PARENTS' PERCEPTIONS OF THE CHARACTERISTICS OF EFFECTIVE SCHOOL

PRINCIPALS

by

GARY RICHARD DAVISON

(Under the Direction of K. Denise Glynn)

ABSTRACT

The purpose of this study was to examine parents' perceptions of the characteristics of effective

principals. The Principal Effectiveness Measure-Parent Form (PEM-PF) was given to parents in

a suburban school system in North Georgia. Parents were asked to rate the characteristics of an

effective principal via an electronic survey. Six hundred and one parents responded to the

electronic survey. Principal component factor analysis indicated that parents feel the most

important characteristics of an effective principal are: (a) managing and maintaining a positive

school climate, (b) involve the school in community issues, (c) collaboration with parents, and

(d) caring for students. Additionally, analyses of variance indicated no significant differences

among parents' perceptions of the characteristics of effective principals based on school level of

child/children or annual household income. Several recommendations for principals were made.

First, regardless of household income or school level of child/children the four factors are of

primary importance to parents as they work with principals. Second, a high level of interactions

with their school principal presents a tremendous opportunity for principals to establish and

maintain positive relationships with parents. Principals should use this opportunity to work with

parents so they have power in the school. Third, if parents feel they have the ability to express

their feelings and perceptions without retribution, there will be a sense of trust with principals with which they can build a relationship. Finally, school boards and superintendents should support principals in their efforts to build partnerships with parents. Recommendations for future research include conducting research using a more ethnically diverse population of parents to survey, questioning what parents feel constitutes varying levels of parental involvement, and planning strategies principals could use to help design programs for parent involvement in the school.

INDEX WORDS: parents' perceptions, principalship, leadership, principal characteristics, role theory

PARENTS' PERCEPTIONS OF THE CHARACTERISTICS OF EFFECTIVE SCHOOL

PRINCIPALS

by

GARY RICHARD DAVISON

B.S. Elementary Education, University of Missouri-St. Louis, 1990

M.A. Educational Processes, Maryville University, 1993

M.S. Educational Administration, University of Missouri-St. Louis, 1997

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial

Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2007

PARENTS' PERCEPTIONS OF THE CHARACTERISTICS OF EFFECTIVE SCHOOL

PRINCIPALS

by

GARY RICHARD DAVISON

Major Professor: K. Denise Glynn

Committee: Martha Carr
                    Sally Zepeda

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
May, 2007

DEDICATION

For my wife and best friend, Jinger. You have enriched my life more than I could ever tell you. None of the accomplishments in this world mean anything without you there to share them.

For my daughter, Gracie, and son Will, I am so proud of you both. You are my pumpkins and I love you both so much! Spending time with you is the joy of my life.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Principals are becoming increasingly involved with parents and the public at large. Education, having changed much in recent years, is at a turning point, and school principals are at the crux of much of this change. They are being charged with school improvement by school systems, state governments, and federal legislative mandates. At the same time, these principals are being held to a standard many parents and community members recall from their own educational experiences (Lawrence-Lightfoot, 2003). Parents have long held that the high water mark for education was when "all children were prepared and wanted to learn" (Lawrence-Lightfoot, p. 55). Schools are serving more children than ever before, are serving a more diverse population than ever before, and are being held to higher educational standards than ever before (U. S. Department of Education, 1999). The changes being required of principals necessitate parent involvement and support unlike any time in the past. These changes are due, in part, to the nature of standards-based education and the accountability required by many legislators and Departments of Education. Consequently, principals must understand the perceptions parents and community members have about their involvement in the educational process. Teachers, parents, and administrators are looking for leaders who can propel students to higher levels of success. The single educational solution for improved schools has yet to be found, but researchers (e.g., McLaughlin & Hyle, 2001; Waters, Marzano, & McNulty, 2003; Witziers, Bosker, & Kruger, 2003) have begun to identify characteristics of effective school leaders. Research suggests that both organizational needs of schools and individual needs of students

should be addressed by effective school leadership (Dufour & Eaker, 1998; Valentine &

Bowman, 1988; Waters, Marzano, & McNulty, 2003; Williams, 2001). This research leads

principals to understand their stakeholders' perceptions of characteristics of effective principals.

In addition, the work of Epstein (1987) and Comer, Ben-Avie, Haynes, and Joyner (1999) gives

insight into the perceptions of parents through the analysis of parent involvement. In addition,

the levels of partnership between schools and parents give educators a better understanding of

parents' needs and how schools can address their needs.

Statement of the Problem

Principals have many responsibilities and duties that require their attention.

Subsequently, their responsibilities fall into many different roles. Role theory holds that

individuals are subject to roles within an organization and the many expectations that accompany

those roles. Within the educational system, principals are subject to the expectations of a

tremendous number of constituents. These constituents range from students to teachers to parents

and even the community. It is important for school principals to have a thorough understanding

of the expectations that these groups bring. Henderson and Mapp (2002) found that connections

between schools and communities highlight evidence that parent involvement not only improves

the school climate, but is also linked to higher student achievement. Additionally, Goldring

(1993) found that dynamic parent involvement occurs when parents are involved in multiple

areas within the school, including decision-making. Parents noted that expectations of principals,

as the school leader, exist with parents. Thus, there is a need for an understanding of the

perceptions parents hold for effective characteristics of school principals.

The principalship is often riddled by many demands and an ever-changing set of

expectations. Professional associations, researchers, and state organizations have made attempts

to establish a set of standards to meet the needs of principals and their constituents. These standards guide principals in their development toward meeting the needs of their constituents. Each constituent group has its own perspective on the multiple facets of the principalship. The purpose of this study is to explore the nature of the principalship through the perceptions of parents.

Significance and Purpose of the Study

Research indicates that the principalship involves many challenges (e.g., Gonzalez, Glasman & Glasman, 2002; Heck, Larsen & Marcoulides, 1990; Malone, Sharp & Thompson, 2000; Witziers, Bosker & Kruger, 2003). These challenges have caused the roles that principals assume to become more complex (Kochan, Jackson, & Duke, 1999). This complexity requires a leadership style that is open to constituent participation in problem solving and decision-making (Rusch, 1998). The development of this leadership style should reflect the needs of all constituents. Principals' roles are components of their leadership style. Thus, role theory will be used as the theoretical framework to guide this study. This study is significant because it will inform and prepare principals to address the challenges they face.

The purpose of this study is to examine parents' perceptions of the characteristics of effective principals. Parents' perceptions could inform the practices of aspiring principals through professional development and the experiences of graduate students preparing to become principals. In addition, parents' perceptions could improve not only the climate for established principals, but also their working relations with parents.

Research Questions and Methodology

This study addresses the following research questions:

1. What are parents' perceptions of the characteristics of effective school principals?

2. Do parents of elementary, middle, and high school students differ in their perceptions of the characteristics of effective principals?

3. Do parents of different socio-economic status differ in their perceptions of the characteristics of effective principals?

This is a survey study of parents of elementary, middle and high school students. Parents will complete the Principal Effectiveness Measure – Parent Form, which is a parent version of the Audit of Principal Effectiveness (Valentine & Bowman, 1988). The survey will be distributed to approximately 5,000 parents of students in a growing suburban school system in the Southeast region of the United States. SPSS software will be used to analyze the survey results.

<div align="center">Summary</div>

Understanding parents' perceptions of characteristics of effective principals can aid principals in the development of their skills. Principals are being asked to consider parents when they are performing many facets of their job. Principals need to be equipped with an understanding of the roles parents feel principals perform and a manner to assess their abilities. Thus, this study will assist principals in better understanding their constituents' perceptions of their roles.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of this study is to examine parents' perceptions of the characteristics of effective principals. The following questions will guided the study.

1. What are parents' perceptions of the characteristics of effective school principals?

2. Do parents of elementary, middle, and high school students differ in their perceptions of the characteristics of effective principals?

3. Do parents of different socio-economic status differ in their perceptions of the characteristics of effective principals?

This chapter reviews the literature on which this study is built. First, role theory will be described and its use as the primary theoretical foundation for the study will be explained. Next, the six significant roles of the principalship will be discussed as defined by the standards of the National Policy Board for Educational Administration (2002) for Advanced Programs in Educational Leadership. Lastly, the literature on parent involvement will be reviewed.

Role Theory

This study uses role theory as a theoretical framework and seeks parents' perceptions of the characteristics of effective principals. Role theory describes an individual's behavior within a group or an organization (Katz & Kahn, 1978; Huse, 1980). Huse (1980), more specifically, states, "Each individual within an organization has a unique set of characteristics and the role filled by the individual provides a building block, or link, between the person and the organization" (pp. 52-53). Individuals maintain a status given their position in a hierarchical or

organizational structure. This status has expectations and norms set by those around the principals or the principals themselves. Katz and Kahn (1978) noted that people are known to others through their actions, which are defined by the roles they are playing. Ideally, the expectations from all constituents would be the same. However, principals play various roles given the situation and the context of the schools that they lead. For example, discipline situations, classroom interactions with students and teachers, district-level meetings, and community environments all frame various role expectations and norms of behaviors for principals. Consequently, principals need to understand the norms of behavior placed on them by constituents. Yet, while those around the principal can set these expectations, it is the sum of these behaviors that define the need for principals to understand role theory. Huse (1980) stated, "a role is the sum total of expectations placed on the individuals by supervisors, peers, subordinates, vendors, customers, and others, depending on the particular job" (p. 53).

Role theory is a perspective in social psychology that considers most everyday activity to be living up to roles or expectations. Role theory is, according to Huse (1980), "a psychological link between the individual and the organization" (p. 53). People spend much of their lives in groups. Within these groups, people often take distinct positions. Each of these positions can be called a role, with a specified set of functions that are molded by the expectations of others. Formalized expectations become norms when enough people feel comfortable in providing punishments and rewards for the expected behavior (Kohn, 1993). Individuals are generally conformists, in so far as they conform to roles. The anticipation of rewards and punishments inspire this conformity (Kohn, 1993).

Role theory states that an individual occupying an organizational role usually is subject to a variety of settings. Hart (1994) defines three insights for the use of settings in role theory. First,

individual's actions have patterns. These normalized patterns create expectations, thus reinforcing role expectations to others in the organization. Second, once they are established, patterns become socially resilient. For example, principals must operate in classrooms, district-level meetings, conferences with parents, and community events. Each setting is characterized by expectations regarding the role to be played by the principal. Ideally, these expectations would be congruent, or at least compatible. However, when expectations differ from behaviors, role ambiguity results. Expectations vary not only across, but also within settings. As a result, principals' roles may be perceived by some observers consistently, but not by others. Finally, role theory can provide a critical insight into an organization.

A prominent theme in the research on roles is the discrepancy between expectations of other members of the system and the behaviors of the person occupying the role (Boyan, 1988; Bridges, 1982). Role ambiguity, according to Huse (1980), occurs when the individual does not fully understand the expectations of their role. This ambiguity can cause a great deal of stress. Role conflict, in the principalship, occurs when principals fully understand the expectations others hold for them; however, they do not or cannot fulfill the expectations (Lipham, 1985). This ambiguity or conflict can create serious problems in education. Recently, researchers (Boris-Schacter & Langer, 2003; Matthews & Crow, 2003) have rethought the role of the principals as a contributor to the recruitment and retention of principals. They have noted the need for understanding the challenges facing principals and creating systems to accommodate greater job satisfaction given the impending shortages.

Role ambiguity and conflict highlight an impending principal shortage as noted by the National Association of Elementary School Principals (NAESP). In 1998, the NAESP studied the future of the principalship. They noted that many principal vacancies will occur as the

number of aspiring principals is greatly outnumbered by the soon-to-be retiring principals. Many

factors were found as concerns for those considering the principalship. The most significant

factors were inadequate compensation, the responsibilities of the principal's duties, stress of the

job, long hours, and the toll that one's family endures (NAESP, 1998). In addition, Wax (2002)

found that the complex and endless demands have made teachers and other educators reluctant to

consider the principalship.

Tirozzi and Ferrandino (2002) noted the shortage of qualified and experienced principals

as one of the most critical problems facing education today. In a study conducted by Pounder and

Merrill (2001), the factors influencing would-be candidates for the high school principalship

were noted. Respondents noted compensation for principals is not commensurate with their

duties and a tremendous loss of time for them, as well as the demands placed on their families

made the principalship unattractive. Examples as these make it imperative for principals to fully

understand their role within school systems and the expectations that others hold for them.

Principal behaviors are not simply random or meaningless events, but should be coordinated and

patterned behaviors for the actors with whom which they interact. Thus, principals are role

players who operate in an interpersonal arena or role set. As such, it is critical for principals to be

able to identify, adapt, and navigate these role expectations.

Principalship

The role of the principal involves many challenges. For example, extensive face-to-face

communication is required with many stakeholder groups (Gantner, 1997; Goldring, 1993;

Reeves, 2004;) and problems are often unpredictable (Goldring & Pasternack, 1994). Another

challenge is that the principalship is action-orientated (Hallinger & Heck, 1996), meaning that

accomplishments are done in concert with many other factors. Additionally, decisions and

dilemmas are frequently confronted without complete information (Gunn & Holdaway, 1986; Leithwood, 1994; Pounder & Merrill, 2001), the pace is rapid and fraught with frequent interruptions (Barth, 2001; Cuban, 1984), and interactions themselves tend to be episodic (Reeves, 2004). Malone, Sharp, and Thompson (2000) shed light on challenges principals face with the following quote, "The principalship is a lifestyle [not a job]" (p. 2). Other challenges of the principalship include the perception that one must be a "Superman" (Protheroe, 2001, p. 15) to meet all of the demands and work that is characterized by a pervasive physical and emotional pressure to maintain a peaceful and smoothly running school (Hoy & Miskel, 2001; Hoy & Sweetland, 2000; Malone, Sharp & Thompson, 2000). Meanwhile, principals must demonstrate a professional and caring attitude toward students (Hallinger & Heck, 1996; Witziers, Bosker & Kruger, 2003), facilitate their own professional development (Gunn & Holdaway, 1986), make significant student achievement gains (Hoy & Hoy, 2003; Marks & Printy, 2003), and guarantee equity and excellence for all learners (Gantner, 1997).

