LEADERSHIP AND SCHOOL SUCCESS:

THE BEHAVIORS AND PRACTICES OF A PRINCIPAL

IN AN EFFECTIVE URBAN HIGH SCHOOL

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LEADERSHIP AND SCHOOL SUCCESS: THE BEHAVIORS AND PRACTICES OF A PRINCIPAL IN AN EFFECTIVE URBAN HIGH SCHOOL

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ABSTRACT

Andrew Tait Alexson. LEADERSHIP AND SCHOOL SUCCESS: THE BEHAVIORS AND PRACTICES OF A PRINCIPAL IN AN EFFECTIVE URBAN HIGH SCHOOL. (Under the direction of Dr. Ellen Lowrie Black) School of Education, August, 2008.

The purpose of this dissertation was to explore the behaviors and practices of a principal in an effective, private, faith-based urban high school. The researcher interviewed school personnel, observed school operations, and reviewed school documents. The researcher administered two surveys to 15 faculty, staff, board members and the principal. The first survey included 76 questions that addressed Powell's five domains of Vision, Mission, and Culture; Curriculum and Classroom Instruction; Collaboration and Shared Leadership; Family and Community Relations; and Effective Management. The second survey included 30 questions that explored Kouzes and Posner's leadership characteristics of Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; and Encourage the Heart. This study confirmed many of the findings presented in the literature review and found that the study school was effective in part because of the leadership behaviors and practices of the principal. The principal was instrumental in keeping the school moving toward the goal of providing an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking.

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CHAPTER 1

Introduction

What is an effective school? How does one create and maintain an effective school? What are the leadership components that comprise an effective school? These are just a few of the questions being asked today across America. The topic of effective schools is on the forefront of educational research and discussion.

Educators in the third millennium face the daunting challenge of teaching urban students. Low student achievement is one of these challenges. While American public education has long been the focus of reform efforts, acceptable levels of scholastic achievement have not been reached across the nation.

The Center for Education Reform reported that the weekend of:

> April 26, 2008, marks the 25th anniversary of A Nation at Risk, one of the most honest assessments of the state of our country's education. Twenty-five year later, one thing is certain: our system of public education leaves us still very much a nation at risk. (2008, ¶ 1)

The Urban Institute wrote that even though:

> The No Child Left Behind Act (NCLB), enacted in 2002, [and] was hailed as a bipartisan success and a promising way to promote student performance and eliminate achievement gaps…Only 68 percent of those who enter high school will graduate in four years with a diploma, indicating a largely unrecognized crisis in high school completion. Our findings show that about one-third of all public high school students fail to graduate.

> Tremendous racial gaps exist over who graduates and who doesn't. Students from historically disadvantaged minority groups—American Indian, Hispanic, and Black—have little more than a fifty-fifty chance of finishing high school with a diploma. By comparison, graduation rates for Whites and Asians are 75 and 77 percent nationally. The rates for students who attend school in high poverty, racially segregated, and urban school districts lag from 15 to 18 percent behind their peers. (2008, ¶ 1)

Jane Hannaway, Director of the Education Policy Center at the Urban Institute in Washington, D.C. reported (2006) that:

> The racial and ethnic groups that are the lowest-performing academically are growing the fastest, and the most highly educated generation in U.S. history is retiring. But even our highest-performing schools aren't making the grade, especially in math and science. We are turning out top students at only half the rate of our economic competitors. (¶ 4)

Dr. Vernard Gant wrote:

> The nation, however, appears at a loss to know how to educate urban youth effectively. According to published reports, of the nearly 600 urban school districts in the nation serving approximately one-fourth of all school-age children, not a single one is considered academically successful (*Education Week on the Web* 1998). (Braley, Layman, and White, 2003, p. 287)

A second challenge in urban schools is the teacher shortage. Clewell and Villegas from the Urban Institute reported that "poor, high-minority urban schools, in particular, suffer critical

shortages of teachers as a result of high turnover and the reluctance of teachers to take jobs in such schools" (2001, p. vi).

Poverty is another challenge in urban education. Powell (2004) stated that children of poverty are at-risk of never graduating from high school because of cultural constraints and higher federal and state educational standards, e.g., No Child Left Behind and Virginia Standards of Learning. "Inequity in American education derives first and foremost from our failure to educate the children of the poor" (Edmonds, 1979, p. 15).

Other significant challenges exist in urban education. Researchers have examined the impact of race, religion, reform, and violence in urban education (Bloom & Erlandson, 2003; Hess & Leal, 2001; Hoffman, 1996; Kramer, 2006; Loder, 2005; Randolph, 2004; and Tillman, 2004). Noguera (2003) emphasizes "that it will not be possible to improve urban public schools until our society is willing to address the issues and problems confronting the children and families in the communities where schools are located" (p. 142). Kozol (2005) bemoaned the savage inequity of educational apartheid of American public education in *The Shame of the Nation: Restoration of Apartheid Schooling in America*.

In *Foundations of Christian School Education,* (Braley, Layman, and White, 2003) Gant delineated the history of substandard urban education in America and stated:

> [T]he Christ-centered urban school must function as a kingdom school …[that] target and serve children who are academically and socially broken. In urban centers throughout this nation, urban children are suffering from societal ills that threaten their lives and their futures… These schools can succeed and are succeeding because they understand the dimensions of poverty and what is needed to address them. (p. 296)

Therefore there is great value in studying the leadership characteristics of the principal at one private, faith-based urban high school that is making a difference in successfully educating students.

Statement of the Problem

The majority of students in our nation's urban school districts are failing to reach even the basic educational levels. The problem is how we resolve this deficit so that urban students obtain a high school education. Thus, the research problem led to the research questions: "What are the leadership behaviors and practices of a principal in an effective urban high school?" and "How does the principal influence school effectiveness?"

Purpose of the Study, Conceptual Framework, and Research Questions

The purpose of this dissertation was to build upon Powell's Five Domain Theory (2004) on principal leadership in at-risk schools in Virginia and to further explore the leadership characteristics of a principal in an effective, private, faith-based urban high school. The conceptual framework of this study was: principal leadership contributes to school effectiveness through the direct influence of the principal's vision on the learning community (see Figure 1). The analysis of principal leadership involved the following research questions:

1. "How does the principal in this school influence school effectiveness?"
    a. How do the principal's ideas for the success of the school impact learning in the school?
    b. What does the principal do to ensure the curriculum is implemented effectively?
    c. How are decisions connected to teaching and learning made in the school?
    d. How do school personnel work with families and the community?

e. What are the principal's management practices? (Powell, 2004).

2. "What are the leadership factors that contribute to Heartland Mennonite High School's (pseudonym) effectiveness in reaching its mission of providing an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking?"

   a. What are the principal's leadership characteristics as revealed by Kouzes and Posner's Leadership Practices Inventory (2003)?

   b. How is the school effective in equipping students for leadership, service, and peacemaking?

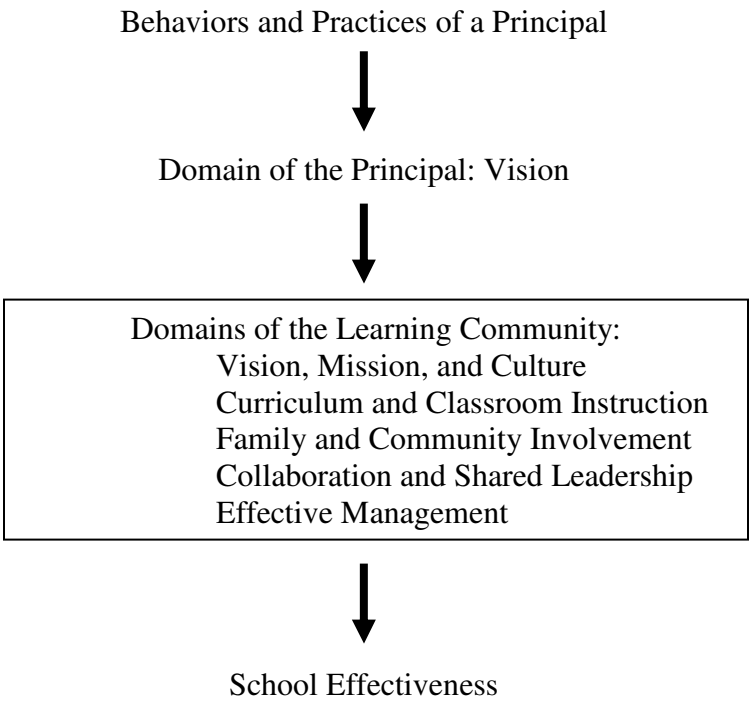

Figure 1. How a principal's behaviors and practices contribute to school effectiveness

Research Methodology and Data Analysis

The research design was a case study with survey methodology. The research questions were addressed through a qualitative study of principal leadership in an effective urban high school. Further details are discussed in Chapter 3.

Qualitative Research Study

A case study examined the leadership behaviors and practices of the principal through Powell's Five Domain Theory (2004) of Vision, Mission and Culture; Curriculum and Classroom Instruction; Family and Community Involvement; Collaboration and Shared Leadership; and Effective Management. Interviews, observations, and document review were used to gather, evaluate, and draw inferences (Lincoln & Guba, 1985; Merriam, 1998) about the case study data.

Survey Methodology

To support the case study research and explore leadership characteristics through survey methodology, two validated surveys: Powell's Five Domain Survey (see Appendix F) and Kouzes and Posner's Leadership Practices Inventory (see Appendix G) were administered to board members, the principal, teachers, staff, and alumni. SPSS (originally Statistical Package for the Social Sciences) was used to evaluate the survey data.

Definitions

Case Study

"A qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit" (Merriam, 1998, p. xiii).

Successful and/or Effective Schools

The literature presented many definitions of a successful and/or effective school. These ranged from meeting and exceeding a firm, but artificial standard, such as standardized test scores, to that of achieving stated mission objectives. The terms successful and effective are somewhat interchangeable. For the purposes of this study the term "effective" will be used and will include the idea of success.

Therefore, an effective high school is one in which graduation rates met or exceeded the local average, which in this case is the Heartland City School District, exhibited high graduation and college acceptance rates, and achieved its stated mission objectives (providing an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking).

School Vision

In a school it is the underlying idea(s) of the principal for the success of the school.

Shared Vision

A shared vision is the vision of the principal that has been expanded by the staff to create a vision for student success for the whole school.

Mission

The mission is what the school does to accomplish the vision.

Culture

Culture is the way the staff behaves to accomplish the vision and mission of the school.

Curriculum

The curriculum is the program of studies required by the state (or board) for students.

Classroom Instruction

Classroom instruction is the way teachers deliver the curriculum or the methods they use to teach the students the curriculum.

Collaboration

Collaboration is how the staff, community, and the principal work together to accomplish the goals of the school.

Family and Community Involvement

Family and community involvement is the partnership between the family and community and the school.

Effective Management

Management is the process used by the principal to obtain resources for teaching, hire the most qualified staff, manipulate time for learning, and create a climate where students are well disciplined and safe.

Model the Way

Leaders establish principles concerning the way people should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow.

Inspire a Shared Vision

Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become.

Challenge the Process

Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization.

Enable Others to Act

Leaders foster collaboration and build spirited teams. They actively involve others.

Encourage the Heart

Leaders recognize contributions that individuals make to keep hope and determination alive. They make people feel like heroes.

Relevance of the Study

The literature identified key leadership attributes that were significant in effective schools. This study was important because those attributes were examined in the behavior and characteristics of a principal in an effective urban high school. It was this researcher's desire to provide urban high school principals a leadership template, based on solid data, of specific behaviors and practices for the creation of an effective high school.

CHAPTER 2

Review of the Literature

Effective Schools

According to Sergiovanni (1987):

> Since the beginning of school in America, the relationship between quality schools and quality of learning for students has been accepted as an article of faith. But with the 1964 publication of Benjamin Bloom's *Stability and Change in Human Characteristics* and the 1966 publication of James Coleman's *Equality of Educational Opportunity* this faith was broken. (p. 28)

Michael Casserly, executive director of the Council of the Great City Schools, wrote, "The movement to reform education in the U.S. is fundamentally about improving America's urban public schools" (2006, p. 1).

Chance (as cited in Garland, 2004, p. 15), asserted that, "'The Effective School Movement' in the United States traces its inception to the work of Edmonds, 1979; Brookover & Lezotte, 1981; and Lezotte & Bancroft, 1985." Edmonds wrote, "Urban schools that teach poor children successfully have strong leadership and a climate of expectation that children will learn" (1979, p. 15). He devoted his career to challenging the educational stance that arose in the United States due to the Coleman report of the mid-sixties that purported that children can't rise above their socioeconomic status.

Edmonds (1979) reported a 1974 study of two inner-city schools in New York City that found: 1) differences in student performance can be attributed to factors under the schools' control; 2) administrative behavior, policies, and practices have a significant

impact on school effectiveness; 3) the more effective inner-city school balanced management and instructional skills; and 4) the more effective school teachers believed they could have a positive impact on children.

He also concluded that Madden, Lawson, and Sweet's 1976 study of school effectiveness in California "is notable chiefly for its reinforcement of leadership, expectations, atmosphere, and instructional emphasis as consistently essential institutional determinants of pupil performance" (p. 18).

The well-known *Fifteen Thousand Hours* study (Rutter, et al., 1979, p. 205) noted that students perform better when the principal had firm leadership and the teachers were involved with students. They concluded "schools can do much to foster good behaviour and attainments, and that even in a disadvantaged area; schools can be a force for the good."

Lezotte (1991), a veteran effective schools researcher, listed these correlates of effective schools: 1) safe and orderly environment; 2) climate of high expectations for success; 3) instructional leadership; 4) clear and focused mission; 5) opportunity to learn and student time on task; 6) frequent monitoring of student progress; and 7) home-school relations.

The successful principal must be a strong leader who relates well with people and can bring diverse constituents together to achieve the common purpose of effectively educating America's children (DuFor and Eaker, 1992). They combined effective school research and business leadership practice and observed (p. 5):

[T]hose interested in moving a school toward excellence [must realize]:

1) The key to school improvement is a commitment to people improvement.
2) Excellent schools have a clear vision of what they are attempting to accomplish, what they are trying to become.

3) The day-to-day operation of an excellent school is guided by a few shared central values.
4) Excellent schools have principals who are effective leaders.
5) The shaping of organizational culture and climate is critical to the creation of an excellent school.
6) The curriculum of an excellent school reflects the values of the school and provides a focus that helps teachers and students 'stick to the knitting.'
7) Excellent schools monitor what is important.
8) In an excellent school, teachers are expected to act as leaders within their classrooms.
9) Excellent schools celebrate progress toward their vision and the presence of their core values with ceremonies and rituals.
10) An excellent school is committed to continual renewal.

The Association of Christian Schools International's (ACSI) Urban School Services (n.d.) department wrote that an educational package that effectively educates urban children to achieve must contain these three essential elements: an effective school, an equipped staff, and enriched students.

Sergiovanni (1987) noted "More successful schools, by contrast, were characterized by high morale, enthusiasm, and adaptability. They were uplifting places to visit and inhabit" (p. 10). He summarized that "an effective school is one that convincingly communicates its viability and effectiveness to its school community and other important groups" (p. 40).

Chance found five factors in effective schools: 1) instructional leadership by the principal; 2) a safe and orderly school climate; 3) an instructional focus on well established academic goals; 4) high expectations for student performance and achievement; 5) and frequent,

systematic measurement of students to ascertain their level of performance (Chance, as cited in Garland, 2004, p. 15).

Lightfoot's study at George Washington Carver High School (1983) suggests that good high schools support cultures that guard against intrusion, have principals that work with the community, have nurturing leaders, and offer students empathetic attention (as cited in Garland, 2004, p. 40).

Hannaway and Talbert (1993) brought context into effective schools research by noting urban-suburban differences in over 300 public schools. They used data "from High School & Beyond, a national longitudinal program that began in 1980 in a representative sample of U.S. secondary schools [and] analyzed two core dimensions of effective internal school processes: strong principal leadership (PL) and teacher community (TC)" (p. 168). The most striking conclusion they reached was that context matters in school effectiveness. "[W]hat works in one kind of educational setting may actually hinder in another" (p. 182).

Cooper, Ponder, Merritt and Matthews found patterns of success in eleven high-performing high schools in North Carolina (2005) where the schools:

> achieved success in the following ways: 1) in a comprehensive fashion on the basis of caring relationships among faculty members and students; 2) by developing support systems for students and teachers; 3) through collaborative instructional improvement; 4) by encouraging strong, hardworking departments; 5) through the use of data to direct decisions; and 6) through collaborative leadership. (p. 17)

They also drew "several implications for … leaders who want to move their high schools to places of greater student engagement and success: 1) start with 'productive conversations'; 2)

build on what is there; 3) connect the dots and the disconnected; and 4) build systems and networks" (p. 19).

