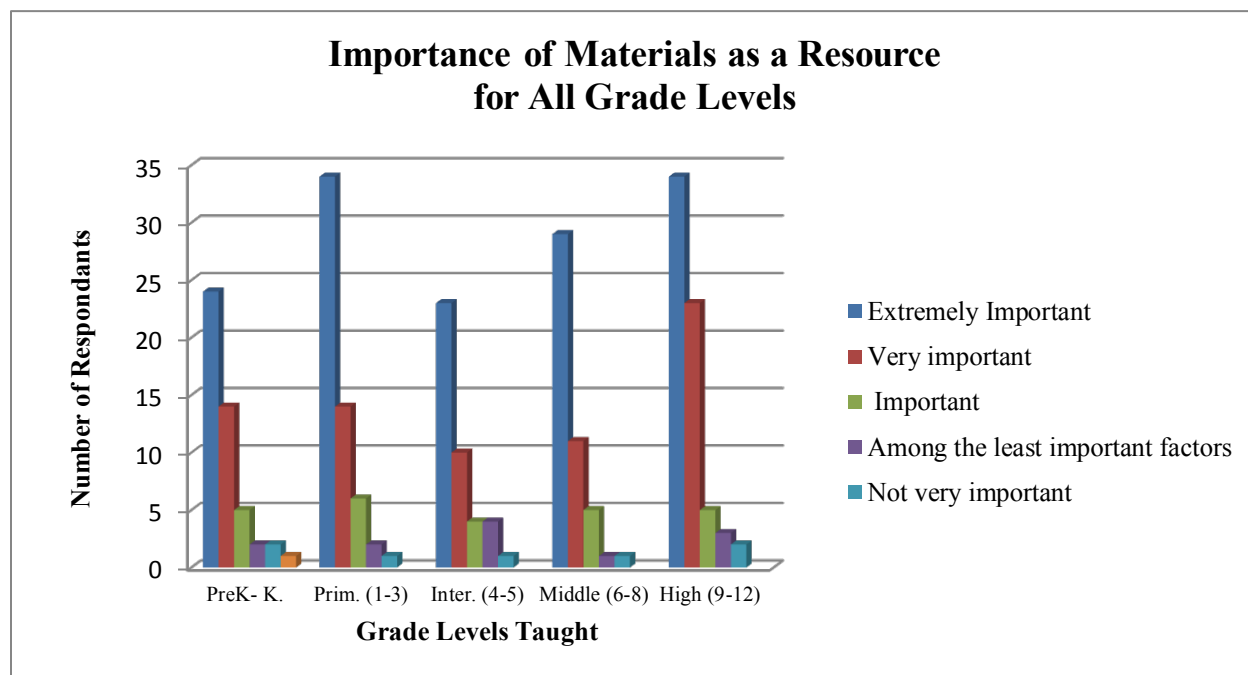
Figure 7. All Grade Levels Likert Scale rates for Professional Development as a Resource



On the Likert Scale regarding the 47 total pre-k - kindergarten teachers, 23 of them rated Resources with Professional Development as “extremely important,” a 10, on the scale, and 28 / 56 primary school teachers rated it a 10. With the 41 total intermediate teachers, the closest interval between 10 “extremely important” and 9 “very important” was as follows: 19 teachers rated it a 10 and 13 teachers rated it a 9. Of the 48 middle school teachers, 28 teachers rated professional development as a resource a 10, and the largest grade level group with 67 high school teachers, 34 of these teachers rated the Responsibility of Professional Development as a Resource a score of 10 on the Likert Scale.

The second component to Resources is provides teachers with the necessary materials for the successful execution of their [teachers] jobs. See Figure 7 for results of Pre-K – High school teachers in reference to their highest Likert Scale scores.

Figure 8. All Grade Levels Likert Scale Rates for Materials as a Resource



Of the 47 total Pre-K - Kindergarten teachers, 24 rated Resources with materials at a score of 10, meaning “extreme importance,” 14 of them rated materials very important at 9. Of the 57 primary teachers, 34 of them rated this Responsibility as extremely important. Of the 42 intermediate teachers, 23 teachers rated it as “extremely important,” with a score of 10. Of the 47 middle school teachers, 29 teachers rated materials as a valuable resource with a score of 10, and the largest group of respondents, 67 high school teachers, 34 teachers rated this Responsibility a 10, which landed in a tie with the Primary teachers.

In comparison to one another, all teachers value the Responsibility of Resources either with professional development or with materials nearly the same. The overall score for materials (9.2) slightly out-rated professional development (9.18) by 0.02 of a point. Of the total 187 respondents, only 11 teachers scored this responsibility at 5 or less on the ten-point Likert Scale.

### *Situational Awareness*

Marzano et al. (2005) define Situational Awareness as, “the details and undercurrents regarding the functioning of the school and their use of this information to address current and potential problems” (p. 60). Table 27 demonstrates even though all teachers value the importance of this Responsibility, they ranked Situational Awareness among the lowest in the 21 set range.

Table 27. Measurement of Central Tendency - Likert Scale and Rank Order for Situational Awareness

Teachers' Perceptions of Situational Awareness	Likert Scale			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.04	10	9	13.01	20	13
Middle School Teachers	9.19	10	10	12.66	19	12
High School Teachers	9.33	10	10	13.83	20	19

The mean range on the Likert Scale for all teachers is 0.29, indicating a collective high degree of importance and similarity among each teacher group. However, when teachers were asked to rank order Situational Awareness among all 21, it ranked low with all teachers.

The respondents do not value the responsibility of Situational Awareness as much as other responsibilities, according to the ranking of this responsibility. Situational Awareness was ranked in the mid to low range at 15 / 21 with the sample district overall.

### *Visibility*

Marzano et al. (2005) define Visibility as, “the extent to which the principal has quality contact and interactions with teachers, students, and parents” (p. 61). The Responsibility of Visibility is a two-part statement addressing the contact and interactions between the principal

and students and the contact and interactions between the principal and teachers. Table 28 shows two data sets on the Likert Scale. Consistent mode scores of 10 demonstrate the “extreme importance” respondents have for principals who engage students and with teachers.

Table 28. Measurement of Central Tendency - Likert Scale and Rank Order for Visibility

Teachers' Perceptions of Visibility	Likert Scale with Students			Likert Scale with Teachers			Rank Order		
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median
Elementary School Teachers	9.49	10	10	9.58	10	10	8.38	1	8
Middle School Teachers	9.38	10	10	9.13	10	10	10.79	11	11
High School Teachers	9.19	10	10	9.2	10	10	11.05	14	10

The Likert Scales mean scores of principal interaction with students (9.35) and principal interaction with teachers (9.30) were closely scored with a mean average difference of 0.05. The rank order of the Responsibility of Visibility varied. Ranking revealed elementary teachers highly valued the visibility of principals ranking this Responsibility the highest at 1. While their colleagues teaching in the middle and high schools Rank Ordered Visibility in the middle range of 11 to 14 out of 21. Overall, the sample district respondents ranked this Responsibility in the top third of the 21 Responsibilities evaluated. The responsibility where the principal has quality contact and interactions with teachers, students, and parents was ranked 8 / 21.