These challenges have led many researchers and principals to seek understanding about these difficult issues. Various professional associations, researchers, authors, and state organizations have made attempts at establishing criteria for the multiple facets of the principalship. There is one framework that has risen to reflect the challenges of the principalship. In 2002, the National Policy Board for Educational Administration (NPBEA) developed the Educational Leadership Constituent Council Standards. Table 1 shows the Standards and the elements related to research. This framework is based on the work that began with the Interstate School Leaders Licensure Consortium (ISLLC) Standards that were developed by the Council of Chief State School Officers (1996). By 1998, this framework was expanded by the National Policy Board for Educational Administration (NPBEA) in conjunction

with several national associations interested in making improvement in education. The purpose was to establish a set of professional standards and specific elements and behaviors to guide aspiring and current administrators in the current work of schools. One of the guiding principles of the NPBEA was to incorporate the ISLLC Standards into a more modern framework.

Research on school effectiveness indicates that strong administrative leadership makes a substantial difference in student learning and the effectiveness of the school (Hallinger & Heck, 1996; McLaughlin & Hyle, 2001; Purkey & Smith, 1983; Waters, Marzano, & McNulty, 2003). Increasing student learning, managing the current organization, and developing vision for the organization are derived from the many behaviors and characteristics that define myriad roles for the principal (Dunklee, 2000; Ehrensal, 2003). Six significant roles of the principal are identified in the literature and are consistent with the ELCC Standards (NPBEA, 2002):

* Establishing vision in the school organization,

* Leading the instructional program,

* Effectively managing the operations of a school,

* Collaborating with families and community, and

* Acting with integrity and fairness, and

* Responding to the larger political, social, and cultural context

Each of these standards is comprised of elements that further describe the behaviors of principals to meet the stated standard. Included will be literature to align the standard and elements to research conducted in the field.

Establishing Vision in the School Organization

The NPBEA (2002) has helped principals look to the future of their schools. Vision entails a future orientation for the organization. ELCC Standard 1 states "Educational leaders

Table 1

ELCC Standards and Research

Standard	Elements	Research Aligned to Standard
Standard 1- "Educational leaders have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community" (National Policy Board for Educational Administration, 2002, p. 2).	1.1 Develop a Vision 1.2 Articulate a Vision 1.3 Implement a Vision 1.4 Steward a Vision 1.5 Promote Community Involvement in the Vision	Hallinger & Heck (1996) Matthews & Crow (2003) Coulon & Quaglia (2001) Barth (1990, 2001) Sergiovanni (1995, 1999, 2000) Peterson (2000, 2002) Fullan (2002)
Standard 2- "Educational leaders have the knowledge and ability to promote the success of all students promote a positive school culture, provide as effective instructional program, apply best practices to student learning, and design comprehensive professional growth plans" (National Policy Board for Educational Administration, 2002, p. 4).	2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Program 2.3 Apply Best Practice to Student Learning 2.4 Design Comprehensive Professional Growth	Mayers & Zepeda (2002) Teske & Schneider (1999) Weller & Weller (2002) Reeves (2004) Hallinger, Murphy & Hausman (1992) Firth & Pajak (1998) Hallinger & Heck (1996)
Standard 3- "Educational leaders have knowledge and ability to promote the success of all students manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment" (National Policy Board for Educational Administration, 2002, p. 7).	3.1 Manage the Organization 3.2 Manage Operations 3.3 Manage Resources	Matthews & Crow (2003) Barnett (2004) Zepeda & Langenbach (1999) Pounder & Merrill (2001) Wendel, Hoke & Joekel (1996)
Standard 4- "Educational leaders have the knowledge and ability to promote the success of all students by collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources" (National Policy Board for Educational Administration, 2002, p. 9).	4.1 Collaborate with Families and Other Community Members 4.2 Respond to Community Interests and Needs 4.3 Mobilize Community Resources	Goldring (1993) Comer & Haynes (1991) Epstein (1984, 1987, 1991, 1994, 1996, 2001) Comer (1984, 1993) Cotton & Mann (1994) Connors & Epstein (1994) Gantner (1997)
Standard 5- "Educational leaders have the knowledge and ability to promote the success of all students act with integrity, fairness, and in an ethical manner" (National Policy Board for Educational Administration, 2002, p. 13).	5.1 Acts with Integrity 5.2 Acts Fairly 5.3 Acts Ethically	Julius, Baldridge & Pfeffer (1999) National Association for the Schools of Excellence (1999) Marshall & Spencer (1999)
Standard 6- "Educational leaders have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context" (National Policy Board for Educational Administration, 2002, p. 14).	6.1 Understands the Larger Context 6.2 Respond to the Larger Context 6.3 Influence the Larger Context	Hoy (1994) McLaughlin & Hyle (2001) Glickman (1993, 2004, 2007)

who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision…" (National Policy Board for Educational Administration, 2002, p. 2). According to Standard 1 of the ELCC standards (NPBEA, 2002), principals must be able to apply specific behaviors. First, principals should be able to use theory and research to develop a vision of learning for the school that promotes success for all students. Next, principals should be able to communicate this vision to all of the constituency groups within a school community. Communicating to a constituent group will be expounded upon further with the involvement of parents as a stakeholder group. Third, principals should be able to develop specific action items and steps to put the vision into place. Action includes, but is not limited to use of collegiality as a process and use of challenging standards as a context. Next, principals should be able to effectively communicate and understand the role of building commitment toward the vision. Finally, principals should be able to involve community members in the pursuit of the vision.

The use of theory and research to develop vision is a critical skill principals need to become successful. Matthews and Crow (2003) state:

> Effective administrators have a broad vision of their actions and tasks, which
> includes values and beliefs that prioritize tasks, an understanding of how these
> actions and tasks fit into the school, and a determination of the ultimate purpose
> of the role- promotion of student learning. (p. 3)

Additionally, Leithwood (1994) includes developing vision in a set of core practices that includes "…setting directions, which includes identifying and articulating a vision, fostering the acceptance of group goals, and creating high performance expectations" (Leithwood, 1994, p. 3) as practices of effective principals. In addition, Leithwood

(1994) advocates restructuring the organization to support the increased focus on the vision once it is established.

Communicating a school vision to all stakeholders in the community is a vital skill for principals. Coulon and Quaglia (2001), in a case study of effective principal characteristics, found that effective principals were clear in their vision for the school and communicated their vision to all constituents. Seeking to identify behaviors of effective principals, they also compared these behaviors with effective teachers. Interestingly, the use of vision by both groups was an important feature in the quality measure. In addition, effective principals were prepared to take risks to achieve these goals.

Effective school principals should be able to implement a vision toward improvement, build commitment toward a vision, and involve the community for the success of all students. In his work on professional development for principals, Peterson (2002) notes that professional development for implementing and building commitment for vision of a school are of critical importance. Also, the pedagogy and training strategies used in building a climate conducive to maximum learning and involvement of all stakeholders should be emphasized. Barth (1990) speaks of the importance of vision when he says "The personal vision of school practitioners is a kind of moral imagination that gives them the ability to see schools not as they are, but as they would like them to become" (Barth, 1990, p. 147).

Leading the Instructional Program

The skills supporting the teaching and learning plan of a school comprise the instructional leadership role a principal needs for a school to be successful. The NPBEA (2002) states in Standard 2 "Educational leaders who have the knowledge and ability to promote the success of all students promote a positive school culture, provide as effective instructional

program, apply best practices to student learning, and design comprehensive professional growth plans" (National Policy Board for Educational Administration, 2002, p. 4). According to the ELCC Standard 2 (NPBEA, 2002), principals must be able to apply specific behaviors. First, principals should be able to promote a positive school culture. Second, principals should be able to assess, design, and implement various instructional methods and technology to enhance the curricular program of the school. Next, principals should be able to apply current best practice from research strategies in the instructional plan. Finally, principals should be able to observe, reflect, and use research strategies to form professional learning experiences for staff.

Effective principals should be able to promote a positive school culture. Ladd and Zelli (2002) conducted a qualitative study of 70 school principals from North Carolina. They found that the application of new school accountability and instructional measurement system, the state's ABC program, can be positively applied to a school culture. The authors' analysis indicates that the program can be a powerful tool in the evolution of principal's behaviors toward instructional improvement. Eight-four % of the principals felt that recognition of teachers' efforts was a more significant factor toward students achievement than an increase in funding. Additionally, researchers indicate two areas within which principals have influence through their role at the school level: building school climate and supervising the instructional organization (e.g., Coulon & Quaglia, 2001; Gantner, 1997; Gunn & Holdaway, 1986; Hallinger & Heck, 1996; Marzano, 2003; Matthews & Crow, 2003; Reeves, 2004; Zheng, 1996). Hallinger, Murphy and Hausman (1992), in a qualitative study of principals and the perceptions of reform efforts, found that shared decision-making effectively lead to increased teacher ownership and school improvement. The initiative of shared decision-making was seen as a means to more effective problem solving, thus leading to an increased climate and culture conducive to student learning.

Similarly, Kelehear and Davison (2005) agree with the importance of shared instructional decision-making as it positively affects the school climate.

Effective principals should be able to assess, design, and implement various instructional methods and technology to enhance the curricular program of the school. Cotton (2003) found that, "…effective principals remain focused on achieving high levels of student learning and providing resources and even pressure to keep others similarly focused" (p. 27). Glickman (1981) states, "the goal of instructional supervision is to help teachers learn how to increase their own capacity to achieve professional learning goals for their students" (p. 3). Additionally, Zepeda (2003) adds, "…and a supervisor's style either enhances or diminishes teachers' abilities to engage in learning that is developmentally appropriate" (p. 91). Further, Teske and Schneider (1999) studied the principals of eight high-achieving schools in New York City, and interviewed principals about their roles in their school's success. Despite variations in funding among the schools, some common themes emerged. Teske and Schneider (1999) found "being autonomous and having strong leadership" (p. 21) were critical to the success of teacher's performance. Additionally, it was noted that high expectations for every student, a belief in the importance of basic skills instruction, clear performance goals, and continuous feedback to students and teachers were factors in their high performance.

Owings, Kaplan and Nunnery (2005) conducted a study of 200 Virginia school principals. The study investigated the relationship between principal quality, as noted through a survey of characteristics measured by the ISLLC standards, and student achievement. The primary result was that principals rated higher on the index tended to have higher overall levels of achievement than schools in which principals were rated lower in quality. Noted in the research was the principal's primary role of controlling key factors affecting the school's

instructional environment. Elements of instructional leadership noted are modeling effective teaching practices, understanding and using student assessment data, and assisting development and delivery of effective lesson plans. Owings, Kaplan, and Nunnery (2005) state "Principal effectiveness and teacher instructional quality are related [with one another]" (p. 116). They agreed with factors in the research by Waters, Marzano, and McNulty (2003). Waters et al. (2003) cited a positive correlation of .25 between school leadership and student achievement. Specific behaviors and characteristics include having an extensive knowledge of instructional practices, applying curricular planning strategies, using effective classroom practices, and having knowledge of various assessment strategies.

Effective principals apply research strategies for increases in student achievement. This includes the sharing of responsibility for instructional improvement with teachers and the school community. Marks and Printy (2003) found that where instructional leadership is low, weak student performance is likely to be the norm. Additionally, in the lowest performing schools, principals were most likely to centralize authority and exert control over the instructional program. Thus, when transformational and shared instructional leadership coexist, the achievement of students is substantial. Also, Blank (1987), and Leithwood and Montgomery (1982) found typical principals at both elementary and secondary levels rarely received high marks from teachers and parents in the areas of curriculum and instruction. Thus, principals need to better understand their roles in the areas of curriculum, assessment, and instruction. Heck, Larsen, and Marcoulides (1990) write, "Some studies however, support the view that principals at both levels [elementary and secondary] draw upon a similar repertoire in carrying out their role [as instructional leader]" (p. 101). Zepeda (2003) asserts that the goals of principals with regard to instructional supervision should be to promote:

1. Face to face interaction and relationship building between teacher and the supervisor;
2. On-going learning;
3. the improvement of students' learning through the improvement of teacher instruction;
4. data-based decision-making;
5. capacity-building of individuals in the organization;
6. trust in the process, each other, and the environment;
7. and change that results in a better developmental life for teachers and students in their learning. (p. 20)

Effectively Managing the Operations of a School

The NPBEA (2002) recognize the importance of the skills required by principals to attend to the everyday needs of a school. The NPBEA (2002) states in Standard 3 "Educational leaders who have knowledge and ability to promote the success of all students manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment" (National Policy Board for Educational Administration, 2002, p. 7). According to Standard 3 of the ELCC standards (NPBEA, 2002), principals must be able to apply specific behaviors. First, principals should be able to develop plans that effectively manage the fiscal, human, and material resources of the school. Next, principals should be able to apply legal principles. Finally, principals should be able to seek new resources and use long-range planning for teaching and learning.

Managing the school effectively is replete in the literature. Matthews and Crow (2003) identify a principal's role as manager of the learning organization. They underscore this by stating, "The principal helps the faculty and staff understand the connection among programs, activities, buildings, finances, and so on" (p. 13). The management aspect of the principalship gets the bulk of the attention when aspiring principals begin their work. All stakeholders expect the same features of education: quality in instruction, learning, teaching, administration; and an orderly organization (Bradley, 1992; Neuroth, Plastrik & Cleveland, 1992). As Wendel, Hoke

and Joekel (1996) state, "Administrators who are eminently successful seek to create a positive school climate, work collaboratively with others, looks for reasonable compromises, and embrace the concept of service to others" (p. 43). Effectively managing the operations of a school is important, but should not be the primary purpose of a principal.