Austin found:

> Studying the characteristics of schools with unexpectedly high test scores may yield clues to what makes them effective… We continue to believe, however, that local schools do make a difference. The individual characteristics of principals, teachers, schools, neighborhoods, and home influence a pupil's achievement far more than particular instructional models. (1979, p. 10)

The Urban Institute (Clewell & Campbell, 2007) conducted outlier research in two school districts and found that in one district:

> Compared with the typical-school principal, highly effective school principals are more visible in the school, more responsive to their teachers and the community, more involved with teacher professional development, and more likely to work around the rules to get and keep good teachers. Highly effective principals also come to their positions with more administrative experience and more education. (p. 58)

They also found that more effective schools had experienced teachers who followed a clearly stated educational philosophy, and had a consistent discipline policy. Parents were also welcomed in the school at any time.

In the other district, the Urban Institute found that the biggest differences between highly effective schools:

> [T]heir typical counterparts lie in the effectiveness of the principals and the quality of the teaching force. Principals of effective schools are acknowledged instructional and

> transformational leaders; they are also advocates for children and effectively involve parents in school activities. (Clewell & Campbell, 2007, p. 109)

Teddlie and Reynolds (2000), in *The International Handbook of School Effectiveness Research*, reported that:

> School effectiveness research has emerged from virtual total obscurity to now a central position in the educational discourse that is taking place within many countries. From the position thirty years ago that 'schools make no difference', there is now a widespread assumption that schools affect children's development, that there are regularities in the schools that 'add value', and that the task of educational policies is to improve all schools in general and the more ineffective schools in particular.
>
> With an emphasis on North America, Britain, Australasia and the Third World, the authors of this comprehensive handbook review the international research evidence collected on 'what makes a good school' and 'how to make schools good'. (back cover)

Principal Leadership

Roland Barth argued that teachers, parents and principals can make a difference in improving schools from within (1990) if they interact as a community of learners and leaders with the goal of educating children. He believes that healthy adult relationships led by the principal, with the development of effective communication, true collegiality, and trusted risk taking are the key to an atmosphere of learning. Out of these improved relationships flows the necessary day-to-day business of doing school.

Louis & Miles, in *Improving the Urban High School: What Works and Why* (1990, p. 19), thoroughly discussed improving the urban high school. They found:

> [T]hat creating more effective schools requires a significant change in patterns of leadership and management at the school level. While this change may be felt most dramatically by the principal, it will also have significant implications for the roles that other administrators, specialists, and teachers play in the school… Good school leaders must understand and be able to cope with the regularities and inevitable small crises of daily life, make situational adjustments (for example, adapting to a new state curriculum requirement), and deal with change (addressing a significant challenge, such as revitalizing a 'burned out' staff), or a dramatic influx of new students and teachers as a consequence of a school closing.

Mediratta and Fruchter advocated for building relationships that make schools work (2003). Their "report maintains that the current reform is unlikely to lead to large-scale school improvement unless it combines top-down structure with bottom-up relationships with the people most important to student achievement: parents and communities" (p. 1).

They concluded that: 1) leadership patterns must change from governance to accountability; 2) successful schools have strong involvement with parents and communities; 3) schools must have the capacity, the will, and the incentive to create these relationships; 4) school staff be trained in regarding parents and communities as stakeholders in the effective education process; 5) parents from the lower socioeconomic levels must have access, representation, and power to build relationships with local school officials; 6) performance standards must be in place to help evaluate relationship building between these internal and external constituents.

Datnow & Castellano (2001, p. 219) stated "it is axiomatic that strong leadership is critical for successful whole-school reform" and found that "not only did principals shape reform implementation but the reform itself also reshaped the role of the principal."

Lytle (1992) discussed prospects for reforming urban schools. He noted:

> that an appropriate agenda for urban school districts would require reform characterized by the design of client-centered, authentic, respectful organizations that build from the needs and interests of the students, not the convenience of the employees or the conventions of traditional schooling. (p. 109)

Pedro Noguera (2004) explored social status and effective schooling. He found that "Some of the ways in which parental involvement at local school sites can generate social capital that can be used to improve inner-city schools and the communities they serve. [It is imperative to transform] urban schools through investments in the social capital of parents" (¶ 1).

He also noted that:

> Schools where academic failure is high and where low achievement is accepted as the norm, and schools that isolate themselves from the neighborhoods they serve because they perceive the residents as 'threatening', tend to undermine the social capital of the community. Often, the presence of such schools contributes to the exodus of families with resources, both financial and social, from poor communities, and the lowering of property values. To the extent that such schools are perceived as ineffective and incapable of serving the needs of children, they operate as a source of negative social capital because they further the marginalization of the community; eventually such schools serve only those who are unable to escape them. In contrast, effective urban public schools, and though their numbers are small so do exist (Hilliard 1998; Education Trust 1999; Edmonds 1978), can further the development of social capital within poor communities because they are perceived as sources of opportunity and support, primarily

because they provide students with the means to improve their lives. (Noguerra, 2004, ¶ 16)

He believed that effective principals must welcome parents, regardless of socioeconomic status, and include them in their children's educational process.

Harvard's teacher program has moved to an urban focus. Delisio (2001) reported:

> 'We feel the problems facing urban education are so stunning that it's appropriate and imperative that Harvard focus its energies there,' said Katherine Merseth, director of teacher education at the school. 'The teacher education programs at Harvard's Graduate School of Education are committed to meeting the challenges of the new century…In bringing Harvard's resources and attention to teaching youth in our cities' schools -- by providing new teachers with an understanding of student and family diversity, developing skills to teach for deep subject matter mastery, making intelligent use of new technologies, leading within and beyond the classroom, understanding the challenges of second language students – we commit ourselves where we believe new approaches are most needed.' (¶ 2)

The importance of principal leadership was noted in case studies of two Washington State schools undergoing reform (Borko, Wolf, Simone, Uchiyama, 2003). They concluded that principal leadership was "perhaps the single most important factor because of its impact on the other five dimensions [professional community; program coherence; technical resources; knowledge, skills, and dispositions of individual teachers; and learning opportunities for teachers] of school capacity" (p. 196).

Lois Romano for The Washington Post (2006) reported:

> In the past 10 years, the Boston public school system, led by the same

> superintendent, have seen a steady upward trajectory of performance. State and national test show that while reading gains have been slower, mirroring national trends, math performance has been extraordinary. Seventy percent of 10th-graders passed math last year [2005], compared with 25 percent in 1998… and 76 percent of the Class of 2004 – the most recent tally – pursued postsecondary education or training, up seven percentage points from the Class of 2000. (¶ 3)

The progress was attributed to a long superintendent tenure, adequate teacher resources, and financial backing from outside foundations.

Lamb conducted a study (1997) of urban Catholic principals' attitudes toward excellence in education. She found:

> They are people who do not stand out in a crowd, nor do they mesmerize people by eloquent speeches. Rather, what distinguishes them is the clarity and persuasiveness of their ideas, the depth of their commitment, and their openness to continuous learning. They do not have all the answers, but they exude the confidence in themselves and in others that together we can learn what we need to learn to achieve a good educational opportunity for our children. (p. 197)

She concluded the principals:

1. operate from a sense of commitment that goes beyond personal interest.
2. have a well developed sense of mission or purpose.
3. have been shaped by the setting.
4. have grown in personal strength.
5. have developed a strong stance toward the peaceful resolution of problems.
6. are "color-blind", treating all people with respect.

7. are cultural, moral, and symbolic leaders.

8. are reflective practitioners.

9. have developed school climates conducive to learning, peace, and happiness.

10. have a high tolerance for ambiguity. (p. 207)

A general summary of leadership and leadership models in education must include transformational leadership, said some (Bass, 1987; Burns 1978; Roberts, 1986; and Sergiovanni, 1990). Leithwood (1992) found that transformational school leaders are focused on maintaining a collaborative culture, teacher development, and improving group problem solving.

Leadership also shapes school culture, said another (Deal & Peterson, 1999). They commented:

> In the future, school leaders will face five central paradoxes in their work. As leaders, they cannot solve a paradox the way a problem is solved. A leader must discover ways to harmonize and find the right balance among conflicting values.
>
> The five paradoxes are:
>
> 1. Paradox of purpose. Leaders need to build and maintain a shared purpose while encouraging enough creative diversity to ensure continued growth for students and staff.
> 2. Paradox of people. Leaders must be caring and supportive of people who work in schools but also must champion and protect the integrity and common good of the institution.
> 3. Paradox of change. Leaders must perpetuate what is thriving in the present while reaching for what may be even better in the future.

4. Paradox of action. Leaders must take time to reflect on purpose and potential, but must also make decisions and take action.
5. Paradox of leading. Leadership must come from the principal, but he or she cannot be the only source of leadership. (p. 138)

Ruffins (1983) noted the trend in urban education that strong leadership generates positive image. He writes:

> Code words such as 'the school has a different population', 'ghetto', 'inner city', and 'disadvantaged' are no longer being accepted as excuses for not having sound teaching methods and reasonable achievement standards, and for not promoting scholarship. The trends in urban education today are causing movement in one direction – upward. The aim is not just to achieve high test scores and to massage professional egos, but to make a major contribution toward the improvement of the quality of life for all urban students. (p. 3)

Cunningham and Cordeiro (2000, p. 137) emphasized:

> The principal is at the very heart of school improvement. In the report America 2000: Where School Leaders Stand (1991), the AASA states: 'Effective schools have at least one thing in common; sound leadership. School administrators have never had a more crucial role in American society; they must be the ones who stimulate the debate and help develop a vision of what our schools should become in communities across the nation.' (p. 6)

Fran Silverman, a contributing editor to District Administration reported that "Many people agree that [urban principal leadership] is a key issue in K-12 education, and a new

institute being developed by the College Board aims to quantify those requirements and help train principals to become more effective leaders" (Silverman, 2005, p. 26).

In California, at the landmark High-performing, High-poverty (HP2) schools symposium, educators determined that "High-performing, high-poverty schools are distinguished by their strength of leadership and their understanding of how children learn." They noted:

All [HP2] schools exhibited of most of these practices in their approach to schooling:

1) Implement rigorous standards for all students as the school's main goal.
2) Focus on delivery of high-quality teaching and learning for all students.
3) Emphasize hard work, high expectations and persistence.
4) Promote discipline and a safe, orderly environment as key to learning.
5) Make district support evident and essential.
6) Have principals who are models of strong instructional leadership.
7) Have principals who are persistent and innovative in obtaining resources to serve students' needs.
8) Share leadership among administrators, faculty, and parents.
9) Collaborate on school goals and professional development.
10) Regularly use assessment as a diagnostic tool to reinforce the school's academic goals.
11) Intervene early and often to promote the academic success of all students.
12) Promote a policy of inclusiveness and a sense of family.
13) Work actively with parents to extend the mission of the school into the home.
14) Help faculty and students see themselves as part of the system as a whole through articulation of the academic program across grade levels. (Bell, 2001, p. 8)

Day (2000) suggested that an effective school leader goes beyond transformational leadership and can best inspire and serve the school community by balancing a variety of pressures while never losing sight of his or her values.

Sergiovanni has reinforced the importance of leadership factors in effective schools with his five domains – technical, human, educational, symbolic and cultural (1995).

Andrews and Soder's (1987) two-year study of Seattle elementary schools found "an emerging database [which] suggests that the school principal is critical in ensuring academic achievement, especially for black and low-income students" (p. 9). An effective principal must perform as a resource provider, instructional resource, communicator, and visible presence.

Whitaker (1997) said "effective school researchers hold that a key element of an effective school is an effective principal" (¶ 2). Principals must be a visible and interactive part of the school environment.

Uchiyama & Wolf noted "Principals can cultivate learning communities in their schools when they lead with intentionality and heart" (2002, p. 80).

Martin Jason (2000) determined:

> Transformational leadership exercised by a principal would be conducive to developing effective multicultural education in an environment capitalizing on faculty diversity… transformational principals are open to change and, more fundamentally, embrace its prospect since they realize that school improvement is inextricably connected with the personal and professional development of themselves and their staffs. (¶ 1)

Beverly Eby studied three effective women principals that were transformational leaders in urban settings (2004). She drew these conclusions:

1) Mentoring relationships enhance the career success and effectiveness of women on the secondary level.
2) High school women principals exhibit traits and characteristics of transformational leaders.
3) The leadership style of these women high school principals impacted school effectiveness.
4) Perceived systemic discrimination of women did not deter these women principals from pursuing their goals and from being effective high school leaders.
5) Career paths of women high school principals do not follow one route. (p.112)

Koster-Peterson (1993) analyzed the leadership skills, practices and behaviors of effective principals in exemplary schools in San Diego County, California. Her study concluded:

> The principal's judgment, oral communication skills, and educational values frame optimum learning experiences for all students. Principals operationalize this leadership through:
>
> 1. Core values that shape the direction and form the school's goals and objectives.
> 2. A vision that is focused, clarified, and articulated among all groups.
> 3. Involvement of people who share in the process for improvement, which infuses the belief system.
> 4. School improvement as a continuous process.
> 5. Establishment of mutual trust, love, warmth, and respect within the environment between all people. (p. iii)

Yates studied nineteen women in leadership positions in Tennessee public schools (2005). "The female directors of [her] study perceived communication skills, a caring attitude,

honesty, being a visionary, and having people skills as important leadership characteristics" (p. 2).

Lovett focused on understanding the challenge of a principal's worklife in an achieving urban school in Virginia with a large number of at-risk students (2000). Her finding indicated "The principal's work life… requires flexibility, time management skills, positive interpersonal skills, and high expectations for students to assist in promoting a positive school climate and a school where students can achieve" (p. 104).

Stephens (2007) studied leadership themes in a high-poverty high-performing school in Missouri. His research showed "that impoverished school districts face a unique set of barriers in regard to school achievement" (p. viii). Successful leaders exhibited high expectations, used a hands-off leadership style, and empowered their staff. They also facilitated culture development and protected instructional time. Their staff knew that the leader cared for them.

Smith, Maeher, and Midgley at the University of Rochester examined the relationship between personal and contextual characteristics of principals' administrative behaviors (1992). Their study of over 150 Illinois principals indicated "Leadership functions, in particular, seem to be influenced by a personal commitment to helping others, working with others, and trusting others" (p. 116). They also concluded that "the idea that management and leadership are not in competition for a principal's time and attention, but rather that they derive from different sources and serve different purposes in the school" (p. 117).

Sergiovanni addressed building community in schools (1994) and moral leadership (1992). He emphasized:

1. The virtuous school [his term for an effective school] believes that, to reach its full potential in helping students learn, it must become a learning community in and of itself.
2. The virtuous school believes that every student can learn, and it does everything in its power to see that every student does learn.
3. The virtuous school seeks to provide for the whole student.
4. The virtuous school honors respect.
5. In the virtuous school, parents, teachers, community, and school are partners, with reciprocal and interdependent rights to participate and benefit and with obligations to support and assist. (p. 112)

Gerald Tirozzi, executive director of the National Association of Secondary Principals, stated:

> The principals of tomorrow's schools must be instructional leaders who possess the requisite skills, capacities, and commitment to lead… Excellence in school leadership should be recognized as the most important component of school reform…. In a nutshell, the successful school principal of the future will be the individual who raises academic standards, improves academic achievement for all students, and provides support and assistance to the faculty. (2001, p. 438)

Leadership in General

Modern leadership theory has constantly grown as more research is conducted. Burns, in the seminal work, *Leadership* (1978), traced the many stages of leadership theory over the past decades. From the "Great Man Theory" to "Trait Theory" to "Transactional Theory" to the

"Situational Leadership Theory" of Hersey and Blanchard (1982), concepts of leadership have developed.

The most current stage was transformational leadership where Bennis and Nanus (1997, p. 16) echoed Lee Iacocca's thoughts, "Power is the basic energy needed to initiate and sustain action or…the capacity to translate intention into reality and sustain it. Leadership is the wise use of this power: *Transformative* leadership."