The following presentation of the findings will examine the answers to the free response question, answering Ancillary Question 2.

#### *Data Analysis for Free Response Question*

A final question on the survey instrument addressed Ancillary Question 2. Given the substantial changes in education since Marzano, et al. (2005) study, the researcher proffered

whether or not additional Responsibilities needed to be considered. Ancillary Question 2 asked: What additional responsibilities are considered essential for principal leadership today? The survey instrument stated this final question as follows: “This section of the survey is designed to obtain your personal perceptions of principal leadership in current times. If you feel there is a principal behavior which should address the importance of today's leadership practices and was not previously examined, please indicate your thoughts in the space provided.”

Data collected on this section contained a total of 213 individual or combined participant responses. Three themes emerged as the researcher analyzed the free responses of all elementary, middle, and high school participants: 1) perceptions not linked to the 21 Responsibilities, 2) perceptions linked to the 21 Responsibilities of a School Leader as defined by Marzano et al., (2005) and 3) comment boxes providing no new information (i.e., empty responses). The free responses listed in support of the original 21 Responsibilities and the perceptions independent of the 21 Responsibilities are discussed herein.

Elementary participants gave 83 free responses. There were 42 empty responses; therefore, 41 responses were considered. After analyzing the 41 elementary participants' responses, the researcher found that many participants offered several responses within one line-item in the comment box resulting in a multitude of responses beyond the original number of participants. Of the remaining 41 responses considered, 32 were linked to the 21 Responsibilities. Forty-six 46 free response comments were new and found to contribute to the importance of today's leadership practices.

Among the middle and high school responses were 105 free response comments provided by survey participants. There were 54 empty responses, resulting in 51 total responses to analyze. Of the 54 responses, there were six responses from teachers who teach middle and

high school, 22 responses from middle school teachers, and 26 responses from high school teachers. Of the 54 responses, some teachers provided multiple comments per response which accounted for a number in excess of the original number of participants. There were 50 responses contributing to the value of the 21 Responsibilities and 34 responses were found to contribute to the importance of today's leadership practices not necessarily linked to the 21 Responsibilities of a School Leader as defined by Marzano et al., (2005).

Among the teachers who teach middle and high school combined grades or subjects, three responses stated importance relevant to current times and were not linked to the 21 Responsibilities and three contributed to the value of the 21 Responsibilities. Middle school teachers contributed to 20 free responses in support of the 21 Responsibilities, and 19 responses are considered essential for current times not linked to the 21 Responsibilities. High school teachers contributed to 26 free responses in support of the 21 Responsibilities and 15 responses are considered essential for school leadership in current times not linked to the 21 Responsibilities.

The researcher coded the comments made by teachers in support of the 21 Responsibilities and produced Table 29 to show a breakdown of each Responsibility and the corresponding free response comments per school level. The remaining unlinked comments are discussed in context table format following this finding.



Table 29. Free Response Comments Linked to the 21 Responsibilities by School Level

Number of Free Responses Linked to the 21 Responsibilities					
Responsibility	Elementary	Middle	Middle High	High School	TOTAL
Affirmation				3	3
Change Agent					
Contingent Rewards	1			1	2
Communication	3	3	1	3	<b>10</b>
Culture	1				1
Discipline	3			1	4
Flexibility		2		2	4
Focus				2	2
Ideals/Beliefs		2	1	1	4
Input	1			1	2
Intellectual Stimulation		2		1	3
Involvement in CIA				2	2
Knowledge of CIA	1	1		1	3
Monitoring/Evaluating					
Optimizer					
Order	3		1	2	6
Outreach	2	2		1	5
Relationships	6	3		3	<b>12</b>
Resources	4	1			5
Situational Awareness	2			1	3
Visibility	4	4			<b>8</b>

The Responsibilities of Relationships, Communication, and Visibility elicited the most comments to Marzano et al.'s (2005) 21 Responsibilities. See bold face numerals in Table 29. The researcher chose to sample raw data pertaining to these three highlighted Responsibilities. Each ranking was among the highest of all school levels. The findings for Relationships, Communication, and Visibility represent free response input from teachers, relating to the 21 Responsibilities of the School Leader as defined by Marzano et al. (2005). The following three

Tables 30, 31, and 32 contain free response comments from all school levels regarding the aforementioned themes.

These statements were collected from the survey question which asked the following:

This section of the survey is designed to obtain your personal perceptions of principal leadership in current times. If you feel there is a principal behavior which should address the importance of today's leadership practices and was not previously examined, please indicate your thoughts in the space provided. Teachers' perceptions on Relationships are very important as indicated by the sample comments listed in Table 30, answering Ancillary Question 2.

Table 30. Response Comments Related to Relationships

"A Principal needs to get to know a staff member on a personal level so they are aware of things that may affect their job performance for short periods of time. Ex. Death; cancer; health issues, etc."
"Being a leader of a school takes more than just knowledge of the professional aspect, but it takes time focused on developing relationships with teachers. When we want to do a team activity with another teacher it always works out best if we have a relationship with that other teacher. The same holds true with the principal. We don't take risks with teachers we don't know and have a personal relationship with and the same goes for the principal. When the relationship is there then many good things can happen because you're willing to take a risk with you 'friend'."
"A good LEADER [ <i>sic</i> ] to make decisions with what is best for kids. Needs to listen and help with positive change for the whole building to have meaningful connections as professional staff...a TEAM building feeling in all aspects."
"Principals need to be educational leaders, not managers. They need to build relationships with their staff members, just like teachers are expected to build relationships with their students."
"The ability to work with and Mesh [ <i>sic</i> ] different personalities and style of teaching to create the most effective school."
"Teamwork, builds a team of staff, parents, community resources."

Among all of the free responses, the Responsibility of Relationships was recorded as the most frequent response. Teachers, regardless of grade level, reflected upon the importance of principals who build relationships among teachers, staff, parents, and students.

A sample of free response raw data is discussed in support of the importance of Communication. In Table 31, teachers commented on the value of Communication.