Applying legal principles, seeking new resources, and long-range planning for the school are seen as important factors in the success of a principal. Russo (2005) discusses a principal's responsibility to stay abreast of the law. He states that a principal "…would be wise to update their knowledge of educational law regularly…" (Russo, 2005, p. 183). The effective long-range planning of a school is contingent on guiding the organization in the face of potential or unnecessary litigation. Principals have increasing attention being placed on litigated issues. The preparation for such skills is often difficult to attain given the nature of education law. Russo (2005) finds that much of education law is "reactive" (p. 169). Additionally, Russo says "…the law is typically modified only after a real case…has been litigated…or has responded to a need" (p. 169). Thus, principals need assistance with the ever-changing nature of the law to aid running a school. School safety, student discipline, personnel, and finances are areas that principals must be concerned regarding the law. Additionally, resource management such as school budgets, financial planning, facilities and school grounds, and securing grant sources are important management concerns. However, resources are not merely financial. Often for a principal, important resources are human resources. The ability of a principal to be capable of attracting and retaining a qualified teaching staff is crucial (Eye, 2001; Goldring, 1993; Lyons, 1999).

Collaborating with Families and Community

Principals work in a social setting consisting of many other people. The NPBEA (2002) recognizes the importance of principals relating to others when they state in Standard 4

"Educational leaders who have the knowledge and ability to promote the success of all students by collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources" (National Policy Board for Educational Administration, 2002, p. 9). According to Standard 4 of the ELCC standards (NPBEA, 2002), principals must be able to apply specific behaviors. First, principals should be able to unite resources for families that affect student learning, involve families in the education of students, understand community relations, and develop outreach opportunities for families. Next, principals should be able to mediate interactions with those that have conflicting perceptions. Finally, principals should be able to identify and mobilize community resources and social agencies.

Involving families in school, mediating conflicts with parents, and mobilizing the community resources are found as important for effective principals. Goldring (1993), in a study of 604 principals, found that the most dynamic parent involvement occurred when parents are involved in helping to determine school policy, and leadership styles of the principals are linked to "parent involvement outcomes" (p. 113). Researchers (Davies, 2000; Dodd & Konzal, 2000; Henderson & Berla, 1994) have indicated that increased parental involvement in schools results in increased attendance for students, higher grade, fewer discipline referrals, and more complete homework. This involvement is not without cause for concern. This is where the principal must be able to mediate conflict. Abrams and Gibbs (2000) cite "increased power struggles" (p. 89) resulting from the inclusion of parent involvement in decision-making. Thus, a principal should be able to effectively manage input from a variety of stakeholders. Comer and Haynes (1991) found that parent involvement initiatives are more successful if they are part of a school improvement process designed to create positive relationships that support children's total

development. Comer (1984) noted that schools are, "a third learning environment for children" (p. 22). That is, the school is a critical social system within a set of interacting social systems, and families do not exist in isolation from the school. Epstein (2001) noted that the shift from separation of family and school relationships gives greater teacher-parent cooperation and communication. This shift was also noted by Epstein (1987) when parents responded favorably to administrators who stressed cooperation of schools and families in helping children succeed. Similarly, Epstein (2001) summarized three current themes of the principalship and parental involvement. These themes summarize how principals can work, within their roles, to meet the needs of school communities. They are:

- Schools [principals] must establish well-planned and well-implemented family involvement activities.
- [Principals] must plan a variety of activities to meet needs of diverse populations and needs of students.
- Schools [principals], parents, and communities must work as a team to implement and evaluate practices that reach out to all families.

Epstein (1984) surveyed 1275 parents and reported that about 70% of the parents never helped the teacher in the classroom, about 70% never participated in the administration of fund-raising activities for the school, and about 88% never assisted in the cafeteria, library, or other school areas. Most parents do not or cannot become involved at school. These parents worked outside of the home, had other smaller children, experienced family problems, or other activities that demanded their time. Epstein's study also found that parents who were involved were significantly more likely to have children with improved in reading achievement during the same school year.

In addition, Epstein (2001) identified six types of parental involvement and their influence in building partnership with schools: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Table 2 provides definitions, examples, and implications for each type of parent involvement. Additionally, Epstein (1987) devised an, "overlapping spheres of influence" (p. 27) model that places family, school, and community as spheres that overlap, with the child at the center. The model also involved the intersection of three forces: family and school overlap depending on time, age, and grade level; experience/philosophy of family; and the experience/philosophy of the school. In 1992, Epstein added another sphere, community, to the model. This addition embraces the involvement of those who often criticize educators and the process of public education. The inclusion of the community sphere gives rise to a perception of trust among parents and stakeholders.

Parent involvement is a term used to indicate the relationship between a school and the parents of the children attending the school. Ideally, this relationship would be bi-lateral. However, a hierarchical relationship can place a critical nature on the level of parent involvement.Parents, through their previous experiences with schools and principals, can have preconceived perceptions regarding this critical relationship. Principals should be attuned as they interact with parents and their reactions. Lawrence-Lightfoot (2003) states "…interactions with parents then, are an expression of these broader forces…They too loom large and invisible, shaping the expectations of teachers and the aspirations of parents" (p. 30). Roles play an important part in the perception of schools by parents. As previously discussed, role theory has been used widely by researchers to frame these interactions (Bredeson, 1993; Browne-Ferrigno, 2003; Duke & Iwanicki, 1992; Ehrensal, 2003; Greenfield, 1968, 1995). Comer (1984) states "Such networks [perceptions of roles] provide families, schools, and the individual members

Table 2

Epstein's Types of Parental Involvement

Type of P. I.	Definition	Examples	Implications
Type 1- Parenting	Assist families with parenting and child rearing skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. (1996, p. 215)	"School-led workshops, study groups, and speakers that the school organizes, preferably with input from parents on the needs that they have identified" (Zepeda & Langenbach, 1999, p. 119).	"Schools should anticipate these conflicts and make appropriate arrangements…the school could establish a resource for parents to use at their convenience" (Zepeda & Langenbach, 1999, p. 120).
Type 2- Communicating	Communicate with families about school programs and student progress with school-to-home and home-to-school communications. (1996, p. 215)	"..report cards, announcements, permission slips, and other communications that the school finds necessary to use to keep families apprised of how their children are doing and what the school is planning" (Zepeda & Langenbach, 1999, p. 120).	"Epstein and her colleagues (1994) have found that fewer than 33 percent of the newsletter given to students made it home" (Zepeda & Langenbach, 1999, p. 120).
Type 3- Volunteering	Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. (1996, p. 215)	"At the beginning of each school year, surveys or questionnaires could be completed by parents on their interests, occupations, and willingness to participate as a volunteer in the school" (Zepeda & Langenbach, 1999, p. 120).	Parents could share their expertise and their interests in the school with students. Experts could help with guest speaking and helping with content specific lessons.
Type 4- Learning at Home	Involve families with their children in learning activities at home, including homework and other curricular-linked activities and decisions. (1996, p. 215)	Epstein and colleagues (1994) report that "research with thousands of parents has shown that parents want to motivate, encourage, monitor, keep track of, interact with, and talk about school work at home" (p. 47)	Parents and extended family could be included in long-term assignments and projects. Involvement of community members could be vital to the evolution of deeper understanding of extended content.
Type 5- Decision-Making	Include families as participants in school decisions, governance, and advocacy through PTA, committees, councils, and other parent organizations.	Some states have mandated a level of parental decision making. Parental councils, PTA Executive Boards, etc.	"Perhaps requiring such partnerships by law is the only way they will occur" (Zepeda & Langenbach, 1999, p. 120).
Type 6- Collaborating with Community	Coordinate the work and resources of community businesses, agencies, colleges or universities, and other groups to strengthen school programs, family practices, and student learning and development.	Requiring some form of community service among students and families in the school community could be considered a high level of collaboration among the community.	Informing families and community members of the resources available to assist them in a variety of instances.

with a sense of belonging, worth, and value" (p. 325). Identification, as a method of socially

constructing roles, is what Comer noted in his theories regarding the school as the, "primary

social network" (p. 326). Comer (1993) notes a four-staged learning environment for students.

The initial, first learning environment for children is with primary caregivers. Next, the family is

the primary social network for children. Third, children progress to the school for their primary

social environment. Finally, the larger society becomes a learning environment. Each stage is

sequential and children progress at different rates. The duration and experiences within each

stage determines future perceptions of people, roles, and institutions. Thus, principals need to be

aware of children and parents as their previous experiences are shaped by these stages. Comer

(1984) stated that, "Parents can improve their psychological ability to understand child

development, and acquire skills and confidence to help kids at home" (Comer, 1984, p. 335).

Acting with Integrity and Fairness

The NPBEA (2002) confirms many people's understanding of the principal as the

moral barometer for a school when they state in Standard 5 "Educational leaders who have the

knowledge and ability to promote the success of all students act with integrity, fairness, and in an

ethical manner" (National Policy Board for Educational Administration, 2002, p. 13). According

to Standard 5 of the ELCC standards (NPBEA, 2002), principals must be able to apply specific

behaviors. First, principals should be able to respect the rights of others and confidentiality with

sensitive material. Second, principals should be able to show sensitivity to student diversity.

Finally, principals should be able to make decisions in an ethical manner.

Principals can foster a sense of effectiveness by making ethical decisions, showing

sensitivity and respect, and maintaining a sense of confidentiality. Sergiovanni (1995) called this

"organizational character" (p. 18). He states "A school displays character when this culture is

consistent with purposes and provides norms that guide behavior" (p. 18). Julius, Baldridge, and Pfeffer (1999) defined the characteristics of vision, ethos, and integrity as personal attributes that are seen as effective and desirable for school principals. In addition, the National Association for the Schools of Excellence (1999), in its study of 22 principals, found that the leading characteristic among them was, "profound belief in the limitless possibilities of human potential" (p.11). Also, Malone, Sharp and Thompson (2000) surveyed 857 principals, superintendents, and aspiring principals asking for their perceptions on the principalship. The primary response noted that honesty and integrity were most important. Similarly, Marshall and Spencer (1999), in their quantitative study of 242 parents, teachers, and administrators found that all three groups viewed the school principalship in a very similar fashion. Specifically, the ethical standard and the adherence to the school's culture were overwhelmingly found by these three groups to be the most important features to them. Positive ethos also is seen by other researchers (e.g., Beck & Murphy, 1992; Gunn & Holdaway, 1986; Marshall & Spencer, 1999) as the ethical and moral manner in which principals should behave in the context of leading children and adults. In many states, the absence of due process rights for administrators and their contracts lends itself to setting a higher bar as ethical agents.

Responding to the Larger Political, Social, and Cultural Context

The NPBEA (2002) notes the importance of a principal as the arbiter of equality when they state in Standard 6 "Educational leaders have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context" (National Policy Board for Educational Administration, 2002, p. 14). According to Standard 6 of the ELCC standards (NPBEA, 2002), principals must be able to apply specific behaviors. First, principals should be able to understand

the causes of poverty, and policies influencing school procedures. Next, principals should be able to communicate with school community members regarding issues and trends concerning education. Third, principals should be able to engage parents and community members in advocating for the improvements and needs of the school.

Effective principals understand poverty and the disadvantaged, while communicating effectively and they involve parents in decision-making. Hoy (1994) agrees that encouraging attention to the needs of women, racial groups, and poor or economically disadvantaged students must be given priority status. He also finds that social justice is becoming an increasingly important role for principals. Glickman (2004) asks principals to consider the following question: "How can we reclaim a more just, inclusive and participatory democracy…for all Americans; including the public purpose of America's schools?" (p. 2). The emerging achievement gap, changing racial demographics, cultural and economic differences among populations, and increased accountability standards for subgroups including students with special needs will greatly influence the roles of the principalship. As principals gain understanding of those groups' needs, their need to connect to the communities will continue to grow as well. Communication and implementing programs to enable the disenfranchised to gain a voice to their concerns is an emerging need of principals.

In summary, the principalship is replete with many challenges that both deter individuals from beginning the principalship and discouraging others from continuing in the role. However, an understanding of these challenges and a framework for the role can bring clarity for those pursuing a career as a principal. The National Policy Board for Educational Administration established a set of standards to guide the development of principals. These standards clarify the work for aspiring principals.

CHAPTER 3

METHOD

The purpose of this study was to identify parents' perceptions of the characteristics of effective principals. The Principal Effectiveness Measure-Parent Form (PEM-PF) was used to survey parents. The researcher was a high school principal in the school system in which the study was conducted.

Participants

School System

Participants were parents of elementary, middle, and high school students in a growing suburban school system in the southeastern United States. At the time of the survey, the school system had 27 schools. Of the 27 schools, 16 were elementary schools, 6 were middle schools, 3 were high schools, and 2 were alternative schools. Student growth had averaged 10.5% each year for the last 12 years. The school system had 28,409 students at the beginning of the study. Among these students, 24,024 (84.6%) were white, 2,467 (8.7%) were Latino, 977 (3.4%) were Asian, 489 (1.7%) were African-American, and 452 (1.6%) were other. School system data indicated that 4,875 families received free or reduced lunch privileges.

Participant Schools

Of the 27 schools in the system, 2 elementary schools, 2 middle schools, and 2 high schools were randomly selected by the researcher to participate in the study. The researcher randomly selected the schools by assigning names of the schools by level to tokens and placing

the tokens in one of three bags by school level. The researcher then randomly pulled two tokens out of each bag for a total of six schools.

The participating schools had 8,945 students, representing 4,520 families, at the beginning of the study. Among these students, 7,922 (88.6%) were white, 552 (6.2%) were Latino, 281 (3.1%) were Asian, 100 (1.1%) were other, and 90 (1.0%) were African-American. School system data indicated that 1,002 students (11.2%) in 882 families received free or reduced lunch privileges.

In the two elementary schools, there were 2,600 students at the beginning of the study. Among these students, 2,308 (88.8%) were white, 172 (6.6%) were Asian, 50 (1.9%) were Latino, 39 (1.5%) were African-American, and 31 (1.1%) were other. School system data indicated that 85 students (3.3%) in 74 families received free or reduced lunch privileges.

In the two middle schools, there were 2,193 students at the beginning of the study. Among these students, 1,968 (89.7%) were white, 125 (5.7%) were Latino, 66 (3%) were Asian, 20 (0.9%) were other, and 14 (0.6%) were African-American. School system data indicated that 259 students (11.8%) in 228 families received free or reduced lunch privileges.