Kouzes and Posner represented a highly refined and widely accepted iteration of current leadership theory. Their extensive research has been summarized in *The Leadership Challenge* (2002). It delineated the five aspects of effective transformational leadership. The leader, including effective urban principals, must: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Rowland (2008) described these categories:

> Model the Way refers to leading by example; exemplary leaders motivate followers by setting the example through direct involvement in the organization's mission. Inspire a Shared Vision means the leader is able to formulate, verbalize, and create enthusiasm for a vision of the organization. To create a desire to strive for the organization's goals, the leader must motivate the followers by relating to their personal goals and ambitions. Challenge the Process is the leader's ability to look for and choose innovative ways to improve the organization. The leader must study the organization and its people to determine the best course of improvement to lead the organization to become more. The category Enable Others to Act is the leader's ability to create teamwork and trust and to empower followers to work toward the organization's goals. Lastly, Encourage the Heart

> refers to the leader's resilience to keep motivating and encouraging the followers through the exhaustion and frustration that often occurs with change. (p. 13)

Summary

This review of the related literature included many studies that revealed composite factors of school effectiveness. These factors were recognition of the need for and a desire for improvement; a belief that schools can make a difference in the lives of children; attention to a safe environment, climate of high expectation, instructional leadership, focused mission, and accountability; and collaboration with stakeholders within the broad community. The success of school effectiveness efforts was dependent upon the leadership ability of the principal. These effective principals were transformational leaders who developed the vision of the effective school, enabled and empowered constituents, provided resources, and encouraged the hearts of their followers. They were able to maintain a balance between task accomplishment and people focus.

It is the purpose of this study to examine the specific leadership behaviors and practices of one principal in an effective urban high school.

CHAPTER 3

Research Design and Methodology

This chapter presented the research design, which was a case study supported by two surveys. The population and sample were identified, and the procedures for collecting and analyzing the data were discussed. To insure confidentiality, pseudonyms were used for all proper names in reporting information from the study site.

Purpose of the Study

The purpose of this study was to identify the leadership behaviors and practices of a principal in an effective urban high school. The thesis of this study was: Principal Leadership contributes to School Effectiveness. Two key questions directed the research: "What are the principal's leadership characteristics that contribute to Heartland Mennonite High School's success in reaching its mission to provide an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking?" and "How does the principal in this school influence school effectiveness?"

These questions were addressed through a qualitative study of leadership in an effective urban high school. It built on the groundwork of Dr. Susan Taylor Powell's research of successful at-risk elementary schools in Virginia (2004).

A case study examined the behaviors and practices of the principal related to the vision of the principal and the domains of Vision, Mission, and Culture; Curriculum and Classroom Instruction; Collaboration and Shared Leadership; Family and Community Involvement; and Effective Management. Two surveys: Powell's Five Domain Survey and Kouzes and Posner's Leadership Practices Inventory were administered to teachers,

administrators, and board members of the target school. Descriptive statistics were used to present the survey data. This section included a discussion of the methodology and a summary of the process.

Significance of the Study

The literature identified key leadership attributes that were significant in effective schools. This study was important because those attributes were examined in the behavior and characteristics of a principal in an effective urban high school. It was this researcher's desire to provide urban high school principals a leadership template, based on solid data, of specific behaviors and practices that contribute to the creation of an effective high school.

Research Design

The research design for this study was the case study augmented with objective data from two surveys. The case study was chosen because it was a prevalent design throughout the field of education and provided an illustrative means to examine process, meaning and understanding in school populations (Lincoln and Guba, 1985). Merriam (1998) said:

> In fact I believe that research focused on discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education….
>
> Qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meanings when gathering and interpreting data. Humans are best suited for this task, especially because interviewing, observing, and analyzing are activities central to qualitative research. (p. 1)

This researcher used both Merriam's characterizations (particularistic, descriptive, and heuristic) and Lincoln and Guba's procedures for naturalistic inquiry (credibility, transferability, dependability, and confirmability) to guide his study (see Table 1).

The study was particularistic because the research focused on one school, Heartland Mennonite High School. "Particularistic means that case studies focus on a particular situation, event, program or phenomenon. The case itself is important for what it reveals about the phenomenon and for what it might represent" (Merriam, 1998, p. 29). It is descriptive because the final report "is a rich, thick description of the phenomenon under study. Thick description is a term from anthropology and means the complete, literal description of the incident or entity being investigated" (Merriam, 1998, p. 29). And finally, it is heuristic in that it "illuminate[s] the reader's understanding of the phenomenon under study. They can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known" (Merriam, 1998, p. 30).

Table 1

Comparison of criteria for judging the quality of quantitative versus qualitative research

Conventional Terms (quantitative)	**Naturalistic Terms** (qualitative)
Internal validity	Credibility
External validity	Transferability
Reliability	Dependability
Objectivity	Confirmability

Guba and Lincoln, in *Naturalistic Inquiry*, (1985) maintained that the trustworthiness of a case study is important and provided the evaluative criteria of credibility, transferability, dependability, and confirmability. Credibility was established through prolonged engagement, persistent observation, triangulation, and member-checking.

The Robert Wood Johnson Foundation (2008) said about transferability:

> Thick description is described by Lincoln and Guba (1985) as a way of achieving a type of external validity. By describing phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people. (¶ 1)

Dependability and confirmability were established through the use of an audit trail and triangulation. Field notes and careful documentation of processes allowed other researchers to recreate the process of data collection and analysis. Halpern (cited in Lincoln and Guba, 1985, p. 319) proposed these audit trail categories:

1) raw data: electronically recorded material, written field notes; unobtrusive measures such as documents and records; and survey results.
2) data reduction and analysis products: write-ups of field notes, condensed notes; and theoretical notes.
3) data reconstruction and synthesis products: structure of categories (themes); findings and conclusions; and a final report, with connections to the existing literature.
4) process notes: methodological, trustworthiness, and audit trail notes.
5) material relating to intentions and dispositions: inquiry proposal; personal notes; and expectations.

6) instrument development information: pilot forms and preliminary schedules; observation formats; and surveys.

Triangulation involved using the multiple data sources of interview transcripts, surveys, school documents, educational agency reports, observations, and website reports.

The case study was strong enough to stand alone on its own proven merits as a valid inquiry method. However, the researcher decided to augment and under-gird the case study through the use of two surveys. The surveys were combined into one document and administered to faculty, staff, administration, principal, and board members from the target school. The data were analyzed from the surveys for descriptive statistics. Because the sample size was small ($n \leq 15$), the statistics were best considered objective support to the subjective data gathered in the qualitative study. In other words, the survey data were viewed as objective paper-based interviews where the respondents recorded their feelings, observations, and thoughts in limited concrete categories on either a five-point or ten-point scale.

Population and Sample

The population and sample were solely from Heartland Mennonite High School in a northern state. This school was selected after a serendipitous meeting during a site visit of Liberty University's EDUC 603 Comparative Education class in June of 2006. The researcher suggested to the principal, Dr. Deborah Joseph (pseudonym), that her school would be an excellent dissertation study site. She readily agreed to this project (D. Joseph, personal conversation, June 6, 2006).

The sample of interviewees was the teachers, staff and administration that were available during the second site visit on May 14 and 15, 2007. Surveys were given to 100% of the teachers, staff, administration, and board of trustees.

Consent for Research and Confidentiality

Permission for research was obtained from Liberty University's Institutional Research Board on May 10, 2007. The study school participants signed consent forms for both the interview and survey. See Appendix A for the consent form. For purposes of confidentiality, pseudonyms were assigned for the study school, study school documents and website, city and persons interviewed. While pseudonyms were used when appropriate to insure confidentiality, some personnel were identified by number only, e.g., Teacher 1.

Data Collection

Interviews

The interviews followed the validated protocol (see Appendix E) developed by Powell (2004). The researcher used two recording devices. The primary recorder was a SONY Digital Voice Recorder and the backup recorder was a SONY Microcassette™Corder. Both recorders were used during each interview. Interviews were downloaded to a laptop computer, burned to a CD after each session, and emailed to the researcher's Liberty University email account. Interview CDs and tapes were stored in a locked file cabinet in the researcher's office.

The interviews were transcribed by hand within three weeks, double-checked by another individual, and corrected. Verbal stutters were eliminated for clarity. The transcribed (typed and double-spaced) interview was given to each interviewee for editing and approval. In general, all transcripts were approved with no corrections. Two reviewed transcripts had minor corrections of indistinct wording on the recordings (e.g., proper names and word choice) and some clarification of thought. Neither of these two corrected transcripts was changed substantially in either content or meaning. Every interviewee gave approval (email, hand-written, and voicemail) of their final interview transcript as written. For data analysis, the interview responses were

numbered by sentence, sorted by question category (introductory, five domains, and closing), and condensed for clarity. The writing style was third person, except for direct quotes from interviews, which were presented as spoken.

Observations

The researcher conducted observations at Heartland Mennonite High School on two separate occasions: first, as a doctoral student in EDUC 603 Comparative Education on June 6, 2006 and second, as a researcher on May 14 and 15, 2007. These observations included the immediate neighborhood, building and grounds, classrooms, administrative offices, hallways, lavatories and cafeteria/chapel. Field notes were used to record observations on both occasions.

A digital camera was used to record physical data such as condition of facilities, bulletin boards, artwork, award displays, and the neighborhood. School personnel and students were excluded from photographs.

Review of Documents

The researcher requested, received, and reviewed many school documents. These included: Heartland Mennonite High School Standards; Vision Statement and Disciplinary Policy; Educational Philosophy (see Appendix O); Admissions Application Packet; Mission, Vision, and Core Values; Graduation Requirements; Class Schedules; and Newsletters. The school's Website provided electronic documents. The Mennonite Education Agency also provided enrollment and graduation data.

Surveys

Powell's validated Five Domain Survey (2004) was comprised of 76 questions that represented the five domains; 16 questions for the School Vision, Mission, and Culture domain; 22 questions for the Curriculum and Classroom Instruction domain; 9 questions for the

Collaboration and Shared Leadership domain; 16 questions for the Family and Community Relations domain; and 13 questions for the Effective Management domain (see Table 2). The survey questions were scrambled using a random numbers approach.

Kouzes and Posner's validated Leadership Practices Inventory, 3rd edition (2003), was comprised of a total of 30 questions (six in each category) which explored leadership characteristics under these categories: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Other to Act, and Encourage the Heart (see Table 3). Their website reports that "Many scholars have conducted research which utilizes *The Leadership Challenge* framework" (The Leadership Challenge, 2007).

Powell's Five Domain Survey and Kouzes and Posner's Leadership Practices Inventory were combined into one survey document and given to the board of trustees, staff, teachers and principal with a letter explaining the purpose of the surveys and instructions for completion (see Appendixes F and G).

Table 2

Powell's Five Domain Questions

Domain Title:	Questions:
Vision, Mission, & Culture (16)	4, 16, 22, 26, 27, 31, 33, 35, 45, 46, 49, 51, 56, 61, 64, 70.
Curriculum & Classroom Instruction (22)	1, 3, 5, 6, 7, 10, 11, 17, 18, 24, 38, 39, 43, 47, 48, 50, 63, 67, 72, 73.
Collaboration & Shared Leadership (9)	2, 19, 29, 36, 40, 44, 53, 57, 71.
Family & Community Relations (16)	12, 14, 20, 21, 23, 25, 30, 34, 37, 54, 58, 59, 62, 66, 74, 75.
Effective Management (13)	8, 9, 13, 15, 32, 41, 42, 52, 55, 60, 68, 69, 76.

Table 3

Leadership Practices Inventory Category Questions

Category:	Questions:
Model the Way (6)	1, 6, 11, 16, 21, 26.
Inspire a Shared Vision (6)	2, 7, 12, 17, 22, 27.
Challenge the Process (6)	3, 8, 13, 18, 23, 28.
Enable Others to Act (6)	4, 9, 14, 19, 24, 29.
Encourage the Heart (6)	5, 10, 15, 20, 25, 30.

Method of Analysis

Qualitative Study

Interviewees verified final interview transcripts. After approval was received, the transcript answers were grouped (by interviewee) into the five domain categories, plus an additional general comments section. This process was facilitated by the initial grouping of questions into domains on Powell's interview protocol. The responses were condensed into essential observations and components. Information from school documents and website were added to the appropriate domain.

Surveys

Instrument characteristics. For Powell's Five Domain Survey, the question responses were structured as a five-point scale that was later converted to a Likert scale structure: (1) Strongly Disagree; (2) Disagree; (3) Not Sure; (4) Agree; (5) Strongly Agree. Even though Dr. Powell explained that:

Three negative questions were recoded. The questions were (17) *Students are taught only in heterogeneous groups*, (53), *The principal makes some academic decisions without the input of teachers*, and (55), *The district office determines class size.* (2004, p. 82)

This researcher did not agree with the logic of recoding of question numbers 17 and 53 and therefore only recoded question 55. In either case, these questions did not have a major impact on the conclusions.

Powell reported acceptable Cronbach's Alpha scores for this instrument. The total reliability score of .9582 was calculated. The sub scores for each domain ranged from .8804 to .7910. "These alpha scores are generally considered reliable to test for analysis and construct

validity" (Powell, 2004). Permission to use this survey was obtained in writing from the author (see Appendix C).

Powell's Five Domain Survey instrument provided respondents the "opportunity to comment on the following: 'Please provide any thoughts or ideas that you have that would help me better understand your schools and its success'" (2004). Five respondents wrote comments. These comments were reviewed and added, where appropriate, under the domain results in Chapter 4. See Appendix N for the survey comments.

For Kouzes and Posner's Leadership Practices Inventory, the question responses were structured as a ten-point scale: (1) Almost Never; (2) Rarely; (3) Seldom; (4) Once in a While; (5) Occasionally; (6) Sometimes; (7) Fairly Often; (8) Usually; (9) Very Frequently; and (10) Almost Always. Two versions were used. Staff, teachers, and board of trustees' members completed the observer form regarding the principal's behavior. The principal completed the self-form regarding her own behavior.

The inventory had content validity in that the questions were closely related to the leadership characteristics they were designed to measure. The reliability of the inventory was established through test-retest reliability. The categories of the instrument returned consistent and stable results with reliability coefficients between .99 and .92 (Kouzes and Posner, 2002). Permission to use this survey was obtained in writing from the authors (see Appendix D).

After both surveys were converted to Likert scales, means and standard deviations were obtained using the SPSS package. Results were organized by rank (overall and within domain or category). Even though a very high percentage of school personnel completed the surveys, factor analysis, rotations, and other statistics were not done because of the very low sample size. Once

again, the survey data were considered an objective supplement to the subjective information gathered during the qualitative study.

Summary

The researcher examined the leadership practices and behaviors of a principal in an effective urban high school by conducting a case study supported by two surveys. The qualitative research design was explained along with a description of both surveys. The population and sample were described. The data collection methods were fully discussed, and then the data analysis was explained. The results from the data analysis are presented in the following chapter.

CHAPTER 4

Results

In June 2006, the author visited Heartland Mennonite High School. In May 2007, he conducted a case study at Heartland Mennonite High School and also administered a survey (two surveys in one document) to the teachers, staff, administration, and board members. The purpose of the case study and surveys was to answer the two key questions: "What are the leadership factors that contribute to Heartland Mennonite High School's success in reaching its mission of providing an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking?" and "How does the principal in this school influence school effectiveness?" This chapter presents the findings of that study.

Case Study

The high school selected for this case study was in the urban center of a large (1.5 million residents) industrial northern city. It resided in a former Catholic school closely surrounded by brownstone apartment buildings on tree-lined streets (Field Notes, 2007) and "… located in a safe multicultural community close to libraries, museums, learning centers and public transportation" (Heartland Mennonite High School [HMHS], 2008).

The school's website address was changed to a generic address (http://www.hmhsonline.org) to maintain confidentiality of the study school and was identified hereafter as (HMHS, 2008). The school's website provided this brief overview:

> The dream of a Christian high school in Heartland City to provide youth with high quality education within an Anabaptist context is a reality thanks to years of

planning. In 1993, a Task Force formed and met with a group of culturally diverse Heartland City Mennonite pastors. They presented an inspiring case for the need of a secondary school that would: 1. Teach a spirit of reconciliation and peacemaking among youth and 2. Train youth to be contributing members and leaders in the church and community.

In 1996, a Board of Directors formed for the new high school. A Search Committee was soon brought together to find a dedicated principal to lead this new venture. God sent Deborah Joseph. Although a non-Mennonite, Dr. Joseph exhibited a strong commitment to God, church family, and was very much in agreement with Anabaptist beliefs. Her 30 years as an urban educator and her educational philosophy mirrored what the board had in mind. The board purchased a three-story school building on a quiet street near the Art Museum in early 1998. Renovations on the building began that spring.

In July 1998, full time teachers were interviewed and hired for the fall semester. Two newspaper stories and three TV stations showing positive clips helped bring an enrollment of 53 students for the first year.

We have no doubt that God has planted this school. Space does not allow us to tell here the many stories of how God has provided for this ministry in extraordinary ways, as well as more common place ways, but He has. He continues to change the lives of young and old, forever. When Christians come together with a heart to do what God desires, wonderful things happen.