Table 31. Raw Data Free Response Comments related to Communication

"Keeping staff updated with events that will affect them."
"I think principals are designed to communicate with staff and students, and develop the best plan possible to help the school be successful."
"New staff should be informed of important dates."
"[Principals] should realize what the students need to feel a part of the population and try to provide that option if at all possible."
"[Principals need to] constantly maintain communication with teachers and students."
"The most important behavior that needs to be demonstrated by a principal, in my opinion, is communication. Issues or concerns need to be openly discussed among all staff."

Among all of the free responses, Communication was recorded the second most common response. The free response comments in Table 2 reflect teachers who value principal communication. A sample of free response raw data is discussed in support of the importance of Visibility. In Table 32 teachers commented on the value of Visibility.

Table 32. Raw Data Free Response Comments related to Visibility

"A principal should be visible and advocate for the school."
"It is important for principals are not gone from the building very often."
"Able to move and engage with the students when they are out of the classroom, [and in the] hallways, lunchroom and playground."
"[Principals need to be] visible daily, [have] good people skills, [and offer] greetings each day."
"[Principals offer] consistent availability to staff and students--'Open Door' policy."
"Integrity, transparency, visibility and fairness are perhaps the most valuable qualities for a principal. The best principals I have worked under are approachable by all, have the best interests of the students and staff in mind and have realistic expectations."

Among all of the free responses, Visibility was recorded only by elementary and middle school teachers. High school teachers did not comment on Visibility in the free response format.

Next the researcher distinguishes three sets of free responses for all teachers that were not considered linked to the 21 Responsibilities, which is the heart of Ancillary Question 2. Teachers were asked the following, "if you feel there is a principal behavior which should address the importance of today's leadership practices and was not previously examined, please indicate your thoughts in the space provided." Table 33 represents the elementary teachers collection of raw data responses not linked to the 21 Responsibilities, thus answering Ancillary 2.

Table 33. Elementary Free Response Raw Data Comments for Ancillary Question 2

"[The Principal needs] consistency with flexibility and understanding towards teachers."
"[The Principal needs to show] consistency in student relationships, and staff expectations, high expectations for all, open communication with staff."
"I also think that creative problem solving skills, and a willingness to look outside the box are also good behaviors for Principals to have."
"[The Principal needs to] view teachers as colleagues not subordinates."
"[The Principal needs to] have very good 'people skills', and be a good listener, and problem solver."
"[The Principal needs to] keep staff updated with events that will affect them. Participate in team building practices with staff."
"[Principals as leaders] should have extensive knowledge base of local and national expectations."
"The one thing missing from this is involvement in the political process, to advocate and protect quality public schools. This is important because public schools are the place that the profession of teaching is being preserved from market forces that turn teaching into a blue collar job."
"[Many Principals are] gone from the building very often."
"Many Principals have too many (district roles) duties outside the building which takes away time spent with staff and students."
"[Principals need to] attend less district meetings."
"[When Principals have] too many meetings it pulls principals from their buildings."

Elementary teachers' perceptions of essential skills in today's school principals involves: creative problem solving, compassion for staff and students, less attendance at district meetings during the school day, advocacy of the political process and knowledge of local and national expectations.

Table 34 represents the middle school teachers collection of raw data responses not linked to the 21 Responsibilities, thus answering Ancillary Question 2.

Table 34. Middle School Free Response Raw Data Comments

"[The Principal] should have compassion for students and staff."
"[The Principal should be] treating all staff fairly, not having favorites."
"[The Principal should be] more knowledge of upcoming initiatives."
"[The Principal should] outreach with political involvement to legislation relating to public funding and policy"
"[The Principal] cares about and defends the rights of the all people.'
"[The Principal] values, knows, and promotes technology, but doesn't use it as "the only" way.'
"[The Principal should] have a global and international view that realizes the importance of travel, world languages, and acceptance of other cultures."
"[The Principal should] advocate for teachers in increasingly teacher-unfriendly staffing and curriculum initiative moves."
"[The Principal] is approachable by all, best interests of the students and staff."
"[The Principal has] integrity, transparency, visibility, and fairness are perhaps the most valuable qualities."
"[The Principal exercises] accountability of staff and students."
"[The Principal shows] fairness among staff members."

Middle school teachers' perceptions of essential needs for present day school principals involve: good listening; showing compassion for students and staff while defending the rights of all staff; treating all staff fairly; approachability; cognizance of global issues regarding cultural acceptance; obtaining more knowledge of upcoming initiatives, such as promoting technology, and involvement in political legislation that relates to funding and policy of public education.

Table 35 represents the high school teachers collection of responses not linked to the 21 Responsibilities, answering Ancillary Question 2.

Table 35. High School Free Response Raw Data Comments

"[Principals need to have] ACCOUNTABILITY and DISCIPLINE of STUDENTS."
"[Principals need to] encourage student accountability."
"Integrity! A principal should be a truth teller, someone who says one thing and then follows through with it and doesn't leave it dangling around. Also, similarly, principals should not say one thing [ <i>sic</i> ] and one thing for another."
"[The Principal] establishes a climate in the school that supports positive behaviors from students and makes it clear the expectations when those behavior standards are not followed."
"[The Principal] establishes the behavior norms, and enforces them or teaches the students proper ways of behaving despite what they learn outside of school."
"[The Principal should be] fair and consistent. They should not play favorites and 'bend' the rules for some and not for others."
"Leadership is action, not position."
"[Principals should] advocate for teachers in increasingly teacher-unfriendly staffing and curriculum initiatives moves."
"[The Principal should] have a global and international view that realizes the importance of travel, world languages, and acceptance of other cultures."
"[Principals need to] be understanding of the current trend in Wisconsin's educational setting and how it impacts teachers both personally and professionally."

This table depicts the comments collected from high school teachers as they commented on their perceptions of the behaviors present day school principals should have which are not linked to the 21 Responsibilities: student accountability for discipline; fairness among teachers; model integrity, consistent follow through; attention to district initiatives which require time for implementation; and understand the current trends in Wisconsin's educational setting and how it impacts teachers, personally and professionally.

An overview of all of the mean averages for each Responsibility is included in Table 36. It includes the Likert Scale scores using a scale of 1-10, the Rank Order scale of 1-21, the free responses linked to the 21 Responsibilities, and a random order collection of free responses samples not linked to the 21 Responsibilities. In summary, the researcher presents the data in the next two tables, 36 and 37, as a reference to be used for ease of comparison between the varied constructs of Likert Scale and Rank Order.