In the two high schools, there were 4,152 students at the beginning of the study. Among these students, 3,646 (87.8%) were white, 377 (9.1%) were Latino, 49 (1.2%) were other, 43 (1%) were Asian, and 37 (0.9%) were African-American. School system data indicated that 658 students (15.8%) in 597 families received free or reduced lunch privileges.

Materials

The Principal Effectiveness Measure-Parent Form (PEM-PF) was used in this study. This section describes the Audit of Principal Effectiveness (APE) (Valentine & Bowman, 1988); the

pilot study conducted by the researcher to create the PEM-PF, a version of the APE for use by parents; and the Survey Letter.

The Audit of Principal Effectiveness

The Audit of Principal Effectiveness (APE) is a survey designed by Valentine and Bowman (1988) to measure teachers' perceptions of the characteristics of effective principals. The APE can be used by principals to gain feedback from their teachers about strengths and weaknesses as perceived by teachers. The APE has 80 questions, which were generated from an extensive review of the literature and then validated through a factor analysis of responses from 587 teachers. Factor analysis yielded three domains: organizational development, organizational environment, and educational program. The coefficient alpha reliability estimates are presented in Table 3.

The Principal Effectiveness Measure–Parent Form (PEM-PF)

The Principal Effectiveness Measure–Parent Form (PEM-PF) is a survey designed by the researcher for use by parents to measure their perceptions of characteristics of effective principals (see Appendix A). The PEM-PF contains two sections: (a) demographic information and (b) 42 survey questions.

Respondents were asked to provide the following demographic information: gender, age, ethnicity, school levels of their child/children, household income, number of interactions with the school principal, and level of involvement in their children's school. The researcher used three focus groups and conducted a pilot study, using principle component factor analysis, to construct the survey questions.

Focus groups. The researcher used three focus groups to construct the survey. In Spring 2005, 15 parents were assembled to review the 80 questions in the APE. The researcher

Table 3

Factors, Domains, and Reliability of the APE

Factors and Domains		Coefficient Alpha
Domain:	Organizational Development	.9253
Factor:	Organizational Direction	.8259
	Organizational Linkage	.9037
	Organizational Procedures	.8145
Domain:	Organizational Environment	.9443
Factor:	Teacher Relations	.9389
	Student Relations	.8977
	Interactive Processes	.8551
	Affective Processes	.7920
Domain:	Educational Program	.8894
Factor:	Instructional Improvement	.8506
	Curriculum Improvement	.8432
Total Reliability		.9698

facilitated discussions with parents to determine whether the 80 APE questions best captured parents' perceptions of effective principals. The parents felt additional questions were needed. To add to the 80 questions on the APE, two additional parent focus groups were assembled in Fall 2005 to generate additional questions that might be part of the new survey. The participants in the focus groups were parent volunteers from one elementary school in the system who responded to a notification distributed by the school PTA.

There were 64 parents involved in two separate focus groups; both focus groups were conducted in a similar manner. Of the 64 participants, 60 (93.8%) were Caucasian, 2 (3.1%) were African-American, 1 (1.6%) was Latino, and 1 (1.6%) was multi-racial. The education level of the focus group participants ranged from 15 (23.4%) having some college to 49 (76.6%) having graduated from college. More than 95% (61) reported an annual household income exceeding $70,000, while 3 (4.7%) reported an annual income below $50,000. In addition, 85% of the respondents indicated they had a moderate level of involvement in the school and 15% indicated they had a high level of involvement in the school. Parent involvement was also confirmed at recent parent-teacher conferences that they all attended. In addition, of the 64 participants 58 (91%) were active members and participants in the local PTA. Ethnically, economically, and educationally, the focus group members were representative of the school and school system populations.

To assist with the development of new survey questions, the focus groups began by exploring and constructing questions from the six ELCC standards (NPBEA, 2002). These standards are a compilation of effective principal characteristics. In Fall 2005, the first focus group generated 7 additional questions, for a total of 87 questions. These questions were then narrowed down to 48 questions by the second focus group. In addition, based upon feedback

from the second focus group, the researcher eliminated six questions because they were

redundant. The survey then had 42 questions, 7 for each of the six ELCC standards. Table 4

matches each of the 42 questions with one of the ELCC Standards.

  Pilot study. In Spring 2006, the 42-question survey was administered to a pilot group of

1,053 parents at one elementary school in the system. The pilot study was conducted to review

the usefulness of the questions, to test the length of the survey, and to gather information about

the general psychometric properties of the study. From the 1,053 surveys distributed, 523

(49.7%) of the parents returned it. The majority of the respondents 481 (92%) were female, while

42 (8%) were male. The ethnicity of respondents was 495 (94.6%) Caucasian, 13 (2.5%) Latino,

12 (2.3%) Asian, 2 (0.4%) African-American, and 1 (0.2%) other. Regarding annual household

income levels, 372 parents (71.1%) reported an income of $90,001 and above, 57 (10.9%)

reported an income between $80,001 and $90,000, 32 (6.1%) reported an income between

$70,001 and $80,000, none (0%) reported an income between $60,001 and $70,000, and 62

(11.9%) reported an income below $60,000. Parents were also asked to rate their level of

involvement in the school as active, moderate, minimal, or none; 97 (18.5%) reported they were

actively involved, 345 (66%) reported that they were moderately involved, 78 (14.9%) reported

minimal involvement, and 3 (0.6%) reported no involvement. These demographic data are

consistent with that of the participants of the focus groups.

  Principal component factor analysis. In order to determine the construct validity of the

PEM-PF, a principal component factor analysis was conducted using the guidelines of

McDermott (1982, 1993) and Kaiser (1960) for interpreting best solutions. The scree plot (see

Table 5) indicated that there was most likely between 4 and 5 factors. A varimax rotation with

Kaiser normalization was performed indicating that the 4-factor solution held as most

Table 4

ELCC Standards and Questions on the PEM-PF

ELCC Standards	Principal Effectiveness Measure-Parent Form questions
Standard 1	1, 2, 3, 19, 21, 23, 24
Standard 2	9, 11, 14, 25, 37, 39, 40
Standard 3	22, 32, 33, 34, 35, 36, 42
Standard 4	4, 5, 8, 12, 15, 28, 29
Standard 5	13, 16, 17, 18, 27, 31, 38
Standard 6	6, 7, 10, 20, 26, 30, 41

Table 5

Scree Plot
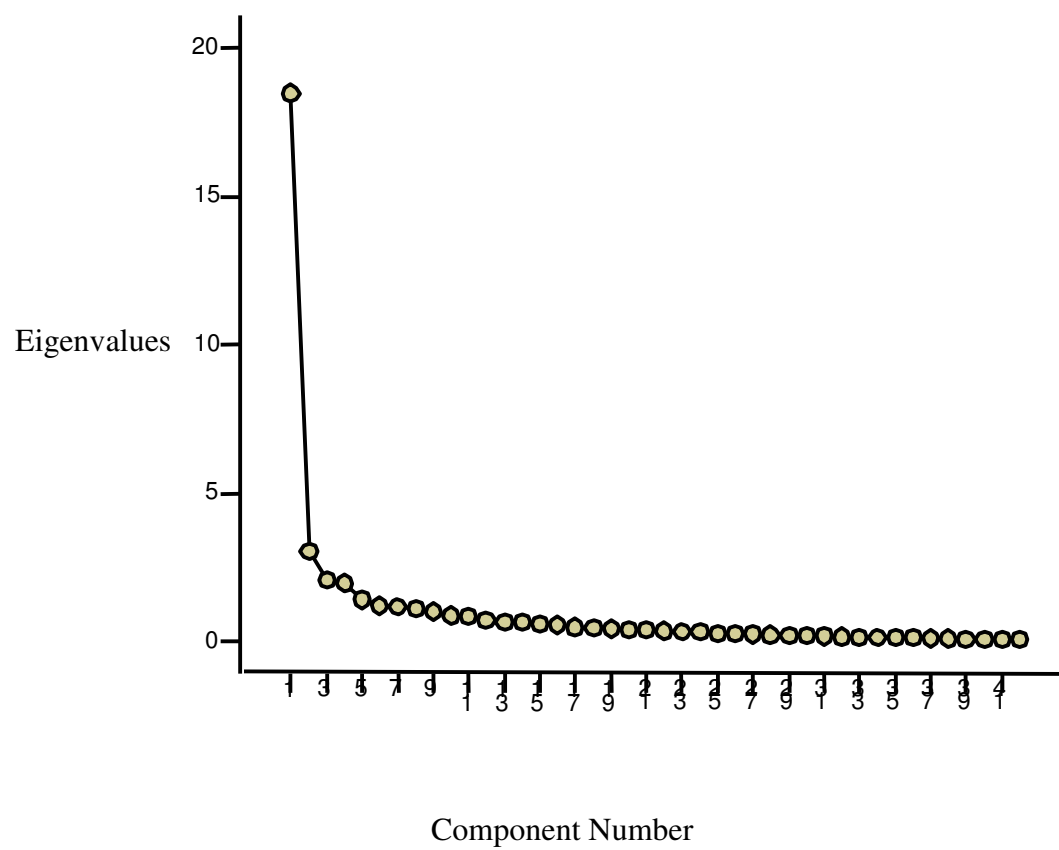
appropriate. A cross-loading value of .30 was used to retain a given item on a factor. Loadings greater than .30 prompted further investigation of the item on a given factor including contemplating forcing the solution to a specific number of factors or eliminating the item. Because the 4-factor solution departs from the original theory based on the six ELCC standards, exploratory analyses were conducted by forcing the solution to 3, 4, 5, and 6 factors. The cumulative variance of each forced factor is as follows: 3 factors had a variance of 56.2%, 4 factors had 60.8%, 5 factors had 64.2%, and 6 factors had 67.0%. The data held for the inclusion of all questions into 6 factors. While the 6-factor solution explained the most variance, additional analysis of the composition of the factors was necessary. Specifically, to augment internal consistency, in addition to validity, as well as look at the independence of the factors, the cross loading of each item was examined.

While searching for factors within the rotated component matrix, a general breakpoint was constructed as the loadings for one item fell off of one factor and showed more strength for another. A cross-loading index was used to determine whether or not the item loaded on a factor or if the item shared variance among different factors. This allowed for maximum discrimination among the questions to determine to which factor the item belonged. Questions that cross-loaded and were excluded from analysis were:

#1 The principal has high, professional expectations and standards for self, faculty and school.

#6 The principal provides for the gathering of information and feedback from individuals and agencies in the community.

#11 The principal employs new staff who enhance the overall effectiveness of the school and complement the existing staff.

#28 The principal is highly visible to the student population.

#29 The principal positively reinforces students.

#35 The principal establishes the overall tone for discipline in the school.

#38 The principal is knowledgeable of the community's needs and how the school can help

address those needs.

#39 The principal is knowledgeable of the varied teaching strategies teachers might appropriately

utilize during instruction.

This process resulted in a 4-factor solution. Once the solution contained questions that

loaded on the independent factors, alpha reliabilities were calculated for each of the factors. For

Factor 1, the internal consistency was .91. For the Factors 2, 3, and 4, the internal consistency

was .92, .89, and .84 respectively.

Cumulative variance for the four factors and exclusive of the problematic questions

resulted in a total explained variance of 69.59%. While the factors did not have a one-to-one

correspondence with the six ELCC standards, they did have significance. The researcher

assigned potential descriptive names to the four factors based on the questions in each factor.

Factor 1 represents the vision of the principal. Factor 2 is aligned with the interpersonal factors,

relationships, and communication skills of the principal. Factor 3 deals with the reform-

mindedness of the principal. Finally, factor 4 is involved with the perceived fairness of the

principal. Table 6 matches each of the four factors with the six ELCC standards.

Survey Letter

The Survey Letter (see Appendix B) is a letter that the researcher wrote to tell parents

about the purpose of the study and to ask them to participate in it. The letter directed the parents

to the electronic web address for the survey. The letter also informed parents of their rights as

Table 6

Factors in the PEM-PF and the ELCC Standards

Factors	Standards
Factor 1- Vision	ELCC Standard 1
Factor 2- Interpersonal, Relational, Communication Skills	ELCC Standard 4
Factor 3- Reform-mindedness	ELCC Standard 2
Factor 4- Perceived Fairness	ELCC Standard 5 ELCC Standard 3 ELCC Standard 6

participants and provided contact information for the researcher and the University of Georgia Institutional Review Board (IRB).

<center>Procedures</center>

First, the researcher obtained permission to conduct the study from the school system superintendent and the University of Georgia Institutional Review Board (IRB). Second, the six schools were randomly selected by the researcher using the process previously described. Third, the researcher met individually with each of the six principals to explain the goals and purpose of the study. The researcher also answered any questions the principals had. At these meetings, the researcher gave each principal copies of the Survey Letter for each student in the school and paper copies of the PEM-PF for 10% of the student population. These paper copies of the PEM-PF were made available for parents who had limited access to computers.

Principals were asked to distribute the Survey Letter to the teachers in their schools. Teachers distributed the letters to their students and asked them to take them hoem, to their parents. Additionally, the researcher was available at PTA meetings for each school to share the purpose and benefits of the survey. Next, the researcher followed up with each of the six principals to answer questions and address concerns.

After meeting with the principal and PTA of each of the six schools, it was left to principals and the school PTA's to distribute the letters. In total, 8,945 students, representing 4,520 families, received the Survey Letter to take home to their parents.   Next, the electronic survey (see Appendix C) was posted online and remained open for 15 school days, after which the researcher closed the electronic survey and collected any paper copies of the survey that had been returned to the schools. Then, the electronic data were downloaded to the researcher's computer and compiled with the data from the paper versions.

Analyses

A principal component factor analysis using the guidelines of McDermott (1982, 1993) and Kaiser (1960) was conducted to establish construct validity and internal consistency of the PEM-PF. Specifically, a varimax rotation with Kaiser normalization was performed to indicate the factors to be held for solutions. To answer research questions 2 and 3, analyses of variance (ANOVA) were conducted to determine if school level and household income affected parents' perceptions of the characteristics of effective principals. Statistical Package for the Social Sciences (SPSS) software was used to analyze the survey results.