Heartland Mennonite High School fills a need as one of very few Protestant Christian high schools in the city. But beyond that, it is on the cutting edge of education

> in a number of ways. Its self definition as "a culturally diverse community of learners" emphasizes its intent to present learning from many cultural perspectives, and to learn in an interactive way worthy of the Christian faith. It is in this community where Heartland City History and Mennonite History join to create a unique kind of student that is ready for the church and the world. (HMHS, 2008)

Today there are over one hundred students in grades 9-12 at the school. The school admits "all qualified applicants regardless of religious beliefs. However, [it is] a Christian high school and this does require that students be supportive of the stated mission and philosophy of the school" (HMHS, 2008). Personnel included the principal, assistant principal, two guidance counselors, chief operating officer, director of development, executive secretary, receptionist, communications director, service learning coordinator, six full-time teachers, and a variable number of part-time teachers.

The three-story brick building was older, but attractive, clean and well-kept with a wrought iron fenced boundary. The hallways were carpeted with tiled lower walls and painted cinderblock upper walls. Each classroom had adequate desks, audiovisual equipment, and an air-conditioning unit. There was an abundance of student artwork, posters and nicely framed prints of people of all colors in the classrooms and hallways. Student essays, science projects and scripture were prominently displayed. In the second floor corridor, there was a college information table and bulletin board. The hallways, stairwells, and boys' bathrooms were very clean (Field Notes, 2007).

The school cafeteria was located on the lowest floor and doubled as a student chapel. There were 90 chairs set aside for chapel and 6 rows of 3 tables with 18 chairs each for the lunchroom. It had a very clean tile floor and tables. Approximately 110 student lockers were

located in the rear of the cafeteria/chapel. The chapel had a projector and screen, sound board, and speaker podium. Extra desks and play props were stored in the back by the student lockers.

The staff was friendly, helpful and seemed pleased to have this researcher visit their school. They were busy with the daily routine, but took time to answer questions and even made certain that lunch was provided during the site visit.

The students all wore uniforms and had excellent English language skills. Proper speech patterns were emphasized by the school pastor (Field Notes, 2006). The atmosphere was cheerful with quiet laughter and chatter.

Heartland Mennonite High School provided extracurricular activities such as "basketball, cheerleading, track, fashion design, drama, dance, arts and crafts, piano, journalism, chess, aikido, media and culture, multimedia, business, yearbook, Envirothon (science competition against other schools) and a touring choir" (HMHS, 2008).

The student population was "about ninety percent to ninety-eight percent African-American and then a combination of Latino and a couple of Europeans" (Principal Interview, May 15, 2007). They offer:

> A truly unique and exciting secondary education program not available elsewhere in the Heartland City area. The HMHS program is based upon a traditional secondary school curriculum combined with sound, up-to-date education principles, including the encouragement of multiple learning methods, an alternative school calendar, block scheduling, standards-based instruction, an integrated curriculum, and inclusive classes. (HMHS, 2008)

All students were on an academic track, and special education was not offered. The school did not identify free and reduced lunch students, because they maintained a family

atmosphere, and "we have lunch brought in, it's included in the tuition, and we all eat together" (Principal Interview, May 15, 2007).

Even though students' standardized test scores (SAT9, SAT, and ACT) were average to below average, the school had extraordinary academic standards (see Figure 2) and performance record; "I think the fact that we've had a hundred percent college acceptance of our graduates says a lot to the kids coming in" (Principal Interview, May 15, 2007). A veteran teacher with thirty years experience exclaimed, "I've never been in another school where they make it a priority that every graduate would leave the school accepted into college" (Teacher 1 Interview, May 14, 2007). The actual overall college attendance rate was ninety-five percent (J. Doe, personal communication, June 6, 2008).

This was in sharp contrast to the Heartland City school district's performance record. In the same city, the State Department of Education (2007) adequate yearly progress report card indicated only 67% of public high school students graduated and less than 50% of these were college-bound. The district failed to meet AYP benchmarks. In fact, the Heartland City schools were categorized for the fifth year at the Corrective Action Level II, which is the lowest level possible.

It was noted, "We meet all the secondary education curriculum requirements established by the State Department of Education, and include additional curriculum elements which enhance the development of sound moral growth, well-rounded scholarship and preparation for working with modern technology" (HMHS, 2008).

Heartland Mennonite High School

ACADEMIC STANDARDS

In keeping with our mission statement each student will:

- Effectively communicate, across the curriculum, through speaking, listening and writing, using a variety of media and technology.
- Utilize problem solving strategies to identify and clarify problems, develop and analyze solutions, and predict consequences, which lead to and promote just and peaceful resolutions.
- Demonstrate through actions and interactions the ability to live and work cooperatively and develop healthy relationships with people from a variety of backgrounds and experiences.
- Engage in service learning and explore one's God-given gifts through community service, career development and workplace experiences that are linked to academic learning.
- Integrate and apply knowledge, skills, and experiences acquired from a variety of settings, including home, school, and church that lead to lives of Christian stewardship, service, and peacemaking.
- Develop a personal code of conduct reflecting a worldview that relates to his/her belief system.

MISSION STATEMENT:

To provide a Christ-centered, academically excellent, multicultural education in an urban context that enables students to achieve their full potential and to develop a lifestyle of service and peacemaking.

Figure 2. Heartland Mennonite High School Academic Standards

The school was visited once in 2006 during a doctoral class. The principal graciously at this time agreed to allow the school to be a research site. The researcher returned to the school in May 2007 and conducted many observations and interviews. During the study, the school was visited from early morning to late evening over a two day period (plus observations from the previous summer).

The researcher arrived at the school at 7:25 on a beautiful sunny Monday morning. Students and teachers were coming on campus in little bits. Both groups were friendly and made good eye contact. The researcher's first name was even remembered by the busy teachers. He noticed video security cameras and attractive wrought iron perimeter fencing. The classrooms had nice soft arm chairs and tables for the students. He chatted with a parent enrolling her daughter from a local private Christian elementary school. When asked, the mother stated that she "wanted a Christian school environment for high school." He continued on a school tour, sat in on the daily faculty devotions and noticed great participation where teachers shared personal prayer requests. There was a warm family atmosphere present. The researcher also observed the principal interacting with the students on a personal level. She greeted the students in the morning as they arrived and knew all their names (Field Notes, 2008).

Later on the first day, the researcher was invited to and attended a board of trustees' dinner at a local restaurant that was within walking distance of the school. The table conversation was spirited, godly, and stimulating, as many diverse topics of education, health-care, urban renewal and politics were covered. The dinner meeting was a prelude to the monthly trustees' meeting later that evening. A family-sense prevailed at that meeting where spiritual devotions were given and prayer was offered. A retirement ceremony with cake and gifts honored one of

the founding board members. The second day continued the pattern of morning to late afternoon observations and interviews.

The principal, vice-principal, guidance counselor and four teachers were formally interviewed using Powell's Five Domain protocol (see Appendix E). One additional teacher refused to be formally interviewed due to his particular religious convictions. He agreed to an informal, non-recorded discussion. Some teachers were unavailable for interviews during the site visit. Non-teaching staff were not interviewed.

The researcher also talked informally with students and staff, board members and teachers. School documents were collected and reviewed off-site.

In May of 2007, teachers, staff, administration, and board members of the study school completed two surveys. The surveys were sent to Heartland Mennonite High School by email. The administrative staff printed and distributed the surveys to staff, teachers and board members. The staff then collected the staff and teacher surveys and returned them by mail to the researcher. The board of trustees' members returned their surveys by email and postal mail. The researcher gave surveys to the principal and one staff member. He collected their surveys upon completion.

Thirteen Board of Trustees surveys were distributed. Five (38%) complete surveys were returned (one Board of Trustees' survey was missing Powell's Five Domain data). Three staff surveys were distributed and returned. Six teacher surveys were distributed and returned. One Principal survey was distributed and returned. A total of fourteen Powell's Five Domain Surveys and fifteen Kouzes and Posner's Leadership Practices Inventory Surveys were returned. The researcher requested that Alumni surveys be distributed to a minimum of ten graduates. It is unknown if this request was fulfilled. However, no surveys, if ever distributed, were returned.

Descriptive statistics were collected on all survey items using SPSS. These statistics (means and standard deviations) were reported by the questions for each domain or category in Tables 4 through 13 and summarized in the two paragraphs below.

For Powell's Five Domain Survey, the means for all questions ranged from a high on a five-point scale of 4.86 (*The principal knows the names of the students*.) to a low of 1.71 (*There is an all day kindergarten program.*). The standard deviations ranged from a high of 1.225 (*Students in this school understand and follow the discipline plan for behavior.*) to a low of 0.363 (*The principal knows the names of the students.*). The average of the means was 3.73 and the average standard deviation was 0.806. See Appendix H for a listing of the means for all questions, and Appendix I for a listing of the standard deviations for all questions.

For Kouzes and Posner's Leadership Practices Inventory, the means for all questions ranged from a high on a ten-point scale of 9.60 (*Speaks with genuine conviction about the higher meaning and purpose of our work.)* to a low of 6.13 (*Asks for feedback on how her actions affect other people's performance.*). The standard deviations ranged from a high of 2.532 (*Asks for feedback on how her actions affect other people's performance.*) to a low of .632 (*Speaks with genuine conviction about the higher meaning and purpose of our work.*). The average of the means was 8.00 and the average standard deviation was 1.609. See Appendix J for a listing of the means for all questions and Appendix K for a listing of the standard deviations for all questions.

To answer the key questions and to follow Powell's structure, this data was organized and reported by each of the five domains. Kouzes and Posner's Leadership Practices Inventory data were added after the General Comments section.

Powell's Five Domains

Vision, Mission, and Culture. Heartland Mennonite High School was founded in 1998 with the vision of meeting social needs by providing a quality secondary education opportunity to the ethnic Mennonite churches in the city. The school's policy manual listed formal vision and mission statements:

Vision: "To become a Christ-centered, multicultural, urban high school that equips learners to be servant leaders and peacemakers while maximizing their academic, spiritual and professional potential."

Mission: "Heartland Mennonite High School provides an excellent, Christ-centered education that equips urban students for leadership, service [see Figure 3], and peacemaking" (Policy Manual, 2006).

A veteran teacher expressed the vision this way:

> The vision of the people who founded and initiated the school is different from than what has become the operation and practice of the school… the Mennonite churches haven't participated… but who has participated has been the, more of the Baptistic and Black churches in the city, took an interest in having an opportunity for Christian education.
>
> So I think there are only a couple of students who would say they come from Mennonite families. Most of the students come from Baptistic, Pentecostal families and participate in active churches. And then those churches have gotten very involved in the school so the school's, in practice, their mission has played out differently than they anticipated…but they've accepted that as just what God was doing to define their mission differently than they thought they were going to define it. (Teacher 1 Interview, May 14, 2007)

Although the initial purpose of the school was not realized, Heartland Mennonite High School was active in reaching young people. The principal's vision played an important part in the effectiveness of the school as she noted, "That it is the best high school in the world. I just have very high expectations, for the school to the glory of God … that [the school] makes a difference in the lives of the children. I want it to be a place kids never want to leave and can't wait to come to" (Principal Interview, May 15, 2007).

The principal added, "Dr. Vernard Gant [head of ACSI's Urban Schools Services Department] said, 'No urban school has found a way to educate the majority of minority students.' That is my goal, to educate the majority of minority students" (Field Notes, 2006)!

A Board of Trustees' member's comments added to this sentiment. He said that although Heartland Mennonite High School faced the challenge of developing:

> Funding sources to make the school accessible to low-income families, they had, dedicated teachers committed to each individual student. Low student to teacher ratios [and] Learning not just about academics, but includes leadership, service, basic finances, restorative justice and peacemaking. Transforming the students' lives, not just academic knowledge. This transformation will impact current and future generations of each student's family. (Board of Trustees 1 Survey Comments, 2007)

Another Board member noted the school had, "Unified vision, mission, and purpose. Visionary principal and dedicated staff. Unity among board, administration, staff, parents and students around central mission of the school" (Board of Trustees 2 Survey Comments, 2007).

Heartland Mennonite High School

Service Learning is …

☺ A way to connect academic learning by obtaining specific career goals and objectives.

☺ Learning to serve more through the performance of service in a program which includes: 1) preparation 2) supervision and 3) opportunities for reflection and evaluation.

☺ Students learning about themselves and their connection to the world around them.

"… the Son of Man did not come to be served, but to serve,
and to give his life as a ransom for many."
~ Matt. 20:28b

Building Your Character Discovering Your Gifts & Talents

Examples

Mentoring & Teaching	Reading Coach	Tour Guide @ Heartland City Zoo
Medical Assistant	Legal Assistant	Tree Tender

An Ambassador for Christ

Figure 3. Heartland Mennonite High School Service Learning

A parent said, “You can see Heartland Mennonite High School’s mission through the excellent academics, tutorial services, chapel experience, conflict resolution emphasis, student-teacher interaction and community service” (HMHS, 2008).

Other school personnel described it in many unique ways. “The vision of the school is to provide a good Christian academic education in the city and provide I guess, a good quality education as an alternative to public education” (Teacher 2 Interview, May 15, 2007). The assistant principal said, the vision is “to provide a Christian-based education that is peace-centered, enabling each student to learn the principles of Jesus Christ and Christianity through the Mennonite worldview. So we don’t have students attacking each other or students attacking teachers or teachers attacking students” (Staff 1 Interview, May 14, 2007).

A guidance counselor expressed that her colleagues “are a great staff and the children learn and one day you see children that are in high offices, politics, great doctors, lawyers” (Staff 2 Interview, May 14, 2007). A science teacher added to this, “We help students to recognize their uniqueness in Christ and to recognize and develop the gifts that God has given them, so that they leave here with a purpose and a sense of call to what they’re going to do… to have character, as well as, academics” (Teacher 3 Interview, May 15, 2007). The English teacher said that their goal was to “create college-bound students who are following Christ’s leading in their lives, that they have a heart for service and that they are academically excellent in all areas” (Teacher 4 Interview, May 14, 2007).

Even though teachers and staff had difficulty distinguishing between organizational culture and ethnic culture, all agreed that the school had a strong family-based culture of love, peace, mutual respect, and spiritual purpose. This was an out-flowing of the Mennonite

distinctive of love, peace, and social justice. It was reinforced by the continuing protestant influence of school personnel and students.

A teacher noted:

> Most of our students are African-American so it's [the culture] very much influenced by African-American culture. I believe… since we're a small school, it's sort of like a culture of the family. It's not like in a big school where a lot of people don't know each other. There's closeness. (Teacher 2 Interview, May 15, 2007)

Another said, "This school is small and intimate; others are large and more impersonal" (Teacher 1 Survey Comments, 2007). An alumnus expressed his feelings, "I also liked the small community. We were like one big family. I still miss it sometimes" (HMHS, 2008). A classmate added, "I did not know anything about the Mennonites. I originally wanted to attend a different high school well known for its academics [laughing]. But somehow I felt at home at HMHS, and the schoolwork was actually more challenging" (HMHS, 2008).

The principal was committed to insuring the students knew the vision, mission, and culture of Heartland Mennonite High School. She said:

> [We] make sure they know the mission of the school. We have a retreat every August with all new students, so that we can bond as a family, they need to understand our mission, vision, and core values, understanding that we have had a hundred percent college acceptance since we opened in each of our graduating classes.
>
> The other thing is to begin to orientate them about conflict resolution strategies. We've had four fights in nine years; and I praise God for that. We're Mennonite, the only urban Mennonite high school in the country, actually the world. But I would think that everybody understanding the vision, mission, core values, the discipline code, and

> building relationships is the key… common respect for each other, and they know that we love them and have high expectations of that that makes a lot of difference. (Principal Interview, May 15, 2007)

This commitment was strengthened in the School's policy manual (n.d.):

> The goal of the Board of Directors…is to provide a quality Christian educational program. Success in attaining this goal is dependent on large measure upon the Christian commitment and competence of the professional staff. It shall be the policy…to recruit and retain the highest caliber of Christian professional educators…[this is] the key factor in creating the kind of atmosphere that clearly speaks to who Heartland Mennonite High School is as an academic community. [They shall] bring a strong academic background, ability to teach, a love of and experience with children and young people, and a commitment to the Christian faith as understood through a Mennonite-Anabaptist perspective. (no page)

The Board of Directors' commitment to the Mennonite-Anabaptist perspective was seen with the school's policy (n.d.) on pacifism and the draft:

> We, as a nonresistant Mennonite Christian Community, are committed to living and teaching a way of peace. As part of our curriculum, we include an Anabaptist view of loving enemies and the way of non-violence. While we will inform and counsel our students about the expectations of and obligations to the Selective Service System, Heartland Mennonite High School will not provide registration services for military personnel. (no page)

Objective data from the surveys added to the subjective information gathered from interviews (see Appendix L). One hundred percent of the 16 questions on Powell's Five Domain

Survey Vision, Mission, and Culture Domain showed positive (where fifty percent or higher respondents selected Agree or Strongly Agree) objective support of the study school findings. They ranged from the high of 100.0% for two questions: (26), *Most people in this school believe all children can learn*; (51), *Most people in the school work for the success of all students*, to a low of 64.3% for question (33), *The school vision sets the stage for how the staff proceeds with instruction*. Eighty-one percent of the respondents marked Agree or Strongly Agree to the questions in this domain. Fourteen percent marked Not Sure. Of these, the majority were either board of trustee members or staff who may not have intimate knowledge of the question subject matter. Only 4% of the respondents marked either Disagree (3.6%) or Strongly Disagree (0.4%).