Table 36. Multiple Measurements Results Likert Scale and Rank Order Summary

Likert Scale 1 -10			Rank Order 1-21	
Visibility with Teachers	9.35	1	Communication	3.61
Outreach	9.34	2	Culture	5.78
Order and Visibility with Students (tie)	9.3	3	Focus	7.74
Culture	9.28	4	Discipline	8.25
Resources (Materials)	9.2	5	Flexibility	8.39
Communication (Teachers)	9.18	6	Input	8.79
Resources (Professional Development)	9.18	7	Relationships	9.97
Situational Awareness	9.18	8	Visibility	10.07
Relationships	9.17	9	Ideals/Beliefs	10.73
Input	9.17	10	Change Agent	10.89
Communication (Students)	9.09	11	Order	11.05
Discipline	9.04	12	Affirmation	11.5
Flexibility	9.01	13	Resources	12.66
Affirmation (Acknowledging Failures)	8.85	14	Knowledge of CIA	13.14
Optimizer	8.81	15	Situational Awareness	13.17
Knowledge of Instruction	8.78	16	Monitoring/Evaluating	13.38
Monitoring/Evaluating	8.77	17	Intellectual Stimulation	13.55
Focus	8.77	18	Optimizer	14.07
Ideals/Beliefs	8.64	19	Outreach	14.32
Knowledge of Assessment	8.32	20	Contingent Rewards	14.42
Change Agent	8.19	21	Involvement in CIA	15.52
Knowledge of Curriculum	8			
Intellectual Stimulation	7.93			
Contingent Rewards (Recognition)	7.59			
Affirmation (Celebrating Accomplishments)	7.34			
Involvement in Assessment	7.12			
Contingent Rewards (Rewards)	6.95			
Involvement in Curriculum	6.8			
Involvement in Instruction	6.49			



This table summarized all of the rated and ranked responses for the 21 Responsibilities. The first column is a rated account of all the items on the Likert Scale. In numerical order, the highest score appears on the top and the lowest is at the bottom. The second column is the Rank Order summary. Communication was ranked first and Involvement in CIA was rank ordered last. The corresponding number shows the average mean of all of the responses, In other words, 3.61 is the average which lies closest to the highest rank of 1 out of 21.

Table 37 contains results of the free response section thus answering Ancillary Question 2. The summary involves those responses linked and not linked to the 21 Responsibilities.

Table 37. Multiple Measurements Results Free Response Summary

Free Responses Linked to 21 Responsibilities		Free Responses not Linked to 21 Responsibilities
# of Responses	Responsibilities	Raw Data Free Responses
12	Relationships	Show compassion
10	Communication	Creative problem solving
8	Visibility	Attend less district meetings during school day
6	Order tied with Resources	Knowledge of initiatives
5	Outreach	Be an advocate for political process
4	Discipline	Be knowledgeable of local and national expectations
4	Flexibility	Be a good listener
4	Ideals/Beliefs	Show Compassion for students and staff
3	Affirmation	Defend the rights of all staff
3	Intellectual Stimulation	Treat all staff fairly
3	Knowledge of CIA	Be approachable
3	Situational Awareness	Be cognizant of global issues regarding cultural acceptance
2	Contingent Rewards	Be involved in political legislation regarding funding policy
2	Focus	Student accountability
2	Input	Fairness among teachers
2	Involvement in CIA	Model integrity as truth teller
1	Culture	Follow through consistently
0	Change Agent	Pay attention to district initiatives for implementations
0	Monitoring /Evaluating	Understand current trends in Wisconsin's educational setting
0	Optimizer	

The first column is a list of the number of Free Responses which were linked to the 21 Responsibilities. The next column is the list of Free Responses linked to the 21 Responsibilities in order of occurrence (i.e., how many times it was referenced by teachers). The last column is a list of raw data perceived as important for current times, which were not linked to the 21 Responsibilities. No number, rate, rank or score is listed because the data is independent of scoring and referenced less than three times.

### *Summary*

The findings revealed results which answer the research question, “What are teachers’ perceptions of effective principal leadership based on Marzano et al. (2005) 21 Responsibilities of the School Leader?” The researcher provided results which revealed the different perspectives of survey participants (e.g., elementary, middle, and high school teachers) in relationship to the 21 Responsibilities. The researcher also identified additional Responsibilities which teachers considered essential for principal leadership today. These results were differentiated among elementary, middle, and high school teachers. The Likert Scale perceptions on a scale of 1 to 10 ranged from low to high with 6.49 the lowest on the scale of importance and 9.35 the highest value of importance to teachers on the Likert Scale. Mean averages for Involvement of Instruction was rated the poorest at 6.49 and Visibility with teachers was rated the highest at 9.35.

When the teachers were asked to rank the 21 responsibilities, the key findings of this study reveal that Responsibility of Communication was ranked the highest with a mean score of 3.61 by all teachers in the district. The second highest ranked Responsibility was Culture with a mean of 5.78. The third highest ranked Responsibility was Focus at 7.74. The mean range for the ranked perceptions 1-21, was 3.61-15.52.

The free responses were categorized in two ways: those linked to the 21 and those responses not linked to the 21 Responsibilities. The Responsibilities in support of the 21 Responsibilities that emerged across the district, include: Relationships, Communication, and Visibility.

The free responses not linked to the original 21 Responsibilities were organized by theme and by school level. Elementary teachers responded frequently with creative problem solving, compassion for staff and students, attending fewer district meetings during the school day, be an advocate of the political process, and be knowledgeable of local and national expectations. Middle school teachers value principals on the merit of good listening, showing compassion for students and staff, while defending the rights of all on staff, treating all staff fairly, approachability, cognizance of global issues regarding cultural acceptance, obtaining more knowledge of upcoming initiatives, and becoming involved in political legislation that relates to funding and policy of public education. High School teachers value principals who emphasize student accountability for discipline, show fairness among teachers, model integrity as a truth teller, show consistent follow through, pay attention to district initiatives which require time for implementation, and understand the current trends in Wisconsin's educational setting and how they impact teachers personally and professionally.

The next chapter discusses specific interpretations of the key findings, recommendations, and future studies in the area of teachers' perceptions of school leadership based on Marzano et al.'s (2005) 21 Responsibilities of the School Leader.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

This study was inspired by the limited research related to current teachers' perceptions of school leadership. After reading the work of Marzano, Waters, and McNulty (2005) on school leadership and student achievement from which 21 Responsibilities of a School Leader had emerged, the researcher became interested in these responsibilities as they might relate to her district. She wanted to examine the extent to which current teachers in her district valued the importance of the 21 Responsibilities of a School Leader based on Marzano et al.'s work. Thus, this research examined the perceptions of elementary, middle, and high school teachers in an urban, western Wisconsin school district.