CHAPTER 4

RESULTS

The purpose of this study was to examine parents' perceptions of the characteristics of effective principals. Specifically, the study addressed the following research questions:

1. What are parents' perceptions of the characteristics of effective school principals?

2. Do parents of elementary, middle, and high school students differ in their perceptions of the characteristics of effective principals?

3. Do parents of different socio-economic status differ in their perceptions of the characteristics of effective principals?

This chapter is divided into three sections: (a) response rate, (b) demographic information, and (c) analyses of the PEM-PF.

Response Rate

Of the 4,520 Survey Letters distributed, 515 surveys were returned via the electronic website and 86 were returned in paper form, for a total of 601 responses. This constitutes a return rate of 13.3%. This low response rate may be due to the fact that it was left to the principals and the school PTA's to distribute the letters. It is also possible that not all of the students took the Survey Letter home to their parents.

Web-based surveys address the need for a less expensive and more expedient method for data collection (Helfrich & Rice, 1999; Schillewaert, Langerak, & Duhamel, 1998; Solomon, 2001). There is not a standard return rate to which electronic surveys adhere; however, traditional paper surveys typically use a standard of a 50% response rate (Fowler, 2002). As

Matz (1999) points out, response rates to web-based surveys are not nearly as high as traditional paper surveys.

Demographic Information

Specific demographic data collected were the parents' age and ethnicity, school level of child/children, household income, level of parental involvement in school, and number of interactions parents had with the principal.

Age and Ethnicity

The age of the participants in the study ranged from 22 to 64 years, with a mean age of 41. The ethnic background of respondents was 555 (92.3%) white, 16 (2.7%) Latino, 14 (2.3%) Asian, 8 (1.3%) other, 5 (0.8%) African-American, and 3 (0.5%) not reported.

School Level of Child/Children

Respondents were asked to report the level of the school that their child/children attend. The possible choices for respondents were: elementary school, middle school, high school, elementary and middle school, elementary and high school, middle and high school, and elementary, middle, and high school. Table 7 shows the breakdown of responses.

Household Income

Of the 601 respondents, 86 (14.3%) reported an annual household income of over $200,001, 131 (21.8%) reported $150,001-$200,000, 204 (33.9%) reported $100,001-$150,000, 84 (14%) reported $80,001-$100,000, 46 (7.7%) reported $60,001-$80,000, 18 (3%) reported $40,001-$60,000, 7 (1.2%) reported $20,001-$40,000, 1 (0.2%) reported below $20,000, and 24 (4%) did not report their income.

Parental Involvement in School

Of the 601 respondents, 158 (26.3%) reported active involvement, 273 (45.4%) reported

Table 7

School Level of Child/Children for Respondents to the PEM-PF

Categories	Frequency	Percent
Elementary	160	26.6
Middle School	112	18.6
High School	64	10.6
Elementary and Middle	124	20.6
Elementary and High	19	3.2
Middle and High	77	12.8
Elementary, Middle, and High	41	6.8
Not Reported	4	.8

moderate involvement, 157 (26.1%) reported minimal involvement, 10 (1.7%) reported no

involvement, and 3 (0.5%) did not report on this item.

Number of Interactions with School Principal

Of the 601 respondents, 34 (5.7%) reported more than 10 interactions, 48 (8.0%) reported

6-10, 82 (13.6%) reported 4-5, 310 (51.6%) reported 1-3, 123 (20.5%) reported no interactions

with the principal, and 4 (0.7%) did not respond. In summary, the demographics of the

respondents were consistent with the demographics of the six schools randomly selected.

<div align="center">Analyses of the PEM-PF</div>

In order to answer research questions 1, 2, and 3, principal component factor analysis and

analyses of variance were performed. The following sections report the results of the initial

factor extraction and the factor rotations of the principal component factor analysis, and the

analyses of variance.

Initial Factor Extraction

An initial factor extraction for the 601 responses to the PEM-PF was performed using

SPSS (Statistical Package for the Social Sciences). This sample size exceeds the standard of

subjects-to-variables ratio criteria of at least 10 subjects per question (Kim & Mueller, 1978a;

1978b). Kaiser normalization was used to extract factors as recommended by Kaiser (1960) and

McDermott (1982, 1993). SPSS extracted 9 factors with eigenvalues greater than 1. The first

factor accounted for 28.10% of the variance with the remaining 8 factors accounting for an

additional 32.12% of the variance, for a total variance of 60.21% (see Table 8). Next, a scree plot

(see Table 9) was performed to determine the factors to retain. The scree plot indicated that a 4- ,

5- , or 6-factor model should be used.

Table 8

Initial Factor Extraction

| Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	11.798	28.091	28.091
2	2.6672	6.349	34.440
3	2.347	5.588	40.028
4	1.935	4.608	44.636
5	1.859	4.426	49.062
6	1.404	3.343	52.404
7	1.199	2.856	55.260
8	1.065	2.536	57.796
9	1.013	2.413	60.209
10	.933	2.221	62.429
11	.888	2.113	65.543
12	.874	2.082	66.625
13	.826	1.968	68.592
14	.765	1.821	70.414
15	.745	1.774	72.188
16	.724	1.725	73.913
17	.671	1.599	75.512
18	.654	1.557	77.069
19	.614	1.462	78.531

Table 8 (continued)

Initial Factor Extraction

| | Initial Eigenvalues | | |
Factor	Total	% of Variance	Cumulative %
20	.612	1.457	79.988
21	.576	1.371	81.360
22	.569	1.354	82.714
23	.527	1.256	83.969
24	.521	1.241	85.210
25	.509	1.212	86.422
26	.471	1.121	87.543
27	.465	1.107	88.650
28	.455	1.082	89.732
29	.428	1.019	90.751
30	.406	.967	91.718
31	.378	.901	92.619
32	.371	.883	93.502
33	.346	.824	94.326
34	.336	.799	95.125
35	.316	.752	95.877
36	.297	.707	96.584
37	.292	.695	97.280
38	.278	.663	97.942

Table 8 (continued)

Initial Factor Extraction

| | Initial Eigenvalues | | |
Factor	Total	% of Variance	Cumulative %
39	.257	.612	98.554
40	.236	.561	99.115
41	.200	.477	99.592
42	.171	.408	100.000

Table 9

Scree Plot
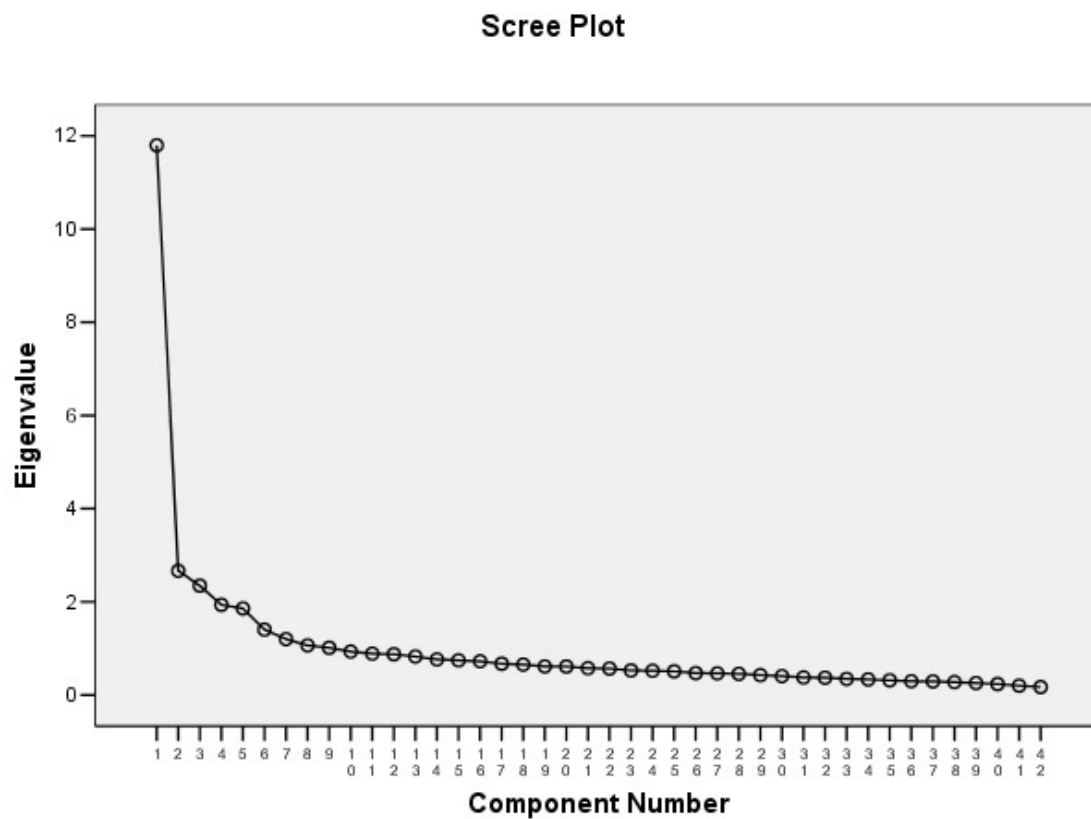
Scree Plot

Factor Rotations

With the scree plot, the initial factor extraction, and conceptual framework to guide the

analyses, the researcher conducted a 4-, 5-, and 6-factor principal component analyses using a

Varimax rotation with Kaiser normalization. The 4-factor model (see Table 10) was a better fit

for three reasons. First, the 4-factor model held a more equal distribution of variance among all

of the factors. Second, the model also found that each of the factors held a more equal

distribution of questions. Third, the items on the 4-factor model held a consistency with the

themes of each factor. The four factors identified were: (a) managing and maintaining a positive

school climate, (b) involve the school in community issues , (c) collaboration with parents, and

(d) caring for students. The total variance explained by the model is 48.91% (see Table 11).

Table 12 lists the PEM-PF factors and related questions.

A cross-loading index was used to determine whether or not an item loaded on a factor or

if the item shared variance among different factors. This allowed for maximum discrimination

among questions to determine to which factor they belonged. Questions that cross-loaded and

were excluded from analysis were:

#7 Does not disseminate information to individuals and agencies in the community

#15 Does not make parents and students feel at ease in his or her presence

#24 Does not present and teach the vision of the school to the community in an effective manner

#25 Is a leader of school spirit

#28 Is not highly visible to the student body

#33 Does not organize activities, tasks, and people

#39 Does not have knowledge regarding varied teaching strategies teachers might appropriately

use during instruction

Table 10

Rotated Component Matrix (4 Factors)

Question	Component			
	1	2	3	4
V14	.694	.072	.200	.235
V9	.683	.095	.111	.227
V3	.662	.101	.097	.128
V1	.642	-.108	.044	.105
V11	.626	.095	.055	.149
V13	.611	.207	.232	.098
V4	.566	.323	.135	.064
V8	.560	.143	.191	.305
V2	.548	.268	.081	.122
V12	.543	.306	.308	-.022
V16	.389	.196	.149	.081
V38	.184	.747	.086	.148
V10	.370	.602	.049	.080
V41	.145	.600	.056	.226
V30	.078	.593	.142	.144
V26	.065	.590	.262	.244
V34	.173	.586	.121	.330
V5	.377	.547	-.069	.068
V37	.103	.544	.149	.224

Table 10 (continued)

Rotated Component Matrix(4 Factors)

	Component			
	1	2	3	4
V6	.521	.526	.019	.002
V23	.000	.524	.290	.009
V19	.248	.228	.778	.074
V18	.180	-.008	.768	.226
V20	.211	.234	.761	.186
V17	.236	.069	.713	.308
V21	.175	.413	.587	.010
V22	.084	.092	.508	.293
V36	.165	.244	.095	.702
V42	.158	-.043	.160	.674
V35	.185	.215	-.047	.660
V40	.355	.068	.129	.585
V31	.117	.381	.213	.574
V29	.160	.207	.216	.520
V27	.063	.140	.257	.512
V32	.108	.375	.328	.497

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Table 11

Variance of Initial Factor Extraction and Rotation of 4-Factor Model

	Extracted Sums of Squares Loading			Rotation Sums of Squares Loading		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.034	30.650	30.650	5.107	14.187	14.187
2	2.503	6.952	37.602	4.762	13.227	27.413
3	2.248	6.244	43.846	3.871	10.753	38.166
4	1.822	5.060	48.906	3.866	10.740	48.906

Extraction Method: Principal Component Analysis.

Table 12

PEM-PF Factors and Questions Within Each Factor

Factor	Question: An Effective Principal is one who…
Factor 1: Climate	14. Is in tune" with the climate of the school
Factor 1: Climate	9. Anticipates the effects of decisions
Factor 1: Climate	3. Encourages changes in school programs that lead to a better school for the students
Factor 1: Climate	1. Has high professional expectations and standards for self, faculty, and the school
Factor 1: Climate	11. Employs new staff who enhance the overall effectiveness of the school
Factor 1: Climate	13. Admits to making an incorrect decision and corrects the decision if feasible
Factor 1: Climate	4. Communicates to parents the direction the school's programs need to take for growth
Factor 1: Climate	8. Maintains good rapport and a good working relationship with parents in the school
Factor 1: Climate	2. Envisions future goals and direction for the school
Factor 1: Climate	12. Seeks opinions and feelings from parents regarding school-related problems
Factor 1: Climate	16. Receives suggestions well

Table 12 (continued)

PEM-PF Factors and Questions Within Each Factor

Factor	Question: An effective principal is one who…
Factor 2: Community	38. Is knowledgeable of the community's needs and how the school can help address those needs.
Factor 2: Community	10. Involves the school in issues that are important to the local community
Factor 2: Community	41. Promotes the development of educational goals and objectives that reflect societal needs and trends
Factor 2: Community	30. Demonstrates an understanding of economic issues in the community
Factor 2: Community	26. Encourages students to be concerned about societal issues
Factor 2: Community	34. Demonstrates respect for the norms and culture of the school community and its members
Factor 2: Community	5. Cooperates and involves the community, individuals, and agencies in the school
Factor 2: Community	37. Uses humor to improve the school environment by creating a more congenial climate
Factor 2: Community	6. Gathers information and feedback from individuals and agencies in the community.
Factor 2: Community	23. Involves students in the development of the school's vision

Table 12 (continued)

PEM-PF Factors and Questions Within Each Factor

Factor	Question: An effective principal is one who…
Factor 3: Parents	21. Helps parents feel free to share ideas and concerns about school
Factor 3: Parents	18. Takes time to listen
Factor 3: Parents	20. Demonstrates an understanding and appreciation of how parents and others feel about a school-related problem
Factor 3: Parents	17. Is accessible when needed
Factor 3: Parents	21. Involves parents in the development of the school vision and direction
Factor 3: Parents	22. Effectively manages the day-to-day operations of the school
Factor 4: Students	36. Establishes a process by which students are made aware of school rules and policies
Factor 4: Students	42. Maintains a safe and orderly environment for students at the school
Factor 4: Students	35. Establishes the overall tone for discipline in the school
Factor 4: Students	40. Is committed to instructional improvement
Factor 4: Students	31. Informs parents about those aspects of the school program of which they should be aware
Factor 4: Students	29. Positively reinforces students
Factor 4: Students	27. Develops student responsibility
Factor 4: Students	32. Provides parents with information about the school operations in a clear and easily understood manner

The reliability of the 4-factor model was determined through internal consistency as measured by Chronbach's alpha coefficients of items within each factor. The alpha coefficients for factors 1 through 4 were .87, .86, .89, and .84 respectively (see Table 13).