All but three questions had means of 4.00 or above (see Table 4). The questions with the lowest means were (33) *The school vision sets the stage for how the staff proceeds with instruction (X=3.86)*; (35) *The principal is seen frequently throughout the building. (X=3.71)*; (49) *The principal visits classrooms frequently (X=3.86).*

Table 4. Vision, Mission, and Culture Domain Ranked Means

Vision, Mission, & Culture	X
61. The principal knows the names of the students.	4.86
64. Most people in our school believe the principal is an ethical leader.	4.64
26. Most people in this school believe all children can learn.	4.57
51. Most people in the school work for the success of all students.	4.57
45. The culture of the school is conducive to learning	4.50
22. The needs of the children come first in our school.	4.29
31. The school is a happy place for learning.	4.29
56. The staff enjoys working in this school.	4.29
4. The school staff embraces the vision of the principal for school success.	4.21
27. Successes are celebrated frequently by the principal.	4.21
16. There is a feeling of respect among & between staff members and students.	4.07
46. My school develops a plan to ensure all students are successful.	4.00
70. Teachers in our school are free to be risk-takers.	4.00
33. The school vision sets the stage for how the staff proceeds with instruction.	3.86
35. The principal is seen frequently throughout the building.	3.71
49. The principal visits classrooms frequently.	3.21

On the comment section of Powell's survey, there were six comments relating to the Vision, Mission, and Culture domain. They indicated a visionary principal and a unified vision, mission, and culture focused on leadership, service, restorative justice and peacemaking.

Curriculum and Classroom Instruction. Heartland Mennonite High School was obviously successful with its curriculum and classroom instruction, given the incredible track record of college attendance of its graduates. This researcher explored this domain by asking, "How do you know you are teaching the curriculum and your students are learning?"

The principal provided an overview:

> I'm in and out of the classroom regularly. I do formal and informal evaluations.
>
> So, if I see the whole unit, that gives me an idea when I come into their classroom, I expect to see goals on the board, objectives that are feeding into what they said their unit was about. We also have national standards and state standards that influence the way we structure curriculum. And so our teachers are using the state standards primarily; some are using the national, which are basically the same thing, except state standards are a little more designed for your region than the national. (Principal Interview, May 15, 2007)

Highlights from the official educational philosophy (see Appendix O) gave more insight with the following excerpts. "We believe in God." "We believe our students, made in the image of God, are significant." "We use life experiences and educational principles that are in harmony with Scripture," and "faith and learning are inseparable." The school possessed awareness of the real world as well, "God calls us to be honest about the realities of our class- and race-based society in which there exist 'hidden rules' that govern institutional structures" (Policy Manual, no page & n.d.). Their focus was seen in this statement, "As an urban Mennonite educational

institution, we intentionally design instruction that interacts with our unique environment and binds heads and hearts together" (Policy Manual, no page & n.d.).

The school's website (2008) noted an emphasis on exceeding state standards, multiple learning styles, block scheduling, and standards based instruction, and integrated curriculum:

> State law requires students to earn a total of 23.5 credits in order to graduate. In addition to that requirement, Heartland Mennonite High School requires that all students must have 2 credits of Bible, a course in Conflict Resolution, and successfully complete a multidisciplinary project and one involving service learning...HMHS offers an education over and above the minimum State Department of Education requirements, including at least one year of Latin…in addition to two years of a modern world language, and two years of computer technology.
>
> Standard State Curriculum Multiple Learning Styles
>
> A multiple learning approach addressing multiple learning styles is at the core of our unique education program. We at HMHS recognize that students attain knowledge individually through different learning styles and at different rates of speed. We are not subjected to a single method of understanding academic subjects. Instead, students are encouraged to approach the academic disciplines using their respective learning strengths. Students are exposed to oral, visual, tactile, and written learning modes, and encouraged to study and learn in any combination which they find most effective for the mastery of each subject. This teaching and learning approach reduces frustration by creating a friendly educational environment. Students at HMHS are given the opportunity to learn according to their individual capability without penalty. A multiple learning

approach avoids the trap of pre-determining who will be classified as “academic”, “general” or “other”.

HMHS teachers assume that all students can achieve at a high level if they are taught in a manner which coincides with their individual method of understanding and appreciating knowledge. This unique approach is intended to expand the educational outlook and career options for every student. HMHS develops habits conducive to cooperation and a strong sense of Christian identity based upon the conviction that each person is created in the image of God and worthy of ultimate respect.

Block Scheduling

The use of block-scheduling allows educators to teach in a manner which results in great student achievement, generates higher levels of both student and teacher interest, and generally exceeds the performance of traditional single period scheduling, with classes held every other day. The block scheduling method allows all subjects to be covered in a school year, but with greater attention to each during the semester. Combined with the integrated curriculum, [it] allows students more time to develop a deeper understanding of each subject. Students see the various subjects as inter-related disciplines, more readily understood and appreciated.

Standards-Based Instruction

Standards-based instruction requires that all students achieve a comprehensive mastery of each subject, based upon performance assessments to document proficiency. There are no simplified courses or social promotions at HMHS. Students advance subject-by-subject and grade-by-grade, based upon an objective assessment of

proficiency for each subject. Students must obtain a minimum of 80% proficiency in each subject before proceeding to the next higher course level.

Integrated Curriculum

The integrated curriculum is used as a learning tool to help students perceive how each subject fits into a wider scheme. The relationship between academic subjects and actual working applications are brought together through team taught classes. Team taught classes bring multiple teachers and specialties into the classroom providing meaningful exchanges of ideas and a smaller ratio of students to teachers. (HMHS, 2008)

Actual instructional practice varied greatly, where some teachers were more formal in their classrooms, just following the book and with a traditional "desks in a row" arrangement. A math teacher said, "[It's a] set curriculum…you just basically follow the book. You test, testing is one way, but not everyone tests well, so it's hard" (Teacher 2 Interview, May 15, 2007). Other teachers used ping-pong tables in the classroom to teach Chinese language and culture or guinea pigs to get shy students to open up. (Field Notes, 2007)

A student commented:

My time at HMHS has been filled with activities. I've built a boat during our service learning programs which takes place on Fridays…I was also able to participate in the school play and be on the student council committee. (HMHS, 2008)

One science teacher was very intentional about her students' learning. She emphatically said:

I don't even let them leave my classroom until they tell me what they've learned.

I try to make learning and the curriculum exciting. I'd say this is not about a curriculum, this is about discovery, and adventure, and learning God's creation. You know testing is

one way, but I'll grab them any old place [in the curriculum] and I'll start saying, 'Do you remember this?' 'What did you learn?' And try to get them to think and apply. I have tangible ways.

I've taken the students that came in and didn't know anything about trees or birds. They thought every bird was a swan and watched them, they leave knowing individual birdcalls, and they could tell you the names of trees, and it's amazing to me! So I guess, the most exciting thing for me is seeing them get excited, seeing them know how to learn. Not just the facts, but getting an excitement and an ability to think and to explore and to discover. I feel like those characteristics will serve them well when they leave. That there's a freedom in creativity and exploration, but there's also structure and discipline. (Teacher 3 Interview, May 15, 2007)

In the survey, a Board member commented that Heartland Mennonite High School has:

Dedicated teachers committed to each individual student. Low student to teacher ratios. Learning not just about academics, but includes leadership, service, basic finances, restorative justice and peacemaking. Transforming the students' lives, not just academic knowledge. This transformation will impact current and future generations of each student's family. (Board of Trustees' Member 1 Survey Comments, 2007)

A parent commented:

My son has been at Heartland Mennonite High School for three years now. During those years, I have observed many important changes: growth in character, a willingness to listen, respect for self and others and a commitment to God, which I see in his daily living. (HMHS, 2008)

The teachers worked well together as they considered themselves team members responsible for student learning. One teacher boasted:

> We have a very good communication system [between teachers] and that's what I like about Mennonite and that's, I'm prepared, if I'm prepared, then I know they will learn because as their instructor, I know what I'm talking about, but I'm not ashamed to say, or I'm not embarrassed to say there are times when I actually have to look, I have to study a whole lesson to prepare myself for a class and so I never want it be said that, 'Well, Miss Simon came by our class' as in, 'she told us this and it's wrong.' (Staff 2 Interview, May 14, 2007)

The assistant principal added his insights:

> The way I evaluate is when a student is able to take information that they learned in the classroom and apply it to something in reference to daily life, such as changing their character or something that affects their character or affects their daily life or affects how they would have an outlook for the future. That helps me to understand that the curriculum is effective. In assessment of students, I don't think testing is the primary way. But, that's what I'm looking at, is their ability to take those abstract concepts as they are presented and then be able to say, 'Hey, I can break them into different pegs in my life,' to say, 'This is where I need to be in the future, this is where I am, this is what I need to put or apply to myself so I can move on effectively.' (Staff 1 Interview, May 14, 2007)

Another teacher expressed mixed feelings over the curriculum and the learning attitudes of the students:

> The curriculum is not a well-defined entity and it's very accessible for teacher

> input. So the curriculum has a, possibly an excessive amount of flexibility to it. As so, we're documenting all that because they have accreditation coming up and they want to have a documented curriculum. They [students] take tests and quizzes… it's just kind of a formality. So I know the kids are processing a certain amount of information because they're tested on it. So I hear the kids very conscious of the criteria for various credentials so that they, I don't know where they pick up all this information, but they're aware of how many Carnegie units the state requires. Their motivation is, what is the criteria to get the credentials to get into college. But unfortunately, I mean I'm concerned that all the kids get accepted to college, but I don't think they're in a position to, many of them are not in the position to benefit from their college experience the way they should, because they've cultivated this kind of shallow study habits. Here's the narrow pass, the low pass to get over this credential and they feel like if you're going to coach them successfully, you should coach them for…that narrow pass. Not the broader, are we really cultivating an academic environment, and cultivating academic kind of curiosity in the kids. (Teacher 1 Interview, May 14, 2007)

Another teacher expressed a minority opinion when he commented on the school's relative effectiveness,

> In the context of Heartland City schools and the United States of America, Heartland Mennonite High School is doing very well and is effective. However, against the backdrop of the world and the brain God created, Heartland Mennonite High School is not effective in helping students reach their potential! Students have greater potential than we expect. (Field Notes, 2007)

However, an alumnus mentioned:

> I thank [the school] for helping direct my academic path. I still remember the [school's] scripture, 'But seek first his kingdom and his righteousness, and all these things will be given to you as well.' (Matthew 6:33). I am planning to go back home at the end of this year. I want to introduce Christ-centered education in Sudan. (HMHS, 2008)

Another alumna's appreciation was reported on the school website (2008):

> She liked the fact that learning was personal, fun and interactive. She especially enjoyed the senior field days where they would visit people in different professions and the service projects such as sorting toys for the Salvation Army. [She] works with children because she wants to continue a value she learned at HMHS: giving back to the community.

A parent mentioned, "When I think of Heartland Mennonite High School, I feel relieved to know that there is a school that ministers to the whole child. The school understands that although many students may enter the same grade, they enter as individuals" (HMHS, 2008).

A counselor bragged on the school's technology and learning atmosphere when she said:

> I don't know if you've ever been to our computer lab. It's awesome! The technology that we have here at Mennonite is very much accessible to our students. They are able to use it at any moment. Our technology itself is very good. What makes, I think helps a child to learn is knowing that we want to teach them. I think a lot of them like the fact that they attend a small school where they're not fighting for the attention of the teacher. They pretty much can get it. I think that most of them like block scheduling because they know by the time they reach twelfth grade; literally they're out of school at 11:40 AM. (Staff 2 Interview, May 14, 2007)

In the survey, a teacher commented, "A personal strength of the principal is her support of new ideas in classroom and the freedom to do them" (Teacher 2 Survey Comments, 2007).

Another teacher made note in the survey:

> This school is strongly focused on having every graduate accepted to go on to college. This is accomplished by some academic rigor, more by busy and aggressive college counseling. Guidance walks students thru [sic] the application process and arranges visits to many schools. (Teacher 1 Survey Comments, 2007)

A parent added, "Heartland Mennonite High School taught my son how to deal with various circumstances and pressures that you cannot always control. It prepared him for the interdependence that comes with going to college" (HMHS, 2008).

A student commented, "I've made honor roll every year and been involved in extracurricular activities…Now that I am a junior, I am getting ready for college. I know that being a student at HMHS has helped me prepare for the next step" (HMHS, 2008).

A classmate added, "HMHS encourages us to attend college by taking us on college trips. Last year, I went to [a Christian] College and stayed in the dorms in order to realize what college life is like. We also toured the campus and attended class" (HMHS, 2008).

Another student said, "I am involved with student council as treasurer and assistant vice president…In addition, I work hard academically and perform at an 'A' level here" (HMHS, 2008).

Another mentioned:

> I attended a global Christian learning program known as LEAP. This program was designed for leaders who want to grow in their spiritual skills and gifts. Being involved in

this activity gave me a great perspective on life here in the states and in other countries. (HMHS, 2008)

Objective data from the surveys added to the subjective information gathered from interviews (see Appendix L). Fifty percent of the 22 questions on Powell's Five Domain Survey Curriculum and Classroom Instruction Domain showed positive objective support of the study school findings. They ranged from the high of 100.0% for question (5), *Frequent field trips enhance the curriculum*, to a low of 0.0% for three questions: (47), *Students attend school on Saturdays to reinforce academic skills*; (63), *There is a pre-school program for four year olds*; and (65), *There is an all day kindergarten program*. The low scores are understandable because these events or programs are non-existent at Heartland Mennonite High School.

Fifty-four percent of the respondents marked Agree or Strongly Agree to the questions in this domain. Thirty percent marked Not Sure. Only 16% of the respondents marked either Disagree (10.0%) or Strongly Disagree (6.0%) and these were mainly in the three questions (47, 63, and 65) noted above.

Only six questions had means of 4.00 or above (see Table 5). They are worth noting: (5), *Frequent field trips enhance the curriculum (X=4.71)*; (10), *Teachers address the individual academic needs of students (X=4.57)*; (38), *The principal understands good classroom instruction (X=4.57)*; (67), *Most staff members participate in staff development (X=4.29)*; (6), *An after school program for students reinforces academic skills (X=4.21)*; and (39), *Teachers frequently assess students on SOL objectives (X=4.07).*

The three questions with the lowest means were those which related to non-existent programs: (65), *There is an all day kindergarten program (X=1.71)*, (63), *There is a pre-school program for four year olds (X=1.86)*, and (47), *Students attend school on Saturdays to reinforce*

academic skills (X=2.21). Another related question had a similarly low mean, (3), *Students participate in an extended year schedule (X=2.71)*.

The remaining questions had means in the 3.14 to 3.93 range indicating that the respondents were Not Sure.

Table 5. Curriculum and Classroom Instruction Domain Ranked Means

Curriculum and Classroom Instruction	X
5. Frequent field trips enhance the curriculum.	4.72
10. Teachers address the individual academic needs of students.	4.57
38. The principal understands good classroom instruction.	4.57
67. Most staff members participate in staff development.	4.29
6. An after school program for students reinforces academic skills.	4.21
39. Teachers frequently assess students on SOL objectives.	4.07
43. Test taking Strategies are taught.	3.93
73. Homework completion is required daily.	3.93
18. Teachers focus on the SOL objectives when teaching the curriculum.	3.71
50. Teaching methods and programs are based on research.	3.71
48. Direct instruction teaching methods are utilized.	3.57
24. Frequent extra-curriculum programs enrich the curriculum.	3.50
7. Teachers use assessment data to plan instruction.	3.36
11. Students are on task throughout the school day.	3.36
1. Curriculum needs determine the type and frequency of staff development.	3.29
72. The adopted curriculum is the focus of all classroom instruction.	3.29
17. Students are taught only in heterogeneous groups.	3.14
3. Students participate in an extended year schedule.	2.71
47. Students attend school on Saturdays to reinforce academic skills.	2.21
63. There is a pre-school program for four year olds.	1.86

On the comment section of Powell's survey, there were eight comments relating to the Curriculum and Classroom Instruction domain. They indicated a school focused on college acceptance, high academic standards and assessment, dedicated teachers and low student to teacher ratios, the principal's support of teachers in the classroom, and learning that included the whole student structured around Mennonite distinctives.