The literature review supported the notion that teachers have the insight necessary to identify effective principals' leadership responsibilities (Ebmeire, 1991; Heck, Larsen, & Marcoulides, 1990; Marzano et al., 2005). Blase and Kirby (2000) stated, "those who work with students on a day-to-day basis – namely the teachers, must be involved in substantive decisions regarding changes that affect their day to day lives" (as cited in Marzano, 2003, p. 174). The result of these studies showed that teachers' input was valuable. Teachers' responses were considered valid among these authors because of the close proximity teachers have with all stakeholders and leaders. The perceptions of 184 pre-kindergarten through twelfth grade teachers were used to determine the importance of the 21 Responsibilities and to identify additional behaviors or responsibilities essential for school leaders today. This research allows districts to validate or challenge current practice in terms of principal leadership and identify best practices.

The researcher crafted a survey instrument to answer the main research question and two ancillary questions. The researcher examined current teachers' perceptions of the Marzano et al. (2005) 21 Responsibilities. Respondents were asked to rate all 21 Responsibilities using a Likert Scale and rank order their importance. The research question and ancillary questions were as follows:

#### Research Question

What are teachers' perceptions of effective principal leadership based on the Marzano et al. (2005) 21 Responsibilities of the School Leader?

#### Ancillary Question 1

How do elementary, middle, and high school teachers perceive the 21 Responsibilities?

#### Ancillary Question 2

What additional responsibilities are considered essential for principal leadership today?

#### Hypothesis

The researcher hypothesized that a significant difference will exist in how elementary, middle, and high school teachers perceive the 21 Responsibilities of principal leadership. Due to the landmark nature of the 21 Responsibilities used in this study, the researcher also hypothesized that teachers will reveal additional responsibilities essential for effective principal leadership.

### *Key Findings*

The key findings in this research study involve the extent of importance on the measurements of rate, rank, and free responses of all participating teachers in elementary, middle, and high school. The Responsibilities of Communication, Culture, and Focus were ranked the highest on a 21-point scale. The Responsibilities of Visibility with teachers and

Outreach, Order, and Visibility with students were tied and rated the highest on a 10-point scale. When teachers were asked to answer a free response question, some of the comments were linked to the 21 Responsibilities and some were independent of the 21 Responsibilities. The three most frequently mentioned free responses related to the 21 Responsibilities were Relationships, Communication, and Visibility. The independent responses not linked to the 21 Responsibilities varied among the school/grade levels. However, the following themes emerged: show compassion for students and staff, treat staff fairly, become knowledgeable of local and national expectations, obtain more knowledge of upcoming initiatives, and understand how the recent Wisconsin educational setting impacts teachers personally and professionally.

### *Conclusions*

The first finding is that teachers perceive the principal as one who should establish strong lines of communication with staff and students. Scribner, Cockrell, Cockrell, and Valentine explain that “effective communication might be considered the glue that holds together all the other responsibilities of leaders” (as cited in Marzano et al., 2005, p. 47). Similar sentiments have been expressed by Diekman (1979), Covey (1990), Elmore (2000), Fullan (2001), and Leithwood and Riehl (2003).

The Responsibility of Visibility with teachers was rated the highest in importance on a 10-point Likert Scale. Marzano et al. (2005) describe this responsibility as one where “the principal has contact and interacts with teachers, students, and parents and commonly associated with instructional leadership” (p. 61). Fink and Resnick (2001) add effective principals “are in teachers’ classrooms every day, and it is difficult to draw the line between observations that have an evaluative intent and those that are part of the professional support system” (p. 606). Blase and Blase (1999), Education World (2000), and Whitaker (2003) agree on the importance of

Visibility saying that the principal is interested in the daily operations of the school and takes advantage of opportunities to interact with teachers and students on issues that may be de-escalated because of his visibility.

Regarding the free response question, teachers were asked to comment on their perceptions of leadership qualities not previously addressed on the survey instrument. Some chose not to comment adding nothing new to the topic of effective school leadership. Some were linked to the 21 Responsibilities, while others were not linked at all. Those not linked to the 21 Responsibilities were termed as independent of the 21 Responsibilities. Although some of the responses were connected to the 21 Responsibilities and some were not, the researcher felt it was necessary to report both sets of findings; those linked to the 21 Responsibilities and those not linked to the 21 Responsibilities. This reporting provides data on all the findings in the free response section of the study.

Regarding the free response answers linked to the 21 Responsibilities, three general themes emerged: the Responsibilities of Relationships, Communication, and Visibility. Regardless of school level taught, elementary, middle, and high school, these three responsibilities were identified most frequently.

The Responsibility of Relationships reflects the work of Meador (2012) who contends that a principal's personal connection with each person in school is essential. Meador explains a principal should establish trust, show compassion, and possess a willingness to do whatever it takes to solve problems on a professional or personal level. Elementary and middle school teachers made these same statements pertaining to compassion in the free response section of the survey: "A Principal needs to get to know a staff member on a personal level so they are aware of things that may affect their job performance for short periods of time, Ex. Death; cancer; health

issues, etc." High school teacher perceptions also referenced Relationships, highlighting the importance for a principal to be able to mesh with different personalities and styles of teaching to create the most effective school.

The second Responsibility most commonly reflected in the free response section was Communication. Diekmann (1979) states, "Communication is a people process" (p. 13). Communication is not solely speaking and writing; it involves strengthening the core by including team members in problem solving by means of communication. Problem solving as a means of communication was cited in the free response comment section by teachers. One free response statement in support of communication is reflected in the following: "The most important behavior that needs to be demonstrated by a principal, in my opinion, is communication. Issues or concerns need to be openly discussed among all staff."

Visibility was the third Responsibility most mentioned in the free responses. MetLife (2005) found effective principals have an open-door policy. The importance of this concept coincides with teachers' responses in the free response section as well. One teacher said, "[Principals offer] consistent availability to staff and students--'Open Door' policy." Middle school teachers noted the importance of principals having consistent availability to staff members.

Regarding responses independent of the 21 Responsibilities thereby answering Ancillary Question 2, one elementary teacher commented in the free response section of creative problem solving as critically important for a principal today. The teacher said, "[The Principal needs to] have very good 'people skills', and be a good listener, and problem solver." A middle school teacher discussed the importance of the principal possessing compassion for others. This teacher said, "[The Principal] should have compassion for students and staff." Middle and high school



teachers commented that treating all staff fairly was valuable. The teachers at the three school levels agreed that the school leader needs to be an advocate of the political process, needs to have knowledge of the political legislation, and needs to understand the current trends in Wisconsin's educational setting and how they impact teachers personally and professionally.

### *Implications and Limitations*

This study allowed the sample district the ability to gain an understanding of the perceptions of their teachers. They were able to gain their teachers' valuable insights regarding school leadership responsibilities using the meta-analysis research of Marzano et al. (2005).