Analyses of Variance

To answer research questions 2 and 3, one-way analyses of variance (ANOVA) were performed to determine if parents' perceptions of characteristics of effective principals differed based upon school level of child/children and household income status.

Results of the analyses of variance indicated no significant differences (all *p*s > .05) among parents' perceptions of the characteristics of effective principals based on school level of child/children or household income.

Table 13

Reliability of Each Factor of the PEM-PF

Factor	Cronbach's Alpha	Items	Item Numbers
1. Maintaining and Managing a Positive School Climate	.868	11	1, 2, 3, 4, 8, 9, 11, 12, 13, 14, 16
2. Involve the School in Community Issues	.857	10	5, 6, 10, 23, 26, 30, 34, 37, 38, 41
3. Collaborating with Parents	.877	6	17, 18, 19, 20, 21, 22
4. Caring for Students	.843	8	27, 29, 31, 32, 35, 36, 40, 42

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

This chapter presents the summary of the study, the summary of findings, limitations of the study, recommendations for principals, and recommendations for future research.

Summary of Study

The purpose of this study was to examine parents' perceptions of the characteristics of effective principals. Knowledge of parents' perceptions might improve not only the school climate for established principals, but also their working relationship with parents. Additionally, knowledge of parents' perceptions of the characteristics of effective principals will add to the limited research on the interactions between principals and parents.

Parents of elementary, middle, and high school students completed the Principal Effectiveness Measure-Parent Form (PEM-PF) that was designed by the researcher for this study. Results of a principal component factor analysis identified four factors that characterize effective principals: (a) managing and maintaining a positive school climate, (b) involve the school in community issues, (c) collaboration with parents, and (d) caring for students. Analyses of variance indicated no significant differences among parents' perceptions of the characteristics of effective principals based on school levels of child/children or annual household income.

Summary of Findings

Research Question 1

What are parents' perceptions of the characteristics of effective school principals?

The principal component factor analysis indicates parents are most responsive to principals who: (a) manage and maintain a positive school climate, (b) involve the school in community issues, (c) collaborate with parents, and (d) care for students.

Research Question 2

Do parents of elementary, middle, and high school students differ in their perceptions of the characteristics of effective principals?

Analysis of variance indicated no significant differences among parents' perceptions of the characteristics of effective principals based on school level of child/children.

Research Question 3

Do parents of different socio-economic status differ in their perceptions of the characteristics of effective principals?

Analysis of variance indicated no significant differences among parents' perceptions of the characteristics of effective principals based on household income of the parents.

Limitations of the Study

This study has several limitations. First, the response rate to the electronic survey was low. Second, 92.3% of the respondents were white; the study should be replicated with a more diverse population of parents. Third, 55.7% of the respondents reported an annual household income between $100,001 and $200,000; the study should be replicated with more parents from a wider range of socio-economic status.

Recommendations for Principals

Several recommendations for principals are drawn from the results of this study. First, parents, regardless of household income or school level that their child/children attend, identified four factors as characteristics of effective principals: (a) maintaining and managing a positive

school climate, (b) involve the school in community issues , (c) collaborating with parents, and (d) caring for students. These four factors provide a base upon which principals can build positive relations with parents.

Second, nearly half of parents who responded to the survey reported 1-3 interactions annually with the principal of their child or children's school. This result indicates that principals are having frequent contact with many parents. This contact affords principals a tremendous opportunity to establish and maintain positive relationships with parents. Principals should take this opportunity to work with parents so they have power in the school. Inclusion in the conversations with principals brings a level of understanding for parents regarding the operations and the needs of the school. Additionally, this opportunity places principals and parents at the crux of a partnership. This partnership is exactly what Epstein (1994) refer to when she states, "School and family partnership activities that include teachers, parents, and students engage, guide, energize, and motivate students so that they produce their own success" (p. 42). Principals should maintain or even increase this level of contact and pursue a deeper relationship with engaged parents in a partnership.

Third, principals should use instruments such as the PEM-PF to elicit confidential information and perceptions from parents in their school. If parents feel they have the ability to express their feelings and perceptions without retribution, there will be a sense of trust with principals with which they can build a relationship. Additionally, principals can get a clear understanding of the climate in their school while directing the resources to meet the needs of their students and parents.

Finally, school boards and superintendents should support their school principals as they implement these recommendations. School boards should empower principals to partner with

parents for the enrichment of the school. Additionally, school boards should support principals to include parents in the planning and development of programs. If school boards would make parent partnerships a priority, then principals would be able to put more energy into establishing and maintaining partnerships. School boards should make positive partnerships between parents and the school principal an element of principal evaluations. Thus, parental partnerships would be reflected as an expectation, rather than a mere desire.

Recommendations for Future Research

First, this study was conducted in an ethnically heterogeneous school system. Future research on parents' perception of principals should use a more diverse population of parents. Additionally, ethnic differences between parents and principals should be investigated to find the most appropriate ways for principals to build the partnerships previously mentioned. Second, while over 70% of parents who responded to the survey indicated active or moderate involvement with their child's education, future research should be conducted to identify what constitutes the varying levels of involvement (i.e., active, moderate, minimal, and no involvement) from a parent's perspective. Third, more detailed about specific strategies to involve parents in their children's schools could help guide principals in designing programs for parents and opportunities for inclusion of parents in the running of the school.

REFERENCES

Abrams, L., & Gibbs, J. (2000). Planning for school change: School community collaboration in a full-service elementary school. *Urban Education, 35*(1), 79-103.

Barnett, R. (2004). Learning for an unknown future. *Higher Education Research and Development, 23*(3), 247-260.

Barth, R. (1990). *Improving schools from within*. San Francisco, CA: Jossey-Bass.

Barth, R. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.

Beck, L., & Murphy, J. (1992). Searching for a robust understanding of the principalship. *Educational Administration Quarterly, 28*(3), 387-396.

Blank, R. K. (1987). The role of the principal as leader: analysis and variation in leadership of urban schools. *Journal of Educational Research, 81*, 69-80.

Boris-Schacter, S., & Langer, S. (2003). Challenging the image of the American principalship. *Principal, 83*(1), 14-18.

Boyan, N. (Ed.). (1988). *Handbook of research on educational administration: A project of the American Educational Research Association*. New York, NY: Longman, Inc.

Bradley, A. (1992). New study laments lack of change in Chicago classrooms. *Education Week, 11*(27), 19.

Bredeson, P. (1993). Letting go of outlived professional identities: a study of role transition and role strain for principals in restructured schools. *Educational Administration Quarterly, 29*(1), 34-68.

Bridges, E. (1982). Research on the school administrator. *Educational Administration Quarterly, 18*(3), 12-33.

Browne-Ferrigno, T. (2003). Becoming a principal: role conception, initial socialization, role identity transformation, purposeful engagement. *Educational Administration Quarterly, 39*(4), 468-503.

Comer, J. (1984). Home-school relationships as they affect the academic success of children. *Education and Urban Society, 16*(3), 323-337.

Comer, J. (1993). The Yale development program: Process, outcomes, and policy implications. *Urban Education, 28*(2), 166-199.

Comer, J., & Haynes, N. (1991). Parent involvement in schools: an ecological approach. *The Elementary School Journal, 91*(3), 271-277.

Comer, J. P., Ben-Avie, M., Haynes, N. M., & Joyner, E. (Eds.). (1999). *Child by child: The comer process for change in education*. New York, NY: Teachers College Press.

Connors, L., & Epstein, J. (1994). *Taking stock: views of teachers, parents, and students on school, family, and community partnerships in high schools* (No. ED 380 524): Center on Families, Communities, Schools & Children's Learning.

Cotton, E., & Mann, G. (1994). *Encouraging meaningful parent and family participation: a survey of parent involvement practices in California and Texas* (No. ED 390 523). Cincinnati, OH.

Cotton, K. (2003). *Principals and student achievement: what the research says*. Alexandria: Association for Supervision of Curriculum Development.

Coulon, S., & Quaglia, R. (2001). A comparison between the behavior of effective principals and effective teachers. *Education, 110*(1), 130-136.

Council of Chief State School Officers. (1996). *Interstate school leaders institute consortium: Standards for school leaders*. Washington, DC: Council of Chief State School Officers: Author.

Cuban, L. (1984). *How teachers taught: constancy and change in American classrooms, 1890-1980*. New York: Longman.

Davies, D. (2000). How to build partnerships that work. *Principal, 80*(1), 32-34.

Dodd, A., & Konzal, J. (2000). Parents and educators as partners. *High School Magazine, 7*(5), 8-13.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Reston, Virginia: Association for Supervision and Curriculum Development.

Duke, D., & Iwanicki, E. (1992). Principal assessment and the notion of "fit". *Peabody Journal of Education, 68*(1), 25-36.

Dunklee, D. (2000). *If you want to lead, not just manage*. Thousand Oaks, CA: Corwin Press.

Ehrensal, P. (2003). The three faces of power: the u.s. supreme court's legitimization of school authority's parental, police, and pedagogic roles. *Educational Administration Quarterly, 39*(2), 145-163.

Epstein, J. (1984). School policy and parent involvement: research results. *Educational Horizons*, 70-75.

Epstein, J. (1987). Parent involvement. *Education and Urban Society, 19*(2), 119-136.

Epstein, J. (1991). Home and school connections in schools of the future: implications of research on parent involvement. *Peabody Journal of Education, 62*(2), 18-41.

Epstein, J. (1992). School and family partnerships. In M. Alkin (Ed.), *Encyclopedia of Educational Research* (Sixth ed., pp. 1139-1151). New York: Macmillan.

Epstein, J. (1994). *Trust fund. School, family, and community partnerships in high schools. Report number 24.* Baltimore, MD: John's Hopkins University.

Epstein, J. (1996). Perspectives and previews on research and policy for school, family, and community partnerships. In A. Booth; & J. F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 209-246). NJ: Erlbaum.

Epstein, J. (2001). *School, family, and community partnerships: preparing educators and improving schools.* Boulder, CO: Westview Press.

Eye, G. (2001). Principal's principles. *The Journal of Educational Research, 69*(5), 189-192.

Firth, G., & Pajak, E. (Eds.). (1998). *Handbook of research on school supervision.* New York, NY: Simon & Schuster.

Fowler, M. (2002). Attention-Deficit/Hyperactivity Disorder. NICHCY Briefing Paper. 3rd Edition. Retrieved Wednesday, December 27, 2006 from the ERIC database.

Fullan, M. (2002). The change leader. *Educational Leadership, 59*(8), 16-29.

Gantner, M. (1997). *A study of parental views regarding the characteristics of an effective school leader* (No. ED 420 103): University of Texas at El Paso.

Glickman, C. D. (1981). *Developmental supervision: Alternative practices for helping teachers improve instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Glickman, C. D. (1993). *Renewing America's schools: A guide for school-based action.* San Francisco, CA: Jossey-Bass.

Glickman, C. D. (2004). *Letters to the next president.* New York: Teachers College Press.

Glickman, C. D. (2007). *Supervision and instructional leadership: A developmental approach*. Boston, MA: Pearson.

Goldring, E. (1993). Principals, parents, and administrative superiors. *Educational Administration Quarterly, 29*(1), 93-117.

Goldring, E., & Pasternack, R. (1994). Principals' coordinating strategies and school effectiveness. *School Effectiveness and School Improvement, 5*(3), 239-253.

Gonzalez, M., Glasman, N., & Glasman, L. (2002). Daring to link principal preparation programs to student achievement in schools. *Leadership and Policy in Schools, 1*(3), 265-283.

Greenfield, T. (1968). Research on the behaviour of educational leaders: critique of a tradition. *Alberta Journal of Educational Research, 14*(1), 55-76.

Greenfield, W. (1995). Toward a theory of school administration: the centrality of leadership. *Educational Administration Quarterly, 31*(1), 61-85.

Gunn, J., & Holdaway, E. (1986). Perceptions of effectiveness, influence, and satisfaction of senior high school principals. *Educational Administration Quarterly, 22*(2), 43-62.

Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: a review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(1), 5-44.

Hallinger, P., Murphy, J., & Hausman, C. (1992). Restructuring schools: principals' perceptions of fundamental educational reform. *Educational Administration Quarterly, 28*(3), 330-349.

Hart, A. (1994). Creating teacher leadership roles. *Educational Administration Quarterly, 30*(4), 472-497.

Heck, R., Larsen, T., & Marcoulides, G. (1990). Instructional leadership and school achievement: validation of a causal model. *Educational Administration Quarterly, 26*(2), 94-125.

Helfrich, D. A. & Rice, M. L. (1999) Online survey research: A venue for reflective conversation and professional development. Paper presented at the Society of Information Technology & Teacher Education International Conference, San Antonio, TX. (ERIC Document Reproduction Service No. ED432283)

Henderson, A., & Berla, N. (1994). *A new generation of evidence: The family is critical in student achievement*. Washington, D.C.: Center for Law and Education.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual analysis, 2002.* (Information Analyses No. ED-01-CO-0009): Institute of Education Sciences.