Collaboration and Shared Leadership. Heartland Mennonite High School exhibited a high degree of collaboration and shared leadership. The principal expressed her view of this when she said:

> I see the faculty and staff here as gifts from God. I respect them highly. I seldom go tell them what we're going to do. It's my style to come with either a recommendation or say, 'Now I need your input on this', because I truly believe that people work much better when they are vested in the outcome of whatever the project is. (Principal Interview, May 15, 2007)

The assistant principal agreed. He said:

> I would describe it [collaboration and shared leadership] as, first of all, being very high. I have good communication with my superior, which is the principal. I keep her informed of everything that takes place inside the school and everything that's being, that's associated with the students. She also keeps me informed about what her vision is and what she plans to do for the future. So we collaborate in the sense that we both have shared the vision of where we would like to see the school. (Staff 1 Interview, May 14, 2007)

Other teachers lent their support to the high degree of teamwork. A veteran teacher put it this way:

> Now there's an extensive sense of consensus building. Dr. Joseph is not; she's a charismatic leader. She's not overbearing, administrative kind of a leader. She is kind of a touchy-feely leader, which I think the kids kind of feel like she's a second mom. And she's very collaborative with the staff, and you have, as a staff member, a lot of control over your own curriculum, your own classroom style and organization. It's easy to

propose things and to discuss it with people. It's easy to get to administration. So it's not a difficult thing to implement some idea like that. We can sit down and implement things kind of quickly. (Teacher 1 Interview, May 14, 2007)

A long-term teacher gave this insight:

We meet almost on a weekly basis as a faculty and with the principal and a lot of things get discussed there, and if there's a decision made, that the faculty gets a chance to give feedback and input into how things are done. We can sit down as a whole school with all our faculty and discuss things and decide how we're going to do things. I think we have quite a bit of collaboration in that way. Working together, making decisions together. (Teacher 2 Interview, May 15, 2007)

A guidance counselor added her support:

Well, the final decision lies with Dr. Joseph, but I can say that as, everything that happens here really of grave importance, it comes through our Friday afternoon staff meeting…we're told basically about everything that goes on here now, everything, everything! We know when she has a board meeting…someone meeting in her office…when parents are coming to visit…when schools are coming to visit. There is really no surprise here and I don't know if it's because the school is small, but we know what's going on. (Staff 2 Interview, May 14, 2007)

Another teacher commented:

There's a shared leadership in the area of how you teach your class, the curriculum. For me, if I were going to choose, I love to have a lot of freedom, a lot of shared input into the design of the creative aspects of teaching. But in terms of the overall, some of the structured things, I don't see that we share that as much. Because it would be nice I think

> in some areas to have a little bit more input, but I also understand that we're a work in progress, process. (Teacher 3 Interview, May 15, 2007)

This teacher noted:

> Well, Dr. Joseph is very, very upfront with us, which I appreciate. She makes decisions but then runs them by us, which is really effective and helpful. Collaboration, it's really, we are encouraged to collaborate across curriculum. The big decisions, as far as the schedule of the year and all that stuff, Dr. Joseph does all that stuff. I make a lot of decisions in the classroom that no one knows about except for me [laughter]. (Teacher 4 Interview, May 14, 2007)

Objective data from the surveys added to the subjective information gathered from interviews (see Appendix L). All but one (88%) percent of the 9 questions on Powell's Five Domain Survey Collaboration and Shared Leadership Domain showed positive objective support of the study school findings. They ranged from the high of 92.9% for question (57), *Teachers are leaders in the school*, to a low of 42.8% for question (53), *The principal makes some academic decisions without the input of teachers*. Seventy-five percent of the respondents marked Agree or Strongly Agree to the questions in this domain. Eighteen percent marked Not Sure. Only 7% of the respondents marked Disagree and no one selected Strongly Disagree (0.0%).

All the questions had means of 3.21 or above (see Table 6). Five questions had means of 4.00 or above. The two questions with the highest means were: (57), *Teachers are leaders in the school (X=4.36)*; and (19), *The staff gives the principal input on the purchase of resources (X=4.21)*. There was agreement with these questions: (29), *Leadership in the school is shared between the principal and staff (X=4.00)*; (44), *The staff plans the program for the school in collaboration with the principal (X=4.00)*; and (40), *The staff makes decisions with the principal*

concerning teaching and learning (X=4.14). The questions with the lowest means were (53), *The principal makes some academic decisions without the input of teachers (X=3.21)*; (71), *The staff participates in the hiring process (X=3.64)*; (36), *Teachers are encouraged to participate in decision-making (X=3.86)*; and (2), *The principal and staff together develop the school plan (X=3.93)*.

Table 6. Collaboration and Shared Leadership Domain Ranked Means

Collaboration and Shared Leadership	X
57. Teachers are leaders in the school.	4.36
19. The staff gives the principal input on the purchase of resources.	4.21
40. The staff makes decisions with the principal concerning teaching and learning.	4.14
29. Leadership in the school is shared between the principal and staff.	4.00
44. The staff plans the program in collaboration with the principal.	4.00
2. The principal and staff together develop the school plan.	3.93
36. Teachers are encouraged to participate in decision-making.	3.86
71. The staff participates in the hiring process.	3.64
53. The principal makes some academic decisions without the input of teachers.	3.21

On the comment section of Powell's survey, there were no comments relating to the Collaboration and Shared Leadership domain.

Family and Community Involvement. Heartland Mennonite High School personnel showed varying degrees of family and community involvement when asked in the interviews, "In what ways do you create family and community involvement?"

The principal shared that they planned to bolster parental involvement:

> But we've created a parent-participation form for next year where they have to commit to twenty hours per year, a number of those hours can be worked off by attending the parent-teacher conference meetings, and the professional developments that we've been putting on for them…I really would like to have a parent retreat. (Principal Interview, May 15, 2007)

She also noted about students:

We also have a retreat with the children, as I told you. We're very involved with the community. Our students do service learning. Twelfth graders have career mentors on Friday afternoon. All this takes place on Friday afternoon, and I have my faculty for professional development…Our seniors are out with career mentors in the community…so if students want to go into medicine, they're with Dr. Johnson at his medical center; students in law go to the District Attorney's office and have a full experience. (Principal Interview, May 15, 2007)

About the community, Dr. Joseph commented:

We're also involved with the civic associations. They meet here and we attend those meetings. As you see today, we're also a polling site [Democratic mayoral primary] for the community. The community also gives scholarships to some of our children at graduation and is looking to develop an engineering scholarship. The students are mostly from outside of this immediate community, but they impact the immediate community directly in the area of service learning. (Principal Interview, May 15, 2007)

The assistant principal added, "We definitely have a strong parent organization. If the student doesn't show up for school, our administrative staff immediately makes a phone call to one of those three contacts" (Staff 1 Interview, May 14, 2007).

But he had an alternate view on the community. He said:

The community is somewhat stand-offish. They don't seem to be very in touch, or want to be in touch with the school. Only a few community members are available. I see them at times, and we're very cordial and nice. We try to extend as much help. Sometimes it's hard to get cooperation from them. So, we open up the school, so we always try to keep

our hands extended to the community. It's the community usually tries to push us away. (Staff 1 Interview, May 14, 2007)

He was more positive about community organizations when he noted:

The Community Development Corporation meets here in our school. They meet in our school here for political meetings; and they basically meet to talk about their community and their neighborhood. Now, on the next level, politically, ward leaders and council people, they love that our school is here. From my viewpoint, they have a very warm reception to us, and they like our placement here. So they enjoy us being here, and I think that they like our kids. (Staff 1 Interview, May 14, 2007)

In his role as assistant principal, he insured that:

Our kids are respectful of the community. We remind them that they've got to be respectful of the people in the community. Walking through the community loudly and being disruptive is not tolerated, so that's part of our evaluation for their behavior. (Staff 1 Interview, May 14, 2007)

A counselor added this perspective about family and community involvement when she said that:

[The students] go to the boat factory, different service sites and they have Aikido and drama [classes]. A lot of those are either chaperoned or taught by parents. [There is] a parent night for report cards. Every student has a parent at parent-teacher conference. A lot of the people within this community, they know our students. They're not threatened by them. And this community has embraced this school.

Wow, I mean there's a woman across the street that actually, she's a chaperone for our students going to play tennis. She doesn't have a student. She doesn't have a child

here, but she called up one day and said, 'I want to help'. There are so many people that have been here that I think that just call and say, 'What can I do to help you guys'? Even though we're a small school, so many people reach out to us…it's God trying to move in His own way. (Staff 2 Interview, May 14)

An alumna commented:

I was skeptical about HMHS for the first year. But in tenth grade, I experienced a family crisis and the HMHS community responded with so much love. I was sold after that. [The school] prepared me well for college and also prepared me for the spiritual challenges of college life. (HMHS, 2008)

Another teacher took the initiative to be accessible to parents and create a relationship with them. She said:

Well, in terms of family, I make a point of calling parents a lot. And I don't call parents just when students mess up. I like to call them when they've done well. See they [students] find out it's much nicer when Mom and Dad get a positive thing than a negative. And if I do have an issue, the other thing I do is on my syllabus, I always have my home phone number. No one's ever abused that. But I make myself really accessible so if a question comes up or a parent wants to call me at home, they can. I always make sure they know that. And my students can call me at home too.

I've had parents come in. I always invite them to come in. When I do my health fair, I invite parents to come in and help judge it. Their grade is not based just on my grade. It's a whole peer-evaluation and the parents actually have input too and so they feel part of that. (Teacher 3 Interview, May 15, 2007)

One parent mentioned:

> I like the small stable family environment at Heartland Mennonite High School. It is not only important that my son receive a quality education, but it is also important to me that he discover who he is and whose he is. It takes a special administration, teachers, and parents to encourage that. (HMHS, 2008)

Another parent related, "In the beginning, my daughter was not interested in Heartland Mennonite High School. But once she got there, she loved the family environment. She also was able to travel to Puerto Rico for her senior class trip" (HMHS, 2008).

A third parent expressed her appreciation this way, "What I especially love about Heartland Mennonite High School is that the administration and the teachers are committed to being living examples of a God centered life to the students, their families, and each other" (HMHS, 2008).

Other teachers added that "…parents and pastors and people from the churches come in and are actually involved in the school because they're teaching these electives" (Teacher 1 Interview, May 14, 2007), "…we do have a family night, which is usually in September, which is usually well-attended. The community has meetings here" (Teacher 2 Interview, May 15, 2007), "And so we invite the Mennonite community from Heartland City to come in and play some ping-pong with us. A big tournament and a little fundraiser for the team" (Teacher 4 Interview, May 14, 2007).

Objective data from the surveys added to the subjective information gathered from interviews (see Appendix L). Fifty percent of the 16 questions on Powell's Five Domain Survey Family and Community Relations Domain showed positive objective support of the study school findings. They ranged from the highs of 92.8% and 85.7% respectively for questions (12), *Outside organizations support the school monetarily*; and (25), *Family members are encouraged*

to come to school, to a low of 7.1% for questions (21), *Most parents attend conferences concerning student progress* and (58), *School communication is printed in more than one language*. Question (58) goes along with question (30), *Translators are provided for parents who do not speak English*. Heartland Mennonite is almost totally comprised of English-speaking students and families. A translator is provided when needed.

Only forty-six percent of the respondents marked Agree or Strongly Agree to the questions in this domain. A third (30%) marked Not Sure. A quarter (24%) of the respondents marked either Disagree (20%) or Strongly Disagree (4%).

Only three questions had means of 4.00 or above (see Table 7): (12), *Outside organizations support the school monetarily (X=4.50)*; (25), *Family members are encouraged to come to school (X=4.21)*; and (14), *Family members feel comfortable in the school.* These questions indicated that school has tried to establish relationships with their outside constituents.

Fifty percent of the questions had means in the Not Sure range (X=3.07 to 3.86). These ranged from (75), *School staff members hold classes for parents (X=3.07)*; (20), *The internet is used for communication between school and home (X=3.07)*; to (74), *Teachers are honest with parents concerning student progress (X=3.86)* and (37), *Community members volunteer at the school (X=3.71).*

The question with the lowest mean was (58), *School communication is printed in more than one language (X=2.29).*

On the comment section of Powell's survey, there were no comments relating to the Family and Community Relations domain.

Table 7. Family and Community Relations Domain Ranked Means

Family & Community Relations	X
12. Outside organizations support the school monetarily.	4.50
25. Family members are encouraged to come to school.	4.21
14. Family members feel comfortable in the school.	4.07
74. Teachers are honest with parents concerning student progress.	3.86
37. Community members volunteer at the school.	3.71
66. There is a parent liaison to assist Parents.	3.57
54. Members of civic or social organizations volunteer in the school.	3.43
23. Parents are seen frequently in the school.	3.21
59. The school forms partnerships with businesses.	3.21
20. The Internet is used for communication between school and home.	3.07
75. School staff members hold classes for parents.	3.07
62. The school is the center of the community.	2.86
30. Translators are provided for parents who do not speak English.	2.79
34. After school programs are well attended by parents.	2.57
21. Most parents attend conferences concerning student progress.	2.50
58. School communication is printed in more than one language.	2.29

Effective Management. Even though Heartland Mennonite High School demonstrated effective management by its decade-long existence and growth, there were indications of areas of improvement. One would expect a natural dichotomy between an intimate family-style organization and tight efficient management.

The principal gave her perspective on effective management and insight to her style of leadership:

> Behavior, we are very clear about our discipline codes, our vision, our mission, and our standards of behavior are part of that. Protecting time, I think the Lord has blessed us with the vision for the Friday afternoons. So every Friday afternoon here we have professional development of some kind or, if it's time for report cards, I give them [the teachers] that Friday afternoon to work on their grades. So I try to find out from them what they think their needs are, unless they're apparent needs. I then try to design the Friday afternoons to meet those needs. (Principal Interview, May 15, 2007)

The assistant principal took more of the responsibility for effective management. He said, "I think the principal…is a leader, not the manager…the one that sets the leadership and has the vision for the school…and makes it clear exactly what they want done and where…they guide the ship. When it comes to management, it falls into my purview." (Staff 1 Interview, May 14, 2007).

Another teacher thought the school was run well. He noted:

> She's been pretty hands-on, especially with the children. She's very involved with the school. She doesn't hide away in her office all the time. And she is visible in the school. But overall, we, from my point of view, it seems like we have what we need." (Teacher 2 Interview, May 15, 2007)

A colleague agreed with him. She enthusiastically commented:

> I think our principal's biggest strength is that she does foster creativity and she's able to, I don't know, I don't feel fearful about trying things out. I think also her spiritual leadership is important. She, you know she prays. I've prayed with her students. I know she's prayed for me, with me. I think, and there's a sense of that, of that kind of caring and investment.
>
> When I need something, the principal hears always, if I really need something, I've gotten it. She'll back you up. And that's great! She's not extravagant but there is sometimes that kind of sense that, if this is what really needs to happen and she gets excited about it. She's amazing. She'll find a way. (Teacher 3 Interview, May 15, 2007)

Even in her enthusiasm, this teacher realized that there was certainly room for some improvement. She pointed out:

> I think as a school we struggle with what we say in terms of our discipline policy and consistency. And it's been a struggle. I just kind of have in my background with teens…I'd rather have fewer rules and actually do them, than to have more rules and then be inconsistent. Because teens really pick up the inconsistency stuff. (Teacher 3 Interview, May 15, 2007)

A first year teacher seemed to struggle with the principal's style of leadership. He expressed it this way, "I think there's been times where it's been a bit really disorganized around here. Organizationally I think we can be tighter for sure…We've been inconsistent to a degree with the dress code" (Teacher 4 Interview, May 14, 2007). However, this same teacher recognized his principal's unique strengths. He said, "However, as far as managing our morale, spiritually, emotionally in, she's great, exceptional at that encouraging, loving, all those things" (Teacher 4 Interview, May 14, 2007).

A veteran teacher was able to put the management style into perspective as he noted:

> I think that her forte' is being a charismatic leader. I think she's efficient, actually, I think the assistant principal is more of a detail person. Dr. Joseph, I know she handles lots and lots of details, but she handles them in a much more easy going kind of way. (Teacher 1 Interview, May 14, 2007)

A counselor, while expressing great frustration at out-dated testing material, came back to the principal's style of management. She agreed that Heartland Mennonite High School was effectively managed. As she said, "Because (the) staff likes to work. And I think that's what makes her a more effective, and that's what makes her production here at Mennonite greater, because she shows love, which is something that a lot of other people are lacking" (Staff 2 Interview, May 14, 2007).