Two limitations of this study need to be addressed. First, the survey asked teachers to answer the questions about "a principal in general," not their specific building principal. In some cases, some of the teachers referred to their building principals. This was evident due to the pronouns used in the statements, in describing specific daily occurrences or events, and by casually mentioning the tenure status of their principal. With that said, the high response rate of 31.6% is still representative of the sample districts' teachers. Given the findings, the researcher suggests that district personnel educate current principals based on these findings in order to improve further the relationships among faculty. The findings may also influence or motivate principals to adopt the desirable Responsibilities of school leaders based on teachers' perceptions. Principals may opt to offer this survey to their own staff in order to bring greater value to the specifics of any one suggested Responsibility and challenge any false assumptions. Principals in the current sample district who chose to solicit direct feedback from their own staff may discover improved teacher satisfaction and yield greater student achievement.

The second limitation is that most of the comments listed in the free response section do not have a direct positive or negative connotation. Some of the teachers' perceptions may have

been stated to validate what already exists as a desired Responsibility of principals and wanted to further encourage this practice of quality leadership. Other teachers may have commented in order to voice their concern and suggest desired changes to the current school leadership. Because some comments do not give evidence in one direction or the other, the researcher advises that districts take all comments as suggestions for hopeful change.

The researcher also suggests districts educate and evaluate the practices of their principals. Furthermore, the researcher encourages all districts to make system-wide accommodations and building-level decisions which promote the 21 Responsibilities. The most frequent Responsibilities that all school level teachers in the sample district identified include: Principal's Communication to teachers and students, Principal's building Relationships among teachers and staff, and Principal Visibility around the school and in classrooms.

#### *Recommendations to Stakeholders*

McREL (2007) reminds readers, "when principals focus on the right classroom and school practices, they must understand the implications these changes have for stakeholders and adjust their leadership behaviors accordingly" (p. 10). Based upon the findings of this research, the following recommendations may assist the district stakeholders.

With regard to the Responsibility of Communication, re-evaluating the level of accessibility to teachers, staff, students, and other stakeholders is critical. Are there barriers in place that serve as roadblocks to communication? Consider new ways to develop more effective means of communication for teachers and staff. Reflect upon the impression the principal gives to all staff members. Address the level of comfort teachers have in approaching the principal when they have a problem or concern.

In the area of Relationships, consideration should be given to the depth of knowledge principals possess with regard to teachers and staff. If principals do not know teachers and staff on a personal level and are not informed about issues within their lives, this lack of concern could detract from the teachers' performance. Take the steps necessary to get to know them in their personal and professional lives. Consider monthly socials gatherings with no hidden curricular or instructional agendas. These events open the door to building trust and growing relationships among principals and staff.

The following recommendations in support of the Responsibility of Visibility include involving the principal and district as stakeholders. School leaders should consider making a more conscious effort to visit classrooms systematically and frequently. Teachers need to see the principal take an interest in them and their environment without the pressure of evaluation. When the principal takes the initiative to make a contribution to the learning community, teachers and students feel valued and respected.

From the district administration's viewpoint, an effort to improve principal visibility with teachers may involve the consideration of scheduling fewer district-level meetings during the school day. Consider holding these necessary meetings after school hours or reassign any additional principal roles like supervision to central office personnel. This will inevitably reduce principal time spent away from school sites. Consider planning weekly early release days in the yearly schedule. This eliminates the need for teachers and administrators to be out of their schools for district-level meetings because the meetings can be held at designated times throughout the month. As a result, more quality time can be spent in the classroom reducing the need for substitute teachers, and allowing teachers and principals some collaboration time.

In addition, district administrators may consider hiring new principals asking potential candidates to provide examples of their communication skills and practices. Candidates who exhibit strong relationship building skills and have plans on how to be visible in the school possess potential for success. By asking candidates questions related to communication, relationships, and visibility, the district administrators will have a clear understanding of what the candidate's experiences are in areas perceived as essential by teachers.

Furthermore, providing professional development opportunities focused on collaboration in the areas of Communication, Relationships, and Visibility may benefit all stakeholders. These Responsibilities were perceived to be of the highest importance to the sample district teachers who participated in this study.

#### *Recommendations for Further Study*

Several recommendations for future study are:

1. Examine different participants including those who are non-teaching staff, principals, parents, or students. Such studies may produce more insights which will improve staff satisfaction and student achievement.
2. Consider the timing of replication. The Educator Effectiveness Model for teacher evaluation will be implemented in Wisconsin in the year 2014. Will replication of this study yield the same results if administered after its implementation?
3. Consider rewording the free response section in the survey in order to avoid collecting praise and venting-type comments. The researcher worded the free response section to seek the input of teachers about the personal attributes for school leaders in current times. However, if worded differently, maybe the free responses would have contributed only to new perceptions of teachers for today's times in

education, as opposed to contributions made to satisfy some venting which was observed in the responses collected. The researcher suggests the following language: Given all that is happening in today's education system, (e.g., implementation of initiatives, bullying, Common Core Standards, consideration of PLC's, and new RtI practices) what, if any, additional principal behaviors are essential for the school leader?

4. For future replication, the design of a school level demographic question should be modified. The researcher chose to invite elementary, middle, and high school teachers to participate. The purpose was to determine what, if any, perceptions were similar or different between school levels. The researcher suggests designing the survey instrument to ask teachers to check the specific grade level(s) on one answer choice, not multiple answer choices. Options should be presented in which respondents can select the exact grade or grade levels for which they teach. The dissemination of results may be more precise if teachers chose only one of the following statements: "I teach: elementary school only, middle school only, high school only, elementary and middle, middle and high school, elementary and high, or other." Respondents to *other* should be given the space to identify the specific nature of their important work.
5. For future replication purposes, the researcher recommends the careful review of the number of participants prior to the close of the survey and add an incentive if the numbers are not yielding an acceptable sample size. The researcher meant to raffle only one teacher incentive—a \$100 Visa card. However, just prior to the close of the

survey window, an additional \$50 gift card to a fine local restaurant was announced.

Overnight 100 more participants responded to the survey.

### *Summary*

The rationale for seeking teachers' input on school leadership has been cited throughout this study. That rationale was to offer feedback to principals and district personnel and retain teachers while improving student achievement. The findings in the study have answered the research question and two ancillary questions: "What are teachers' perceptions of effective principal leadership based on the Marzano et al.'s (2005) 21 Responsibilities of the School Leader?"; Ancillary Question 1 "How do elementary, middle, and high school teachers perceive the 21 Responsibilities?"; and Ancillary Question 2 "What additional responsibilities are considered essential for principal leadership today?" The researcher hypothesized that a significant difference would exist in how elementary, middle, and high school teachers viewed the 21 Responsibilities of principal leadership. The findings showed this difference among the three categories of teachers. Due to the landmark nature of the 21 Responsibilities used in this study, the researcher also hypothesized that teachers would reveal additional responsibilities essential for effective principal leadership. The findings did show that teachers revealed these additional responsibilities.