Hoy, A., & Hoy, W. (2003). *Instructional leadership: A learning-centered guide*. Boston: Pearson, Allyn and Bacon.

Hoy, D. (1994). *Critical theory*. Cambridge, MA: Blackwell.

Hoy, W., & Miskel, C. (2001). *Educational administration: Theory, research, and practice* (6th ed.). Boston: McGraw-Hill.

Hoy, W., & Sweetland, S. (2000). School bureaucracies that work: Enabling, not coercive. *Journal of School Leadership, 10*(6), 525-541.

Huse, E. (1980). *Organization development and change* (2nd ed.). St. Paul, MN: West Publishing Company.

Julius, D., Baldridge, V., & Pfeffer, J. (1999). *Determinants of administrator effectiveness: why some academic leaders are more influential and effective then others.* (No. ED 445 619). Winnipeg.

Kaiser, H. F. (1960). The application of electronic computers to factor analysis. *Educational and Psychological Measurement, 20*, 141-151.

Katz, D., & Kahn, R. (1978). *The social psychology of organizations*. New York, NY: John Wiley & Sons.

Kelehear, Z., & Davison, G. (2005). Teacher teams step up to leadership. *Journal for Staff Development, 26*(3), 54-59.

Kim, J.-O., & Mueller, C.W. (1978a). Introduction to factor analysis: What it is and how to do it. Newbury Park: Sage.

Kim, J.-O., & Mueller, C.W. (1978b). Factor analysis: Statistical methods and practical issues (4th Ed.). Newbury Park: Sage.

Kochan, F., Jackson, B., & Duke, D. (1999). *Voices from the firing line: A study of educational leaders' perceptions of their job, the challenges they face, and their preparation*. Columbia, MO: UCEA Press.

Kohn, A. (1993). *Punished by rewards*. Boston: Houghton Mifflin.

Ladd, H., & Zelli, A. (2002). School-based accountability in North Carolina: the responses of school principals. *Educational Administration Quarterly, 38*(4), 494-529.

Lawrence-Lightfoot, S. (2003). *The essential conversation: what parents and teachers can learn from each other*. New York: Random House.

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly, 30*(4), 498-518.

Leithwood, K., & Montgomery, D. (1982). The role of the elementary principal in program improvement. *Review of Educational Research, 52*, 309-339.

Lipham, J. (1985). *The principalship: concepts, competencies, and cases*. New York, NY: Longman.

Lyons, J. (1999). How school principals perceive their roles, rewards, and challenges. *ERS Spectrum, 17*(1), 18-23.

Malone, B., Sharp, W., & Thompson, J. (2000). *The Indiana principalship: perceptions of principals, aspiring principals, and superintendents* (No. ED 447 076).

Marks, H., & Printy, S. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly, 39*(3), 370-397.

Marshall, M., & Spencer, W. (1999). *Public school administrator competencies: a comparison of the perceptions of stakeholders in Alabama* (No. ED 439 516).

Marzano, R. (2003). *What works in schools: translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Matthews, J., & Crow, G. (2003). *Being and becoming a principal: role conceptions for contemporary principals and assistant principals*. Boston: Pearson Education.

Matz, C. M. (1999). *Administration of Web versus paper surveys: Mode effects and response rates* (Masters' thesis, University of North Carolina). (ERIC Document Reproduction Service No. ED439694)

Mayers, R., & Zepeda, S. (2002). High school department chairs: Role ambiguity and conflict during change. *NASSP Bulletin, 86*(632), 49-64.

McDermott, P. (1982). Syndromes of social maladapations among elementary school boys and girls. *Psychology in Schools, 19*(3), 281-286.

McDermott, P. (1993). National standards of uniform multisituational measures of child and adolescent behavior pathology. *Psychological Assessment, 5*(4), 413-424.

McLaughlin, L., & Hyle, A. (2001). *The school principal as change agent: an explanatory case study* (No. ED 456 516).

National Association for the Schools of Excellence. (1999). *Leading America's schools: The critical role of the principal*. Portland, OR: Northwest Regional Education Lab.

National Association of Elementary School Principals. (1998). *Early childhood education & the elementary school principal: Standards for quality programs for young children. Second Edition*. Virginia: National Association of Elementary School Principals.

National Policy Board for Educational Administration. (2002). *Standards for advanced programs in educational leadership for principals, superintendents, curriculum directors, and supervisors*.

Neuroth, J., Plastrik, P., & Cleveland, J. (1992). *Total quality management TQM handbook: applying the baldridge criteria to schools*. Arlington, VA: American Association of School Administrators.

Owings, W., Kaplan, L., & Nunnery, J. (2005). Principal quality, ISLLC standards, and student achievement: A Virginia study. *Journal of School Leadership, 15*.

Peterson, K. (2000). *Teacher evaluation: A comprehensive guide to new direction and practices* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Peterson, K. (2002). The professional development of principals: Innovations and opportunities. *Educational Administration Quarterly, 38*(2), 212-232.

Pounder, D., & Merrill, R. (2001). Job desirability of the high school principalship: A job choice perspective. *Educational Administration Quarterly, 37*(1), 27-57.

Protheroe, N. (2001). *Attracting and retaining high quality people for the principalship: Problems and possibilities.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Purkey, S., & Smith, M. (1983). Effective schools: a review. *Elementary School Journal, 83*, 427-452.

Reeves, D. B. (2004). *Assessing educational leaders*. Thousand Oaks, CA: Corwin Press.

Rusch, E. (1998). Leadership in evolving democratic School communities. *Journal of School Leadership, 8*(3), 214-250.

Russo, C. (2005). The role of education law in leadership preparation programs. In F. W. English (Ed.), *The sage handbook of educational leadership: Advances in theory, research, and practice* (pp. 168-190). Thousand Oaks, CA: Sage Publishing.

Schillewaert, N., Langerak, F., & Duhamel, T. (1998). Non-probability sampling for WWW surveys: A comparison of methods. *Journal of the Market Research Society, 40,* 307-322.

Sergiovanni, T. (1995). *Leadership for the schoolhouse*. San Francisco, CA: Jossey-Bass.

Sergiovanni, T. (1999). *Rethinking leadership*. Glenview, Illinois: Lessonlab Skylight.

Sergiovanni, T. (2000). *The lifeworld of leadership: Creating culture, community, and personal meaning in our schools*. San Francisco, CA: Jossey-Bass.

Solomon, D. J. (2001). Conducting web-based surveys. *Practical Assessment, Research, and Evaluation, 7*(19). Available online: http://edresearch.org/pare/getvn.asp?v=7&n=19.

Teske, P., & Schneider, M. (1999). *The importance of leadership: the role of school principals* (No. ED 468 527): The Pricewaterhouse Coopers Endowment.

Tirozzi, G., & Ferrandino, V. (2002). The shortage of principal continues. *NAESP on line*, from
http://www.principals.org/news/views/prinshort1000.html

U.S. Department of Education (1999). Perspectives on Education Policy Research-Policy Brief: Effective Leaders for Today's Schools: Synthesis of a Policy Forum on Educational Leadership. Jessup, MD: U.S. Department of Education, Education Publications Center: Author. Retrieved August 15, 2005, from
http://www.ed.gov/pubs/EffectiveLeaders/effective-leadership.html

Valentine, J., & Bowman, M. (1988). *The audit of principal effectiveness: instrumentation for principalship research* (Report- Research/Technical No. ERIC311554).

Waters, T., Marzano, R., & McNulty, B. (2003). *Balanced leadership: what 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

Wax, M. (2002). The school classroom as frontier. *Urban Education, 33*(1), 118-130.

Weller, L., & Weller, S. (2002). *Preparing school department heads using national standards: Through the looking glass of leadership*. Lancaster, PA: Pro>Active Publications.

Wendel, F., Hoke, F., & Joekel, R. (1996). *Outstanding school administrators: their keys to success*. London: Praeger Publishers.

Williams, H. S. (2001). Teacher's perceptions of principal effectiveness in selected secondary schools in Tennessee. *Education, 121*(2), 264-275.

Witziers, B., Bosker, R., & Kruger, M. (2003). Educational leadership and student achievement: the elusive search for an association. *Educational Administration Quarterly, 39*(3), 398-425.

Zepeda, S. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NJ: Eye

    on Education.

Zepeda, S., & Langenbach, M. (1999). *Special programs in regular schools*. Needham Heights,

    MA: Allyn & Bacon.

Zheng, H. (1996). *School contexts, principal characteristics, and instructional leadership*

    effectiveness: a statistical analysis. Paper presented at the Annual meeting of the

    American Educational Research Association, New York, NY.

APPENDIX A

PRINCIPAL EFFECTIVENESS MEASURE-PARENT FORM
(PAPER VERSION)

PRINCIPAL EFFECTIVENESS MEASURE – PARENT FORM
Demographic Information
Directions: From the available choices, please check the response that best represents you.

Your Gender (Check one): Male _____ Female _____

Your Age: _____

Your Ethnicity (Check one):
     African-American _____
     Asian _____
     Latino/Hispanic _____
     White _____
     Other _____

The level (s) of the children you have in school (Check the level that best applies):
     Elementary School _____
     Middle School _____
     High School _____
     Elementary and Middle School _____
     Elementary and High School _____
     Middle and High School _____
     Elementary, Middle, and High School _____

Your Household Income Level (Check one):
     Under $20,000 _____
     $20,001-$40,000 _____
     $40,001-$60,000 _____
     $60,001-$80,000 _____
     $80,001-$100,000 _____
     $100,001-$150,000 _____
     $150,001-$200,000_____
     $200,001-or more_____

On average, how many times do you interact with a school principal during an academic year? (Please check the one that best applies):
     None _____
     1-3 times _____
     4-5 times _____
     6-10 times _____
     More than 10 _____

Please rate your involvement in your children's school (s) (Please check the one that best applies):
     None _____
     Minimal _____
     Moderate _____
     Active _____

PRINCIPAL EFFECTIVENESS MEASURE - PARENT FORM
Instrument

Directions: The statements in this survey describe specific principalship skills and characteristics. Because parents are working more closely with principals than ever before, your perceptions are extremely important. Please take a few minutes to read each statement and select the response that most appropriately describes your assessments of an effective principal. DO NOT rate your child's principal. Base your responses on the ideal of an effective principal. All responses will be reported as a group, not individual data. Your individual responses will not be reported to your child's school. Your identity will remain anonymous. Please be honest and candid with your responses.

For each statement, select the response that best describes YOUR LEVEL OF AGREEMENT WITH EACH SKILL AND CHARACTERSITIC OF AN EFFECTIVE PRINCIPAL. Please use the following 5-point scale as a measure of your level of agreement with each statement.

1------------------------2-----------------------3----------------------------4--------------------------5
| Strongly | Somewhat | Neither Agree nor | Somewhat | Strongly |
| Disagree | Disagree | Disagree | Agree | Agree |

An effective principal is one who:

1. Has high professional expectations and standards for self, faculty, and school. _____

2. Envisions future goals and directions for the school. _____

3. Encourages changes in school programs that lead to a better school for the students. _____

4. Communicates to parents the directions the school's programs need to take for growth. _____

5. Cooperates and involves the community, individuals, and agencies in the school. _____

6. Gathers information and feedback from individuals and agencies in the community. _____

7. Does not disseminate information to individuals and agencies in the community. _____

8. Maintains good rapport and a good working relationship with parents of the school. _____

9. Anticipates the effects of decisions. _____

10. Involves the school in issues that are important to the local community. _____

11. Employs new staffs who enhance the overall effectiveness of the school. _____

12. Seeks opinions and feelings from parents regarding school-related problems. _____

13. Admits to making an incorrect decision and corrects the decision if feasible. _____

14. Is "in tune" with the climate of the school. _____

15. Does not make parents and students feel at ease in his/her presence _____.

16. Receives suggestions well. _____

17. Is accessible when needed. _____

1------------------------2----------------------3--------------------------4-------------------------5
Strongly   **Somewhat**   **Neither Agree nor**   **Somewhat**   **Strongly**
Disagree   **Disagree**   **Disagree**   **Agree**   **Agree**

An effective principal is one who:

18. Takes time to listen. _____

19. Helps parents feel free to share ideas and concerns about the school. _____

20. Demonstrates an understanding and appreciation of how parents and others feel about a school-related problem. _____

21. Involves parents in development of the school vision and direction. _____

22. Effectively manages the day-by-day operation of the school. _____

23. Involves students in the development of the school's vision. _____

24. Does not present and teach the vision of the school to the community in an effective manner. ____

25. Is a leader of school spirit. _____

26. Encourages students to be concerned about societal issues. _____

27. Develops student responsibility. _____

28. Is not highly visible to the student body. _____

29. Positively reinforces students. _____

30. Demonstrates an understanding of economic issues of the community. _____

31. Informs parents about those aspects of the school program of which they should be aware. _____

32. Provides parents with the information about school operations in a clear and easily understood manner. _____

33. Does not organize activities, tasks, and people. _____

34. Demonstrates respect for the norms and culture of the school community and its members. _____

35. Establishes the overall tone for discipline in the school. _____

36. Establishes a process by which students are made aware of school rules and policies. _____

37. Uses humor to improve the school environment by creating a more congenial climate. _____

38. Is knowledgeable of the community's needs and how the school can help address those needs. ___

1------------------------**2**------------------------**3**---------------------------**4**---------------------------**5**
| **Strongly** | **Somewhat** | **Neither Agree nor** | **Somewhat** | **Strongly** |
| **Disagree** | **Disagree** | **Disagree** | **Agree** | **Agree** |

An effective principal is one who:

39. Does not have knowledge regarding varied teaching strategies teachers might appropriately utilize during

instruction. _____

40. Is committed to instructional improvement. _____

41. Promotes the development of educational goals and objectives that reflect societal needs and trends.

_____

42. Maintains a safe and orderly environment for students at school. _____

Thank you for completing this survey. Your individual responses will not be reported to your

child's school. Your identity will remain confidential. Your input will be vital to the

improvement of educational leaders in the future.