Objective data from the surveys added to the subjective information gathered from interviews (see Appendix L). Sixty-nine percent of the 13 questions on Powell's Five Domain Survey Effective Management Domain showed positive objective support of the study school findings. They ranged from the high of 100.0% for question (52), *The principal keeps the teacher-student ratio* low; to a low of 14.3% for question (69), *A nurse on staff addresses the medical needs of students*. Sixty-seven percent of the respondents marked Agree or Strongly Agree to the questions in this domain. Twenty percent marked Not Sure. Only 13% of the respondents marked either Disagree (10%) or Strongly Disagree (3%).

Six questions had means of 4.00 or above (see Table 8): (9), *The principal supports the discipline plan (X=4.14)*; (60), *The principal uses a variety of funding sources to sustain programs at the school (X=4.21)*; (15), *The principal provides teachers with enough supplies, books, and materials to deliver instruction (X=4.29)*; (8), *The principal, not the district office, makes hiring plans (X=4.36)*, (42), *There are uninterrupted blocks of time for instruction (X=4.50)*; and (52), *The principal keeps the teacher-student ratio low (X=4.50).*

The question with the lowest mean was (69), *A nurse on staff addresses the medical needs of students (X=2.71).*

On the comment section of Powell's survey, there were no comments directly relating to the Effective Management domain.

Table 8. Effective Management Domain Ranked Means

Effective Management	
42. There are uninterrupted blocks of time for instruction.	4.50
52. The principal keeps the teacher-student ratio low.	4.50
8. The principal, not the district office, makes hiring decisions.	4.36
15. The principal provides teachers with enough supplies, books, and materials to deliver instruction.	4.29
60. The principal uses a variety of funding sources to sustain programs at the school.	4.21
9. The principal supports the discipline plan.	4.14
68. The discipline plan for student behavior is effective.	3.79
76. Instructional time is protected from interruptions.	3.64
32. Students in this school understand & follow the discipline plan for behavior.	3.50
41. The principal manages funds to ensure the school has the best resources to teach the students.	3.29
13. Teachers know what resources to use for students' social and medical needs.	3.07
55. The district office determines class size.	3.07
69. A nurse on staff addresses the medical needs of students.	2.71

General Comments. This researcher found a strong family atmosphere at the school; "The children are not taught out of the, separated from the context of their families" (Teacher 1 Interview, May 14, 2007). Another long-time teacher commented that they are:

> [V]ery much like a family, with both good and bad [laughter], but that's part of what family's about…that's how God works is in family and community, a family of God, and its imperfections as well as strengths…moving together, praying together, apologizing when necessary, also a sense that we're all growing in Christ…I know all my students and to be able to know them in a personal one-on-one manner, is I think, a powerful thing. I get involved in their lives. (Teacher 3 Interview, May 15, 2007)

A student felt this way also when he said, "HMHS is like a second home. I have had many opportunities at this school that I may not have at any other school" (HMHS, 2008).

A classmate agreed and expressed, "I love HMHS. It is full of teachers who love us and who help us out. Our school is very unique and I feel privileged to be here" (HMHS, 2008).

Another student commented, “Our teachers always support us. I like the fact that the teachers give us tutoring. They always make sure that we understand the work. As a student who struggles sometimes, I really appreciate it” (HMHS, 2008).

A first year teacher noted, “I think every teacher here has a strong desire to create an atmosphere that is safe, and is willing to stay after school to do the extra, to self-sacrifice. I know each student by name” (Teacher 4 Interview, May 14, 2007).

Others made similar comments that reflected a family atmosphere: “The atmosphere of peace” (Staff 1 Interview, May 14) and “One-on-one conferences with teachers, chapel ministry and a safe learning environment” (Staff 2 Interview, May 14).

One teacher elaborated on this:

> It just provides them a safe place to grow up. I think the kids feel safe here. And kids feel mutually supportive. I think that would be the primary feature of the culture. Really superseding the academic culture of the school. (Teacher 1 Interview, May 14, 2007)

The teachers and staff were also dedicated to helping students beyond normal school hours. The principal said:

> The teachers stay after hours everyday to help students. The teachers will stay to help them. I’ve even tutored some on my own a few that were really struggling. We have some church members from the Mennonite Church in particular, who come in and work with students independently. (Principal Interview, May 15, 2007)

There was a strong spiritual dimension at Heartland Mennonite High School. One teacher shared her deep thoughts:

> I think the first thing is prayer. But in our weaknesses we relied on God. The whole Bible to me has always been taking what’s small and least and I think of Gideon and go down

> to, I think some of the power of this school, is that in some ways we don't have the big resources and we don't have all the things fine-tuned and we're kind of a small crew, but I feel like in that, God has been able to manifest Himself in ways that, that maybe wouldn't have occurred otherwise. And that's a powerful statement.
>
> We work with city kids and allowing them to see that, some of the things that we've grappled, there was one period my second year here where we didn't have any, the money was totally…We teachers who were here at that time worked without pay for a couple of weeks, with no benefits. But we stayed the course. And I look at that because I just was stubborn. I just felt God said, 'Stay the course'
>
> But those are the things, kind of; sometimes I celebrate our insignificance, because in our insignificance I can see God's hand. I get all gushy about that. That's just the way I am. (Teacher 3 Interview, May 15, 2007)

Another teacher added in closing, "I guess one aspect I didn't mention is the spiritual aspect. That's important too. They bathe their work in prayer and commitment to Christ" (Teacher 2 Interview, May 15, 2007).

One teacher commented in the survey:

> The successes in the school are due to mainly one crucial thing … prayer. Honestly there are lots of problems with communication, inconsistency, etc., and yet God works through our weaknesses to His glory. Personally I am here because God called me here for this time. Because of His call I never give up. (Teacher 1 Survey Comments, 2007)

This dimension was mentioned again by the principal, "Christ centered and Prayer!" (Principal, Survey Comments, 2007) and a Board of Trustees member, "Faith and prayer" (Board of Trustees' Member 2 Survey Comments, 2007).

The principal was sure to note that, "They [the students] need to know that your greatest desire is their success and the fact that you pray for them. And we pray everyday, and they see us praying for them" (Principal Interview, May 15, 2007).

A student at this urban high school commented:

> In addition to academic learning, I have grown spiritually as well. During the intersession trip, a time of building relationships, we went to the mountains. My class' main goal was to bond for those few days while experiencing what God has created. We were able to climb a mountain and read Scripture verses next to a waterfall. The peace of that experience has truly helped me appreciate God's creation much more in my life. (HMHS, 2008)

Kouzes and Posner's Leadership Practices Inventory

Model the Way. One hundred percent of the six questions in Model the Way category (see Appendix M) showed positive (where fifty percent or higher of the respondents selected Fairly Often , Usually, Very Frequently, or Almost Always) objective support of the study school findings. 97.7% fell in the neutral to positive range (Once in a While, Occasionally, and Sometimes were added).

The top two responses (86.7%) were questions (1), *Sets a personal example of what she expects of others.* and (21), *Builds consensus around a common set of values for running our organization*. The lowest response (53.4%) was question (16), *Asks for feedback on how her actions affect other people's performance*.

All but one question had means in the positive range (7.00 or above) (see Table 9). Question (16), *Asks for feedback on how her actions affect other people's performance (X=6.13)*, had the lowest mean.

Table 9. Model the Way Category Ranked Means

Model the Way	X
1. Sets a personal example of what she expects of others.	8.93
21. Builds consensus around a common set of values for running our organization.	8.20
26. Is clear about her philosophy of leadership.	7.80
11. Follows through on promises and commitments she makes.	7.67
6. Spends time and energy making certain that the people she works with adhere to the principles and standards that we have agreed on.	7.20
16. Asks for feedback on how her actions affect other people's performance.	6.13

Inspire a Shared Vision. One hundred percent of the six questions in the Inspire a Shared Vision category (see Appendix M) showed positive objective support of the study school findings. 96.7% fell in the neutral to positive range.

The top response (100.0%) was question (27), *Speaks with genuine conviction about the higher meaning and purpose of our work*. The next three highest responses (93.4% & 93.3%) were questions (12), *Appeals to others to share an exciting dream of the future;* (7), *Describes a compelling vision of what our future could be like;* (22), *Paints the "big picture" of what we aspire to accomplish*. The lowest response (53.3%) was question (17), *Shows how their long-term interests can be realized by enlisting in a common vision*.

Eighty-eight percent of the respondents answered in the Sometimes to Almost Always categories. A full third answered Almost Always. Only 12% were in the Seldom, Once in a While, and Occasionally categories. No respondents indicated Almost Never and Rarely.

All but one question had means in the positive range (7.00 or above) (see Table 10). Question (17), *Shows how their long-term interests can be realized by enlisting in a common vision (X=6.73)*, had the lowest mean.

Table 10. Inspire a Shared Vision Category Ranked Means

Inspire a Shared Vision	X
27. Speaks with genuine conviction about the higher meaning and purpose of our work.	9.60
12. Appeals to others to share an exciting dream of the future.	8.67
22. Paints the "big picture" of what we aspire to accomplish.	8.53
7. Describes a compelling vision of what our future could be like.	8.20
2. Talks about future trends that will influence how our work gets done.	7.13
17. Shows how their long-term interests can be realized by enlisting in a common vision.	6.73

Challenge the Process. Sixty-seven percent of the six questions in the Challenge the Process category showed positive objective support of the study school findings. 94.5% fell in the neutral to positive range.

The top two responses (86.7%) were questions (13), *Searches outside the formal boundaries of her organization for innovative ways to improve what we do,* and (28), *Experiments and takes risks, even when there is a chance of failure*. The lowest response (46.7%) was question (23), *Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on*.

All but two questions (see Table 11) had means in the positive range (7.00 or above). Question (18), *Asks "What can we learn?" when things don't go as expected (X=6.80),* and Question (23), *Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on (X=6.60)*, had the lowest means.

Table 11. Challenge the Process Ranked Means

Challenge the Process	X
13. Searches outside the formal boundaries of her organization for innovative ways to improve what we do.	8.13
28. Experiments and takes risks, even when there is a chance of failure.	8.00
8. Challenges people to try out new and innovative ways to do their work.	7.53
3. Seeks out challenging opportunities that test her own skills and abilities.	7.07
18. Asks "What can we learn?" when things don't go as expected.	6.80
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	6.60

Enable Others to Act. One hundred percent of the six questions in the Enable Others to Act category showed positive objective support of the study school findings. 100.0% fell in the neutral to positive range.

The top two responses (100.0%) were questions (14), *Treats others with dignity and respect*. and (24), *Gives people a great deal of freedom and choice in deciding on how to do their work*. The lowest response (73.3%) was question (9), *Actively listens to diverse points of view*.

All the questions had means in the positive range (7.00 or above) (see Table 12). Question (9), *Actively listens to diverse points of view (X=7.73)*, had the lowest mean.

Table 12. Enable Others to Act Ranked Means

Enable Others to Act	X
14. Treats others with dignity and respect.	9.53
24. Gives people a great deal of freedom and choice in deciding how to do their work.	9.00
19. Supports the decisions that people make on their own.	8.27
4. Develops cooperative relationships among the people she works with.	8.20
29. Ensures that people grow in their jobs by learning new skills and developing themselves.	7.93
9. Actively listens to diverse points of view.	7.73

Encourage the Heart. One hundred percent of the six questions in the Encourage the Heart category (see Appendix M) showed positive objective support of the study school findings. 100.0% fell in the neutral to positive range.

The top response (100.0%) was question (30), *Gives the members of the team lots of appreciation and support for their contributions*. The next three highest responses (93.4% & 93.3%) were questions (5), *Praises people for a job well done;* (10), *Makes it a point to let people know about her confidence in their abilities;* and (20), *Publicly recognizes people who exemplify commitment to shared values*.

The least response (66.7%) was question (16), *Makes sure people are creatively rewarded for their contributions to success of projects..*

All the questions had means in the positive range (7.00 or above) (see Table 13). Question (15), *Makes sure people are creatively rewarded for their contributions to success of projects (X=7.69)*, had the lowest mean.

Table 13. Encourage the Heart Ranked Means

Encourage the Heart	X
5. Praises people for a job well done.	9.00
30. Gives the members of the team lots of appreciation and support for their contributions.	8.93
20. Publicly recognizes people who exemplify commitment to shared values.	8.60
10. Makes it a point to let people know about her confidence in their abilities.	8.27
25. Finds ways to celebrate accomplishments.	8.00
15. Makers sure people are creatively rewarded for the contributions to success of projects.	7.69

Summary

The results presented in this chapter from the case study and surveys collected provided insight into the leadership behaviors and practices of a principal in an effective urban high school. The principal's leadership was seen through Powell's Five Domains and Kouzes and Posner's Leadership Practices Categories. In the following chapter, the researcher will provide a discussion of the findings and will make recommendations for additional research.

CHAPTER 5

Discussion

The purpose of this study was to identify the behaviors and practices of a principal in an effective urban high school. Data were collected and analyzed from a study of one successful urban high school and a survey of teachers, staff, administration, and board members from that same school. The findings were discussed using Powell's Five Domain Theory with data from Powell's Five Domain Survey and Kouzes and Posner's Leadership Practices Inventory through the framework of the following research questions:

1. "How does the principal in this school influence school effectiveness?"
    a. How do the principal's ideas for the success of the school impact learning in the school?
    b. What does the principal do to ensure the curriculum is implemented effectively?
    c. How are decisions connected to teaching and learning made in the school?
    d. How do school personnel work with families and the community?
    e. What are the principal's management practices? (Powell, 2004).
2. "What are the leadership factors that contribute to Heartland Mennonite High School's (pseudonym) effectiveness in reaching its mission of providing an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking?"

a. What are the principal's leadership characteristics as revealed by Kouzes and Posner's Leadership Practices Inventory (2003)?

b. How is the school effective in equipping students for leadership, service, and peacemaking?

Conclusions were presented based on the findings and limitations of the study were discussed. Implications and recommendations were presented.

Discussion of Findings

Vision, Mission, and Culture

Data collected during the school study identified the importance of Vision, Mission, and Culture to school effectiveness. The vision of the principal, staff, teachers, and board of trustees was a prominent factor in all the data. The principal's ideas for success of the school greatly impacted learning in the school.

The principal reinforced this when she said, "That it is the best high school in the world. I just have very high expectations, for the school to the glory of God … that [the school] makes a difference in the lives of the children. I want it to be a place kids never want to leave and can't wait to come to" (Principal Interview, May 15, 2007). Previously, she had emphatically stated, "…That is my goal, to educate the majority of minority students" (Field Notes, 2006)!

During interviews, on the surveys and website; the staff, teachers, parents and board of trustees used phrases like: "uniqueness in Christ", "character as well as academics", "academically excellent in all areas", and "transforming the students' lives".

The mission of the school was firmly in place. As one parent said, "You can see Heartland Mennonite High School's mission through the excellent academics, tutorial services,

chapel experience, conflict resolution emphasis, student-teacher interaction and community service" (HMHS, 2008).

The culture in this study school was characterized by a strong family-based culture of love, peace, mutual respect, and spiritual purpose. This was an out-flowing of the Mennonite distinctive of love, peace, and social justice and sustained by the intimate relationships developed among constituents.

This aspect of school effectiveness was supported by the literature. DuFor and Eaker (1992) found that the successful principal must be a strong leader who relates well with people and can bring diverse constituents together to achieve the common purpose of effectively educating students. Barth (1990) added that principals must lead in the development of effective relationships. Cunningham and Cordeiro (2000) emphasized that the principal is the key to school improvement and must develop the vision of what schools should become.

Curriculum and Classroom Instruction

Data collected during the school study indicated the importance of Curriculum and Classroom Instruction to school effectiveness. The principal was seen as an instructional leader. The teachers were involved with the curriculum and addressed individual student needs. Heartland Mennonite High School was successful with its curriculum and classroom instruction, given the track record of college attendance of its graduates. The principal was key in ensuring the curriculum is implemented effectively.

The principal noted, "I'm in and out of the classroom regularly. I do formal and informal evaluations. We also have national standards and state standards that influence the way we structure curriculum" (Principal Interview, May 15, 2007).

The school's focus was seen in this statement, "As an urban Mennonite educational institution, we intentionally design instruction that interacts with our unique environment and binds heads and hearts together" (Policy Manual, no page & n.d.). And the school's website (2008) noted an emphasis on exceeding state standards, multiple learning styles, block scheduling, standards based instruction, and integrated curriculum.

Teachers were very intentional about students' learning. The board noticed this and commented, that Heartland Mennonite High School had, "Dedicated teachers committed to each individual student" (Board of Trustees' Member 1 Survey Comments, 2007).

However, two teachers expressed negative viewpoints concerning the curriculum's definition, the learning attitudes of the students, and overall effectiveness of instruction. They felt that students only wanted to pass the requirements and the school was not achieving high enough levels of instruction. One said, "In the context of…the United States of America, [we are] doing very well and [are] effective. However, against the backdrop of the world and the brain God created, [we are] not effective in helping students reach their potential" (Field Notes, 2007)!