This study identified teachers' perceptions of the most important principal behaviors based on the 21 Responsibilities of a School Leader defined as by Marzano et al.'s (2005) research. Other school districts may want to replicate this study in order to examine the insights of their teachers to either challenge the status quo in their districts or reinforce what is currently done to produce exemplary principal leadership. If this study is replicated in other districts and similar findings result, principals may be influenced to use the 21 Responsibilities most valued

by their own teachers. Teacher satisfaction may increase and everyone's ultimate goal of increased student achievement may be realized.

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## APPENDIX A

### McREL Letter granting permission to conduct study using 21 Responsibilities



Tammy J. Chandler  
Edgewood College Cohort X  
918 Meadowview Street  
Bangor, WI 54614

Permission to Use McREL Material

April 16, 2012

Permission is hereby granted to Tammy J. Chandler to use in the dissertation that she is writing the following material which was published by McREL:

Figure 4.1: The 21 Responsibilities and Their Correlations ( $r$ ) with Student Academic Achievement, p. 42–43 from *School leadership that works: From research to results*.

We understand that table will be adapted into a survey for the dissertation. The survey should be marked as to the source of the material and include the statement "Adapted by permission of McREL." The bibliography should include a full citation as follows:

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

We understand that the report containing this survey will not be sold or distributed. It is for satisfying program requirements only. This permission is limited to the use and materials specified above. Any change in the use or materials from that specified above requires additional written permission from McREL before such use is made.

Please send McREL a copy of the instrument as well as a completed dissertation for our records.

Sincerely,

A handwritten signature in black ink that reads "Maura McGrath".

Maura McGrath  
Knowledge Management Specialist

Mid-continent Research for Education and Learning

## APPENDIX B

### 21 Responsibilities of the School Leader defined by Marzano, Waters, and McNulty (2005)

#### Alphabetical Listing

1. Affirmation (recognition of accomplishments and failures)
2. Change agent (challenges the status quo)
3. Communication (with staff, students and parents)
4. Contingent rewards (for recognition and rewards)
5. Culture (fostering shared beliefs and community)
6. Discipline (protecting teachers' time)
7. Flexibility (adapts leadership behavior to meet needs)
8. Focus (on clear goals)
9. Ideals and Beliefs (communicates and demonstrates strong education beliefs)
10. Input (involves teachers in decisions)
11. Intellectual stimulation (on current practices/theories in education)
12. Involvement in curriculum, instruction, and assessment.
13. Knowledge of curriculum, instruction, and assessment
14. Monitoring/Evaluating (teaching and student learning)
15. Optimizer (support for innovation)
16. Order (established routines and procedures)
17. Outreach (to school stakeholders)
18. Relationships (personal regard and awareness toward teachers and staff)
19. Resources (provided for teaching materials and professional development)

20. Situational awareness (of school environment and events)

21. Visibility (in and around the school)

Note: Adapted with permission from McREL

## APPENDIX C

### Survey Instrument

#### **I. WELCOME & INSTRUCTIONS**

#### **II. DEMOGRAPHICS**

A. Please select your age group.

20-25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

61 and above

B. Please select your gender.

Male

Female

C. Please select your primary racial/ethnic background.

American Indian or Alaskan Native

Asian

Black or African American

Hispanic

Mixed or Other

Native Hawaiian or other Pacific Islander

White or Caucasian

D. Please select your highest level of educational attainment.

Bachelor's Degree

Bachelor's Degree with some graduate coursework

Master's Degree

Master's Degree with some post graduate coursework

Doctorate Ph.D / Ed.D

E. What grade level(s) do you teach?

(For purposes of this study a teacher is defined as any certificated professional working with students).

Pre-Kindergarten - Kindergarten

Primary (1-3)

Intermediate (4-5)

Middle (6-8)

High (9-12)

F. How long have you been teaching for the School District of La Crosse?

2012-2013 is my FIRST year

TWO - THREE years

FOUR - FIVE years

SIX - TEN years

ELEVEN - FIFTEEN years

SIXTEEN - TWENTY years

TWENTY-ONE - THIRTY years

more than THIRTY-ONE years

G. How many years have you been teaching in total?

2012-2013 is my FIRST year

TWO - THREE years

FOUR - FIVE years

SIX - TEN years

ELEVEN - FIFTEEN years

SIXTEEN - TWENTY years

TWENTY-ONE - THIRTY years

more than THIRTY-ONE years

### **III. RATE THE PRINCIPAL BEHAVIORS LIKERT SCALE**

To what extent is it important that the principal demonstrate the following behaviors?

Not important to me = 1 2 3 4 5 6 7 8 9 10 = Extremely important to me

CULTURE - fosters shared beliefs and a sense of community and cooperation

CHANGE AGENT - is willing to challenge and actively challenges the status quo

CONTINGENT REWARDS - recognizes individual accomplishments

AFFIRMATION- recognizes and celebrates accomplishments

Check box number 3 for the following question

COMMUNICATION - establishes strong lines of communication with and among teachers

AFFIRMATION - acknowledges failures

COMMUNICATION - establishes strong lines of communication with and among students

DISCIPLINE - protects teachers from issues and

influences that would detract from their teaching time or focus

FLEXIBILITY - adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

CONTINGENT REWARDS - rewards individual accomplishments

KNOWLEDGE of INSTRUCTION, is "knowledgeable" about current instruction practices

IDEALS/BELIEFS - communicates and operates from strong ideals and beliefs about schooling

INVOLVEMENT in ASSESSMENT - is directly "involved" in the design

and implementation of assessment practices

INTELLECTUAL STIMULATION - ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture

KNOWLEDGE of ASSESSMENT is "knowledgeable" about current assessment practices

Check box number 1 for this question

INVOLVEMENT in CURRICULUM - is directly

"involved" in the design and implementation of curriculum practices

FOCUS - establishes clear goals and keeps those goals in the forefront of the school's attention

INVOLVEMENT in INSTRUCTION - is directly "involved" in the design  
and implementation of instruction practices

KNOWLEDGE of CURRICULUM, - is "knowledgeable" about current curriculum practices

INPUT - involves teachers in the design and implementation of important decisions and practices

VISIBILITY - has quality contact and interactions with students

ORDER - establishes a set of standard operating procedures and routines

RESOURCES - provides teachers with professional development necessary for  
the successful execution of their jobs

OUTREACH - is an advocate and spokesperson for the school to all stakeholders

RELATIONSHIPS - demonstrates an awareness of the personal aspects of teachers and staff

MONITORING/EVALUATING - monitors the effectiveness of school practices and their  
impact on student learning

Check box number 2 for this question

RESOURCES - provides teachers with materials  
necessary for the successful execution of their jobs

SITUATIONAL AWARENESS - is aware of the details and undercurrents in the running of the  
school and uses this information to address current and potential problems

VISIBILITY - has quality contact and interactions with teachers

OPTIMIZER - inspires and leads new and challenging innovation



#### **IV. RANK ORDER THE 21 PRINCIPAL BEHAVIORS**

Please rank order the behaviors from 1 - 21.