APPENDIX B

SURVEY LETTER- PRINCPAL EFFECTIVENESS MEASURE-PARENT FORM

Dear Parents,

My name is Gary Davison. I am a doctoral student at the University of Georgia. You are invited to participate in a research study entitled, "Parents' Perceptions of Characteristics of Effective Principals," which I am conducting to fulfill the requirements for my dissertation research. All information obtained will be treated confidentially. This data will guide future studies and enable principals to gain a better understanding of parents and their perceptions.

At the included web address, you will find a short survey that takes approximately 10 minutes to complete. Please fill out the survey. There is not an area for you to identify yourself. This survey is to remain completely confidential. The web address is:
http://www.surveymonkey.com/s.asp?u=782452757504

The survey, *The Principal Effectiveness Measure-Parent Form*, is being sent to a randomized group of parents in the Forsyth County School System. Each and every response is valued and will provide detailed information needed to assess characteristics of effective principals. The benefits to participants include the opportunity to contribute to the knowledge about what parents think about school leaders. There are no anticipated risks to participating in this study. Your participation is entirely voluntary. There are no payments or credits for participation. Please note that internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the online survey is received all information will be kept confidential and the results of the survey will be reported as group measures. NO information will be reported that will identify any parent. You are free to refuse to participate in the research and withdraw from the research at any time without penalty. When you complete the survey, you will have agreed to allow the data to be used in the research study. You can be assured your responses are held in confidence.

Thank you again for your valuable input. Should you wish to receive information regarding the results of this study, please do not hesitate to contact me. I would be happy to share the findings with you. Thank you again for your participation.

Sincerely,

Gary Davison
Primary Researcher

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 *Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706)* 542-3199,. *Email address IRB@uga.edu*

Adapted from 1984, revised 1986. Jerry W. Valentine and Michael L. Bowman

APPENDIX C

PRINCPAL EFFECTIVENESS MEASURE-PARENT FORM
(ELECTRONIC VERSION)

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   Search   Favorites

Address   http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/02986541-1F02-4B1D-8653-202476C22901.asp?U=782452757504&DO_NOT_COPY_THIS_LINK   Go   Links

Google   Go   Bookmarks   27 blocked   Check   AutoLink   AutoFill   Send to   Settings

Principal Effectiveness Measure-Parent Form..   Exit this survey >>

1. Survey Information

Dear Parents,

My name is Gary Davison. I am a doctoral student in the Department of Elementary and Social Studies Education at the University of Georgia. You are invited to participate in a survey study titled, "Parents' Perceptions of Characteristics of Effective Principals," which I am conducting to fulfill the requirements for my dissertation research.

The purpose of this survey study is to get parents' perceptions of characteristics of effective principals. All information obtained will be treated confidentially. Your participation in this study will help guide future studies and enable principals to gain a better understanding of parents and their perceptions. Please take a moment to complete the instrument.

This survey, the Principal Effectiveness Measure-Parent Form (PEM-PF), is being sent to a random group of parents in the Forsyth County School System. Each and every response is valued and will provide detailed information needed to assess characteristics of effective principals. The benefits to participants include the opportunity to contribute to the knowledge about what parents think about school leaders. There are no anticipated risks to participating in this study. Your participation is entirely voluntary. There are no payments or credits for participation. Please note that internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the online survey is received all information will be kept confidential and the results will be reported as group information. NO information will be reported that will identify any parent. You are free to refuse to participate in the research and withdraw from the research at any time without penalty. When you complete the survey, you will have agreed to allow the data to be used in the research study. You can be assured your responses will be held in confidence.

If you have questions or concerns, please contact me at.

Thank you very much for your help.

Sincerely,

Gary R. Davison

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199,. Email address IRB@uga.edu

Adapted from 1984, revised 1986. Jerry W. Valentine and Michael L. Bowman

Next >>

Done   Internet

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back • Search Favorites

Address http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/F87AEE74-0C1F-408D-8925-85FE78D23DAE.asp?U=7824527575048DO_NOT_COPY_THIS_LINK Go Links

Google G▾ Go Bookmarks▾ 19 blocked Check ▾ Look for Map ▾ AutoFill Send to ▾ Settings▾

The level(s) of the children you have in school (Check one):

◯ Elementary School
◯ Middle School
◯ High School
◯ Elementary and Middle School
◯ Elementary and High School
◯ Middle and High School
◯ Elementary, Middle, and High School

Your Household Income Level (Check one):

◯ Under $20,000
◯ $20,001-$40,000
◯ $40,001-$60,000
◯ $60,001-$80,000
◯ $80,001-$100,000
◯ $100,001-$150,000
◯ $150,001-$200,000
◯ Over $200,001

On average, the number of times you interact with a school principal during an academic year (Check the response that best applies to you):

◯ None
◯ 1-3
◯ 4-5
◯ 6-10
◯ More than 10

Please rate your involvement in your children's school (Check the response that best applies to you):

◯ None
◯ Minimal
◯ Moderate
◯ Active

<< Prev   Next >>

Done   Internet

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back • • • Search Favorites • • • • • • • • •

Address http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/F87AEE74-0C1F-408D-8925-85FE78D23DAE.asp?U=782452757504&DO_NOT_COPY_THIS_LINK   Go   Links »

Google G•   • Go • • • Bookmarks▼ 27 blocked Check ▼ AutoLink ▼ AutoFill Send to▼   Settings▼

Principal Effectiveness Measure-Parent Form..   Exit this survey >>

2. Demographic Information

Directions: From the available choices, please choose the response that best represents you.

Adapted from 1984, revised 1986. Jerry W. Valentine and Michael L. Bowman

Your Gender (Check one):

Male   Female
○   ○

Your Age (Insert):

[   ]

Your Ethnicity (Check one):

○ African-American

○ Asian

○ Latino/Hispanic

○ White

○ Other (please specify)

[   ]

The level(s) of the children you have in school (Check one):

○ Elementary School

○ Middle School

○ High School

○ Elementary and Middle School

○ Elementary and High School

○ Middle and High School

○ Elementary, Middle, and High School

Your Household Income Level (Check one):

○ Under $20,000

○ $20,001-$40,000

○ $40,001-$60,000

○ $60,001-$80,000

○ $80,001-$100,000

Done   Internet

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back

Address http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/FAB20305-66B0-4FD0-952B-66735F61344D.asp?U=7824527575048DO_NOT_COPY_THIS_LINK

Google   Go   Bookmarks   19 blocked   Check   AutoLink   AutoFill   Send to   Settings

Principal Effectiveness Measure-Parent Form..   Exit this survey >>

3. Principal Effectiveness Measure-Parent Form

Directions: The statements in this survey describe specific principal skills and characteristics. Because parents are working more closely with principals than ever before, your perceptions are extremely important. Please take a few minutes to read each statement carefully and select the response that most appropriately describes your assessment of an effective principal. Do not rate your child's principal. Base your responses on the ideal of an effective principal.

All responses will be reported as group, not individual data. Your individual responses will not be reported to your child's school. Your identity will remain confidential. Please be honest and candid with your responses.

For each statement, select the response that best describes YOUR LEVEL OF AGREEMENT WITH EACH SKILL AND CHARACTERISTIC OF AN EFFECTIVE PRINCIPAL. Please use the following 5-point scale as a measure of your level of agreement with each statement.

Think about all of the principals you have had over the course of your children's educational experiences. When you think about the principal of a school, identify how much you agree or disagree with the following statements.

An effective principal is one who:

	Strongly Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Strongly Agree
Has high professional expectations and standards for self, faculty, and the school.	○	○	○	○	○
Envisions future goals and directions for the school.	○	○	○	○	○
Encourages changes in school programs that lead to a better school for the students.	○	○	○	○	○
Communicates to parents the directions the school's programs need to take for growth.	○	○	○	○	○
Cooperates and involves the community, individuals, and agencies in the school.	○	○	○	○	○
Gathers information and feedback from individuals and agencies in the community.	○	○	○	○	○
Does not disseminate information to individuals and agencies in the community.	○	○	○	○	○
Maintains good rapport and a good working relationship with parents of the school.	○	○	○	○	○
Anticipates the effects of decisions.	○	○	○	○	○
Involves the school in issues that are important to the local community.	○	○	○	○	○
Employs new staff who enhance the overall effectiveness of the school.	○	○	○	○	○
Seeks opinions and feelings from parents regarding school-related problems.	○	○	○	○	○
Admits to making an incorrect decision and corrects the decision if feasible.	○	○	○	○	○
Is "in tune" with the climate of the school.	○	○	○	○	○

<< Prev   Next >>

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back

Address http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/671A25D5-57F3-46B6-A65B-D545357745CD.asp?U=782452757504&DO_NOT_COPY_THIS_LINK

Google   Go   Bookmarks   19 blocked   Check   AutoLink   AutoFill   Send to   Settings

Principal Effectiveness Measure-Parent Form..   Exit this survey >>

4. Principal Effectiveness Measure-Parent Form

Directions: The statements in this survey describe specific principal skills and characteristics. Because parents are working more closely with principals than ever before, your perceptions are extremely important. Please take a few minutes to read each statement carefully and select the response that most appropriately describes your assessment of an effective principal. Do not rate your child's principal. Base your responses on the ideal of an effective principal.

All responses will be reported as group, not individual data. Your individual responses will not be reported to your child's school. Your identity will remain confidential. Please be honest and candid with your responses.

For each statement, select the response that best describes YOUR LEVEL OF AGREEMENT WITH EACH SKILL AND CHARACTERISTIC OF AN EFFECTIVE PRINCIPAL. Please use the following 5-point scale as a measure of your level of agreement with each statement.

Think about all of the principals you have had over the course of your children's educational experiences. When you think about the principal of a school, identify how much you agree or disagree with the following statements.

An effective principal is one who:

	Strongly Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Strongly Agree
Does not make parents and students feel at ease in his or her presence.	○	○	○	○	○
Receives suggestions well.	○	○	○	○	○
Is accessible when needed.	○	○	○	○	○
Takes time to listen.	○	○	○	○	○
Helps parents feel free to share ideas and concerns about the school.	○	○	○	○	○
Demonstrates an understanding and appreciation of how parents and others feel about a school-related problem.	○	○	○	○	○
Involves parents in the development of the school vision and direction.	○	○	○	○	○
Effectively manages the day to day operations of the school.	○	○	○	○	○
Involves students in the development of the school's vision.	○	○	○	○	○
Does not present and teach the vision of the school to the community in an effective manner.	○	○	○	○	○
Is a leader of school spirit.	○	○	○	○	○
Encourages students to be concerned about societal issues.	○	○	○	○	○
Develops student responsibility.	○	○	○	○	○
Is not highly visible to the student body.	○	○	○	○	○

<< Prev   Next >>

Internet

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back | Search | Favorites | Address http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/F87C4316-E41A-4FF4-98A7-23D628228E13.asp?U=782452757504&DO_NOT_COPY_THIS_LINK | Go | Links »

Google | Go | Bookmarks | 19 blocked | Check | AutoLink | AutoFill | Send to | Settings

Principal Effectiveness Measure-Parent Form..   Exit this survey >>

5. Principal Effectiveness Measure-Parent Form

Directions: The statements in this survey describe specific principal skills and characteristics. Because parents are working more closely with principals than ever before, your perceptions are extremely important. Please take a few minutes to read each statement carefully and select the response that most appropriately describes your assessment of an effective principal. Do not rate your child's principal. Base your responses on the ideal of an effective principal.

All responses will be reported as group, not individual data. Your individual responses will not be reported to your child's school. Your identity will remain confidential. Please be honest and candid with your responses.

For each statement, select the response that best describes YOUR LEVEL OF AGREEMENT WITH EACH SKILL AND CHARACTERISTIC OF AN EFFECTIVE PRINCIPAL. Please use the following 5-point scale as a measure of your level of agreement with each statement.

Think about all of the principals you have had over the course of your children's educational experiences. When you think about the principal of a school, identify how much you agree or disagree with the following statements.

An effective principal is one who:

	Strongly Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Strongly Agree
Positively reinforces students.	○	○	○	○	○
Demonstrates an understanding of economic issues in the community.	○	○	○	○	○
Informs parents about those aspects of the school program of which they should be aware.	○	○	○	○	○
Provides parents with information about school operations in a clear and easily understood manner.	○	○	○	○	○
Does not organize activities, tasks, and people.	○	○	○	○	○
Demonstrates respect for the norms and culture of the school community and its members.	○	○	○	○	○
Establishes the overall tone for discipline in the school.	○	○	○	○	○
Establishes a process by which students are made aware of school rules and policies.	○	○	○	○	○
Uses humor to improve the school environment by creating a more congenial climate.	○	○	○	○	○
Is knowledgeable of the community's needs and how the school can help address those needs.	○	○	○	○	○
Does not have knowledge regarding varied teaching strategies teachers might appropriately use during instruction.	○	○	○	○	○
Is committed to instructional improvement.	○	○	○	○	○
Promotes the development of educational goals and objectives that reflect societal needs and trends.	○	○	○	○	○
Maintains a safe and orderly environment for students at school.	○	○	○	○	○

<< Prev   Next >>

Internet

Principal Effectiveness Measure-Parent Form.. - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   Search   Favorites

Address   http://www.surveymonkey.com/Users/37009393/Surveys/782452757504/9DA7B41C-FDA9-4E89-92F9-E43CA4A83666.asp?U=782452757504&DO_NOT_COPY_THIS_LINK   Go   Links »

Google   G▾   Go   Bookmarks▾   27 blocked   Check ▾   AutoLink ▾   AutoFill   Send to▾   Settings▾

Principal Effectiveness Measure-Parent Form..   Exit this survey >>

6. Thank You...

Thank you for completing this survey. Your individual responses will not be reported to your child's school. Your identity will remain confidential. Your input will be vital to the improvement of educational leaders in the future.

Adapted from 1984, revised 1986. Jerry W. Valentine and Michael L. Bowman

<u><< Prev</u>   <u>Done >></u>

Done   Internet