

Establishing Credibility as a School Principal and Leader of the School Community

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Commonalities of Research Findings

- The presence of an effective, skilled school leader is common characteristic of high performing schools.
- Workload, accountability and complexity of the principal position continues to expand.
- The skills needed to meet the demands of the position also continues to grow.
- High levels of attrition among principals in Missouri and across the U.S. result in many schools being led by first year principals.
- New principals must earn credibility to be effective school leaders.

Significance of the Principal

- Numerous studies show the principal to have an integral influence on academic achievement and overall success of the school community.
- "We know that school leadership is second only to teaching among school related influences on learning and effective principals enable teachers to do their jobs well."
Jody Spiro - Director of Educational Leadership with the Wallace Foundation

What do you do to establish credibility and trust with your staff?

Original Studies of School Leadership

- The Ohio State Leadership Studies of the 1940s and 1950s.
- Andrew Haplin's Leadership Behavior Description Questionnaire (LBDQ) was developed and first administered in 1957.
- LBDQ featured 150 questions.
- Completed by hundreds of subordinates who provided insight into daily behaviors and actions of their leader.
- Haplin's findings indicate that effective leaders demonstrate high levels of **initiating structure** and **consideration**.
- Initiating structure aligns with transactional leadership practices while **consideration aligns with transformational leadership practices**.
- Stogdill develops an abbreviated version of the LBDQ in 1963 (LBDQ-XII).

Research Questions

1. What leadership behaviors do effective principals demonstrate that result in being perceived by teachers as strong in Haplin's concept of initiating structure in high performing schools?
2. What leadership behaviors do effective principals demonstrate that result in being perceived by teachers as strong in Haplin's concept of consideration in high performing schools?

Evolution of School Leadership

- Federal legislation, state mandates and expansion of entitlement programs have contributed to growing role of the principal.
 - Elementary and Secondary Education Act of 1965
 - No Child Left Behind Act of 2001
 - Every Student Succeeds Act of 2015
- School principal has become most responsible and accountable for effective implementation and achievement of intended outcomes.

Historical Perspective of Principal Attrition Rates

- Studies from 2008-09, 2012-13, and 2016-17 show principal attrition rates remain high among principals in U.S. public schools.
- On average, 13.7% of public school principals in the U.S. leave the profession each year.
- On average, 20.3% of public schools in the U.S. begin the academic year with a principal who is new to their school.
- On average, 10.6% of public schools in Missouri began the academic year with a first year principal during a seven year span of time between 2010-11 and 2016-17.

Historical Analysis and Projections for Public School Enrollment

- 32 states experienced enrollment increases between 2000 and 2014.
- Enrollment increases expected for 30 states and District of Columbia between 2014 and 2026.
- Record number of students enrolled in U.S. public schools can be expected every year through 2025.
- Missouri public school enrollment is expected to keep growing through 2030.
- Number of principal positions expected to increase by 8% from 2016 to 2026.

Attributes that Teachers Seek in a Principal

- Trust is key to gaining credibility with the staff.
- Trust is built by showing competence in performing the duties associated with the position (initiating structure) and taking personal interest in their constituents (consideration) while leading the team to achieve goals of the organization.
- Principals gain trust by skilfully demonstrating, both, transformational and transactional leadership behaviors.

Attributes that Teachers Seek in a Principal

- Professional trust is gained when the principal is skilled in establishing well-organized structures, assigning tasks, ensuring high quality of work and upholding effective protocols.
 - This skillset is characteristic of Haplin's concept of initiating structure and associated with transactional leadership behaviors.
- Personal trust is gained when the principal is skilled in inspiring a shared vision, empowering others to act, and encourage the heart.
 - This skillset is characteristic of Haplin's concept of consideration and associated with transformational leadership behaviors.

Range in Years of Experience for Voluntary Participants

Please indicate the number of years you have been a teacher.

15 responses



- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- more than 20 years
- I prefer not to respond to this question

Reporting on Research Question 1

Research Question 1:
What leadership behaviors do effective principals demonstrate that result in being perceived by teachers as strong in Haplin's concept of initiating structure in high performing schools?

Quantitative Data
In response to the ten LBDQ-XII survey questions that addressed behaviors associated with initiating structure, the principals achieved an average mean score of 4.40 on a 5-point scale.

Mean Scores Sorted by Years of Experience

Initiating Structure

Range in Years of Experience	Number of Responses	Mean Score
0-5 years	12	4.48
6-10 years	10	4.30
11-15 years	9	4.13
16-20 years	10	4.43
More than 20	13	4.63
I prefer not to respond	2	4.45

Reporting on Research Question 1

Qualitative Data

Open-ended Question 1:
What activities or evidence of behavior have you observed that suggests your principal encourages the use of uniform procedures?

35 teachers responded to this question

Emerging Themes

- * Written Communication
- * Verbal Communication

Reporting on Research Question 1

Qualitative Data

Open-ended Question 2:

What activities or evidence of behavior have you observed that suggests your principal assigns group members to particular tasks?

34 teachers responded to this question

Emerging Themes

- * Committees Assigned Responsibilities
- * Delegation of Duties

Reporting on Research Question 1

Qualitative Data

Open-ended Question 3:

What activities or evidence of behavior have you observed that suggests your principal asks group members to follow standard rules and regulations?

27 teachers responded to this question

Emerging Themes

- * Written Communication
- * Verbal Communication

Reporting on Research Question 2

Research Question 2:

What leadership behaviors do effective principals demonstrate that result in being perceived by teachers as strong in Haplin's concept of consideration in high performing schools?

Quantitative Data

In response to the ten LBDQ-XII survey questions that addressed behaviors associated with consideration, the principals achieved an average mean score of 4.22 on a 5-point scale.

Mean Scores Sorted by Years of Experience

Consideration

Range In Years of Experience	Number of Responses	Mean Score
0-5 years	12	4.17
6-10 years	10	4.15
11-15 years	9	4.64
16-20 years	10	3.89
More than 20	13	4.36
I prefer not to respond	2	3.55

Reporting on Research Question 2

Qualitative Data

Open-ended Question 1:

What activities or evidence of behavior have you observed that your principal does little things to make it pleasant to be a member of the the staff?

37 teachers responded to this question

Emerging Themes

- * Deliberate Expressions of Appreciation
- * Taking a Personal Interest
- * Celebratory Nature

Reporting on Research Question 2

Qualitative Data

Open-ended Question 2:

What activities or evidence of behavior have you observed that suggests your principal looks out for the personal welfare of group members?

36 teachers responded to this question

Emerging Themes

- * Frequently Checking in
- * Encouraging Self-care

Reporting on Research Question 2

Qualitative Data

Open-ended Question 3:
What activities or evidence of behavior have you observed that your principal is willing to make changes?

31 teachers responded to this question

Emerging Theme

- * Collaborative Culture

Summary of Qualitative Research

Initiating Structure

Written Communication
Verbal Communication
Committees Designated Responsibilities
Delegation of Duties

Consideration

Deliberate Expressions of Appreciation
Taking Personal Interest
Celebratory Nature
Frequent Check-ins
Encourage Self-Care
Collaborative Culture

Honorable Mention

Protect Plan Time

Now, let's build some credibility!

- thank you notes

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