A rank score of 1 is associated with the MOST IMPORTANT principal behaviors.

A rank score of 21 reflects the teacher's LEAST IMPORTANT principal behavior.

AFFIRMATION- recognizes and celebrates accomplishments and acknowledges failures

CHANGE AGENT - is willing to challenge and actively challenges the status quo

CONTINGENT REWARDS - recognizes and rewards individual accomplishments

COMMUNICATION - establishes strong lines of communication with and among teachers and students

CULTURE - fosters shared beliefs and a sense of community and cooperation

DISCIPLINE - protects teachers from issues and influences that would detract from their teaching time or focus

FLEXIBILITY - adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent

FOCUS - establishes clear goals and keeps those goals in the forefront of the school's attention

IDEALS/BELIEFS - communicates and operates from strong ideals and beliefs about schooling

INPUT - involves teachers in the design and implementation of important decisions and practices

INTELLECTUAL STIMULATION - ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture

INVOLVEMENT in CURRICULUM, INSTRUCTION, AND ASSESSMENT - is directly

"involved" in the design and implementation of curriculum, instruction and assessment practices

KNOWLEDGE of CURRICULUM, INSTRUCTION, AND ASSESSMENT - is

"knowledgeable" about current curriculum, instruction and assessment practices

MONITORING/EVALUATING - monitors the effectiveness of school practices and their impact on student learning

OPTIMIZER - inspires and leads new and challenging innovation

ORDER - establishes a set of standard operating procedures and routines

OUTREACH - is an advocate and spokesperson for the school to all stakeholders

RELATIONSHIPS - demonstrates an awareness of the personal aspects of teachers and staff

RESOURCES - provides teachers with materials and professional development necessary for the successful execution of their jobs

SITUATIONAL AWARENESS - is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems

VISIBILITY - has quality contact and interactions with teachers and students

## **V. FREE RESPONSE QUESTION**

This section of the survey is designed to obtain your perceptions of principal leadership in current times. If you feel there is a principal behavior which was not previously listed, please share your thoughts in the space provided.

## **VI. THANK YOU & RAFFLE ENTRY INFORMATION**

Note: Adapted by with permission from McREL

## APPENDIX D

### Human Participants Review Board Approval Letter



#### EDGEWOOD COLLEGE

1000 Edgewood College Drive  
Madison, WI 53711-1997  
(608) 663-4861 • (608) 663-3291 (fax)  
[www.edgewood.edu](http://www.edgewood.edu)

April 22, 2013

Mrs. Tammy J. Chandler  
918 Meadowview Street  
Bangor, WI 54614

Dear Tammy:

Your proposal, "Teacher's Perceptions of Effective Principal Leadership Based on Marzano, Waters, and McNulty's (2005) 21 Responsibilities of the School Leader" has been approved by the Edgewood College Human Participants Review Board. A copy of the approval form is attached. The original approval form and a copy of your research proposal will be maintained by the Chair of the Human Participants Review Board.

Approval of your study is for one calendar year from the approval date. Please remember that if substantive changes are made to your study you must notify the HPRB chairperson as soon as possible.

On behalf of the HPRB, I wish you success with your research.

Sincerely,

Ashley Holland  
Co-Chair, Human Participants Review Board

## APPENDIX E

### District Approval Letter

\*Personal District information  
omitted

\*

4.24.13

Dear Tammy,

Thank you for your recent proposal, **What are teachers' perceptions of effective principal leadership based on the Marzano et. al. (2005) 21 Responsibilities of the School Leader?"** Research and Development Committee reviewed and approved your proposal on September 19, 2012.

Please know the Research and Development Committee believed your research project has much promise and your findings could be beneficial to our district. You indicate the completion of your project would be December 30, 2012. With that in mind, I would like you to contact me so we can set up a time for you to present your findings to this committee by May of 2013.

Also, know that the Research and Development Committee must approve any publication of the results of your data collection and research in advance.

Should you have any questions concerning this letter, please do not hesitate to give me a call at

Respectfully,

\*

Chair, Research and Development

## APPENDIX F

### Letter to Participants

Dear Teacher,

Hello, my name is Tammy Chandler. I am a doctoral student at Edgewood College in Madison, WI. working with Dr. Steve Salerno as my advisor. I am inviting you to be a part the research that I am conducting which explores how teachers rate and rank effective principal leadership behaviors. The researcher utilizes the research of Marzano, Waters and McNulty (2005) based framework called the 21 Responsibilities of the School Leader. The purpose of this study is to gain an understanding of what current teachers consider as an effective principal in general.

It has come to the researcher's attention that there is a lack of research in this area, therefore the findings will make a contribution to the literature on teachers' perceptions of effective principals in elementary, middle and high schools. Your participation will personally benefit you as a teacher in two ways: you can make a difference by taking an opportunity to share your thoughts of what constitutes an effective principal and the findings will be shared among the educational community in the body of literature.

I hope that you will be a part of this study. Your input is greatly valued, however, your participation is completely voluntary. Responses to the survey will be kept confidential, and will not be identifiable in any way. Only my Edgewood Research Assistant and I will have access to the raw data.

This email serves as your informed consent to participate. By completing the electronic survey you are giving your consent to use the information you provide. At the end of the survey you will find directions to enter in a raffle drawing for a \$100 VISA gift card, presentable the first week of May! This token is my way of saying "thank you" for your valuable time and thoughtful responses. The survey will take between 15-18 minutes and will close in one week from today, Friday,

May 3, 2013.

Please click the link to participate:

<https://www.surveymonkey.com/s/TChandlerDoctorateSurvey>

If you have any questions, feel free to contact me at (608) 451-0084 or at

[TJCEdgewood13@hotmail.com](mailto:TJCEdgewood13@hotmail.com)

I thank you in advance for your time and participation in this research study.

Respectfully,  
Tammy J. Chandler,  
Doctoral Student  
Edgewood College, Madison, WI