In the survey, teachers commented, "A personal strength of the principal is her support of new ideas in classroom and the freedom to do them" (Teacher 2 Survey Comments, 2007) and "This school is strongly focused on having every graduate accepted to go on to college. This is accomplished by some academic rigor, more by busy and aggressive college counseling" (Teacher 1 Survey Comments, 2007).

This aspect of school effectiveness was supported by the literature. DuFor and Eaker (1992) noted the importance of a curriculum that reflects the values of the school and teachers that lead within the classroom. Chance (as cited in Garland, 2004) found the importance of an

instructional focus of established academic goals and the frequent monitoring of student performance. Delisio (2001) found that teachers must understand classroom and family dynamics, lead within the classroom, and develop skills to teach deep subject matter mastery. Bell (2001) noted that high performing schools focused on the delivery of high-quality teaching and learning for all students.

Collaboration and Shared Leadership

Data collected during the school study showed evidence of the importance of Collaboration and Shared Leadership to school effectiveness. Heartland Mennonite High School exhibited a high degree of collaboration and shared leadership. The principal ensured that decisions connected to teaching and learning were made in an atmosphere of collaboration and shared leadership.

The principal expressed a team style of leadership, "I truly believe that people work much better when they are vested in the outcome of whatever the project is" (Principal Interview, May 15, 2007).

The assistant principal agreed, "I would describe it [collaboration and shared leadership] as…being very high...we collaborate in the sense that we both have shared the vision of where we would like to see the school" (Staff 1 Interview, May 14, 2007).

Other teachers lent their support to the high degree of teamwork, "there's an extensive sense of consensus building…she's a charismatic leader…not [an] overbearing, administrative kind of a leader…very collaborative with the staff, and you have…a lot of control over your own curriculum, your own classroom style and organization" (Teacher 1 Interview, May 14, 2007).

A long-term teacher gave this insight, "We can sit down as a whole school …and decide how we're going to do things. I think we have quite a bit of collaboration in that way. Working

together, making decisions together" (Teacher 2 Interview, May 15, 2007). Another noted, "Well, Dr. Joseph is very, very upfront with us, which I appreciate. She makes decisions but then runs them by us, which is really effective and helpful. Collaboration, it's really, we are encouraged to collaborate across curriculum" (Teacher 4 Interview, May 14, 2007).

This aspect of school effectiveness was supported by the literature. Bell (2001) found that high performing schools had principals who shared leadership among administrators, faculty, and parents. Smith, Maeher, and Midgley (1992) noted that successful principals had a personal commitment to helping, working with, and trusting others. Sergiovanni (1992) emphasized the effective school must be a learning community where all the stakeholders are partners. Cooper, Ponder, Merritt, and Matthews (2005) also found that high-performing schools had collaborative instructional improvement. True collegiality among teachers, parents, and principals can make a difference in improving schools from within (Barth, 1990).

Family and Community Relations

Data collected during the school study identified the importance of Family and Community Relations to school effectiveness. Heartland Mennonite High School personnel showed varying degrees of family and community involvement as they worked with families and the community.

The principal shared plans to bolster parental involvement. She commented, "We're also involved with the civic associations. They meet here and we attend those meetings. The community also gives scholarships…" (Principal Interview, May 15, 2007).

The assistant principal added, "We definitely have a strong parent organization" (Staff 1 Interview, May 14, 2007). But he had an alternate view on the community, "The community [as individuals] is somewhat stand-offish, [but formal community organizations] have a very warm

reception to us, and they like our placement here…and I think that they like our kids." He continued, "Our kids are respectful of the community" (Staff 1 Interview, May 14, 2007).

A counselor added a different perspective about family and community involvement, "A lot of the people within this community, they know our students. They're not threatened by them. And this community has embraced this school" (Staff 2 Interview, May 14). Another teacher took the initiative to be accessible to parents and create a relationship with them by calling them with positive news about their children. She even gave out her home phone number with instructions to call when necessary. (Teacher 3 Interview, May 15, 2007)

Another teacher commented, "…parents and pastors and people from the churches come in and are actually involved in the school because they're teaching these electives" (Teacher 1 Interview, May 14, 2007).

This aspect of school effectiveness was supported by the literature. Lezotte (1991) listed as one of the correlates of effective schools as healthy home-school relations. Noguera (2004) emphasized the importance of increasing parental involvement at local school sites and principals must welcome parents, regardless of socioeconomic status, and include them in their children's educational process. The Urban Institute (Clewell & Campbell, 2007) found that highly effective school principals are more responsive to their community. Mediratta and Fruchter (2003) concluded that successful schools have strong involvement with parents and communities.

Effective Management

Data collected during the school study identified the importance of Effective Management to school effectiveness. Even though Heartland Mennonite High School demonstrated effective management by its decade-long existence and growth, there were

indications of areas of improvement. One would expect a natural dichotomy between an intimate family-style organization and tight efficient management. The principal demonstrated effective management practices.

The principal gave her perspective on effective management and insight to her style of leadership, "Protecting time…we have professional development…meet those needs" (Principal Interview, May 15, 2007).

The assistant principal took more of the responsibility for effective management. He said, "When it comes to management, it falls into my purview" (Staff 1 Interview, May 14, 2007).

Another teacher thought the school was run well. (Teacher 2 Interview, May 15, 2007) A colleague agreed with him. She enthusiastically commented, "…if I really need something, I've gotten it. She'll back you up. And that's great" (Teacher 3 Interview, May 15, 2007)!

A first year teacher seemed to struggle with the principal's style of leadership, "I think…it's been a bit really disorganized around here. However, as far as managing our morale, spiritually, emotionally in, she's great, exceptional at that encouraging, loving, all those things" (Teacher 4 Interview, May 14, 2007).

A veteran teacher noted, "I think that her forte' is being a charismatic leader…I know she handles lots and lots of details, but she handles them in a much more easy going kind of way" (Teacher 1 Interview, May 14, 2007).

This aspect of school effectiveness was supported by the literature. Edmonds (1979) determined that administrative behavior, polices and practices have a significant impact on school effectiveness. Bell (2000) found that high-performing schools had principals that were effective managers of the resources in their schools. Smith, Maeher, and Midgley concluded that

an effective principal must be a manager and a leader. Tirozzi (2001) noted that principals of tomorrow's schools must provide managerial support and assistance to teachers.

General Observations

This researcher found a strong family and spiritual atmosphere at the school. A teacher commented, "[We are] very much like a family, with both good and bad [laughter], but that's part of what family's about…that's how God works is in family and community…" (Teacher 3 Interview, May 15, 2007).

A student felt this way also when he said, "HMHS is like a second home. I have had many opportunities at this school that I may not have at any other school." (HMHS, 2008). And one teacher shared her deep thoughts, "I think the first thing is prayer. But in our weaknesses we relied on God…I can see God's hand. I get all gushy about that" (Teacher 3 Interview, May 15, 2007).

Another teacher added in closing, "They bathe their work in prayer and commitment to Christ" (Teacher 2 Interview, May 15, 2007). The principal was sure to note that, "They [the students] need to know that your greatest desire is their success and the fact that you pray for them. And we pray everyday, and they see us praying for them" (Principal Interview, May 15, 2007).

Leadership Practices Inventory from Kouzes & Posner

Data collected during the school study identified the importance of the principal's leadership behavior and practices to school effectiveness. The principal's leadership characteristics as revealed by Kouzes and Posner's Leadership Practices Inventory were very evident. She was seen as being very strong in Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart.

These aspects of school effectiveness were supported by the literature. Gerald Tirozzi, executive director of the National Association of Secondary Principals, summarized it best when he stated:

> The principals of tomorrow's schools must be instructional leaders who possess the requisite skills, capacities, and commitment to lead.… Excellence in school leadership should be recognized as the most important component of school reform…. In a nutshell, the successful school principal of the future will be the individual who raises academic standards, improves academic achievement for all students, and provides support and assistance to the faculty. (2001, p. 438)

Limitations of the Study

Care should be exercised in the interpretation of this study's findings. The research was conducted at only one small private school and involved only one principal. The surveys were completed by a small number of respondents overall. The study school also had a select group of constituents, which reflected a strong Christian (Mennonite and Baptist) worldview. Generalization of the findings would be a cautious and prudent step. The findings do support the findings in the literature review and contribute to the knowledge base on school effectiveness.

Theory Revision

The original conceptual framework of this study was: principal leadership contributes to school effectiveness through the direct influence of the principal's vision on the learning community (see Figure 1). The research data indicated a modification of the original framework would better describe the dynamic at Heartland Mennonite High School.

The revised leadership theory (see Figure 4) was: principal leadership contributes to school effectiveness through the influence (vision) of the principal's behaviors and practices on

the tandem components (task and people domains) of the learning community. The principal as leader (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart) of this effective urban high school set the school's direction (Vision, Mission and Culture), brought the organization and people towards that common goal (Collaboration and Shared Leadership), ensured that tasks were clear, provided requisite tools and resources, maintained accountability (Curriculum and Classroom Instruction & Effective Management), and managed the personal component by building a culture and climate of love, respect and the mutual Christian values of prayer, leadership, service, and peacemaking (Family and Community Involvement).

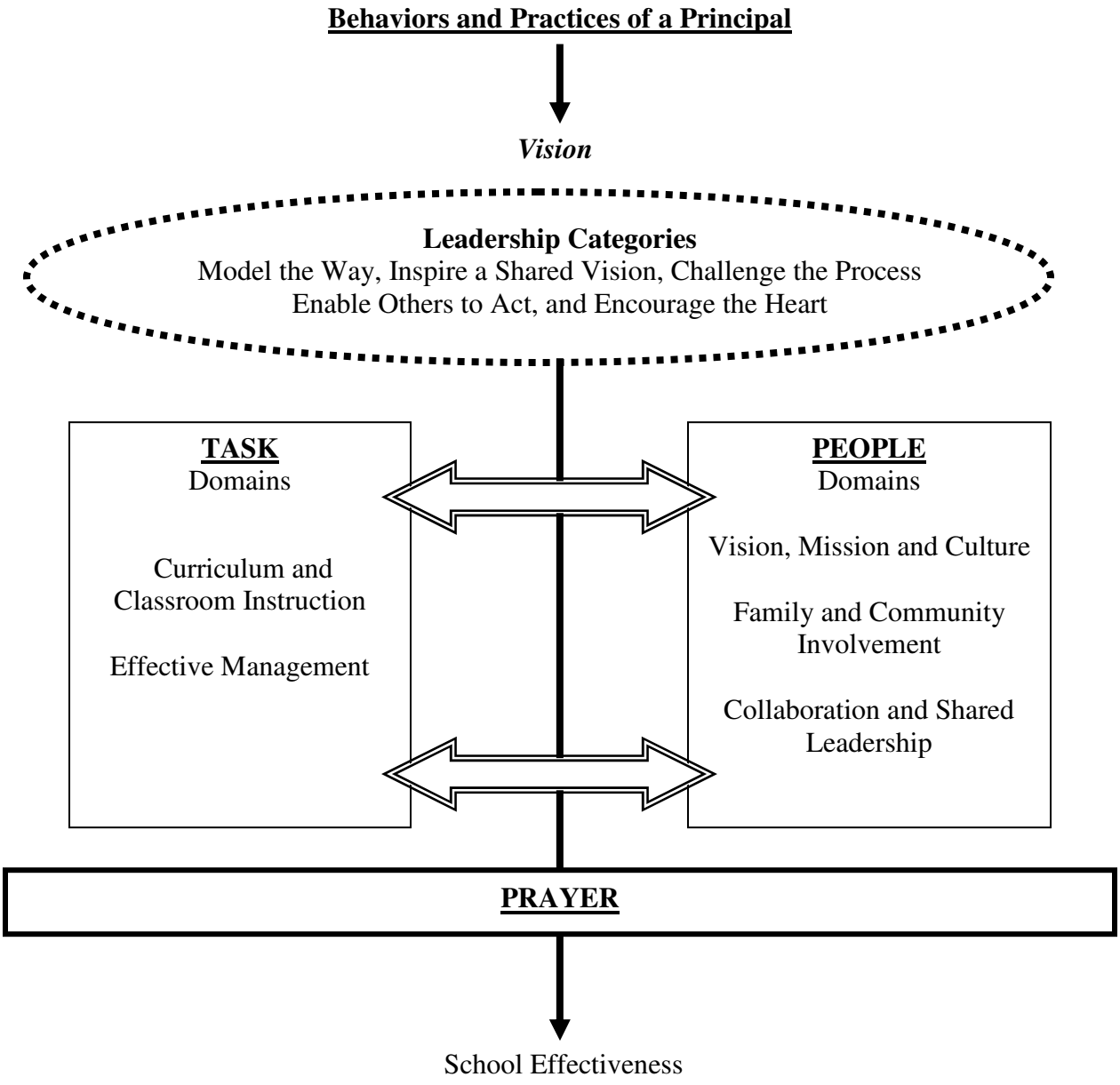

Figure 4. How a principal's behaviors and practices contribute to school effectiveness

revised

Implications and Recommendations

Using the findings from the study school, the following implications and recommendations are presented. First, vision is important to provide direction, therefore the principal in an effective school must have a clear vision and communicate that vision to the constituents. Second, mission is highly related to and inseparable from vision, therefore the principal in an effective school must keep the school moving toward the target set by the vision. Third, culture must be cultivated to provide common ground, mutual respect, and teamwork to accomplish the mission and vision, therefore the principal in an effective school must devote considerable attention, time, and resources to create and maintain a positive culture. Fourth, task aspects must be adhered to in order to provide the mechanics of meeting the mission, therefore the principal of an effective school must ensure these details are fulfilled, whether by herself or a vice-principal. Fifth, high schools are people-intensive organizations, therefore the principal of an effective school must address daily this "soft side" of meeting the school's mission. And sixth, leadership is the key to bring the three aspects of Direction, Task, and People together in organizations for success, therefore the principal of an effective school must be a continual learner, building upon her positive aspects of leadership and strengthening or compensating for less-than-positive aspects of leadership skills.

Recommendations for Further Studies

This study gave a rich and detailed description of the leadership behaviors and practices of one principal in one effective urban Mennonite high school. Questions for further study were recommended as follows:

1. Expand the research base to include other Mennonite high schools in the United States of America and worldwide.

2. Examine effective principal leadership in other faith-based high schools (Protestant, Catholic, Jewish, and Muslim) in the United States of America.

3. Examine effective principal leadership in other non-faith-based high schools (private college preparatory, single gender, and single race) in the United States of America.

4. Examine the impact of teacher qualifications on school effectiveness.

5. Examine the college performance of Heartland Mennonite High School graduates.

6. Expand the study parameters to include intensive data from current Heartland Mennonite High School students and their families.

7. Examine the long-term effectiveness of Heartland Mennonite High School's mission of equipping urban students for leadership, service, and peacemaking.

Conclusion

This study of the behavior and practices of the principal in an effective urban high school confirmed many of the findings presented in the literature review and found that Heartland Mennonite High School was an effective school in part because of the leadership behaviors and practices of the principal. The principal was instrumental in keeping the school moving toward the goal of providing an excellent, Christ-centered education that equips urban students for leadership, service, and peacemaking.

This leader realized the vision of effective urban education through the triad of people, task, and prayer. She enlisted like-minded faculty and staff and cultivated a common vision, family culture, and positive climate. The people felt loved, appreciated, valued, and cared for by each other and the principal. She involved families and the greater community in reaching the vision. The principal was dedicated to transformational leadership wherein she freely collaborated with and shared leadership among the faculty and staff.

Heartland Mennonite High School was more than a friendly family; it was an organized high school that focused on preparing students for college, career, and life. This leader attended to the task aspects of an effective high school by insuring the curriculum and classroom instruction were appropriate, on target, and implemented. The principal enhanced her requisite management skills by surrounding herself with well-qualified and highly competent people.

This leader possessed the humility and realization that an effective Christian high school must be under-girded by prayer and reliance upon God. His direction and provision were sought daily. The principal directed praise toward God for any success the school achieved.

The principal dedicated her career to the emancipation of minority urban high school students from the bonds of sub-standard education by preparing them for college and godly living.

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APPENDIX A

IRB Permission Letter

LIBERTY
UNIVERSITY

Center for Counseling and Family Studies

5-10-07

Re: IRB Approval #528: Leadership & School Success: the Behaviors & Practices of a Principal in an Effective Urban High School

Dear Andy,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This approval is extended to you for one year. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must resubmit the study to the IRB. See the IRB website for appropriate forms in these cases.

Thank you for your cooperation with the IRB and we wish you well with your research project. We will be glad to send you a written memo from the Liberty IRB, as needed, upon request.

Sincerely,

Fernando Garzon, Psy.D.
IRB Chair, Liberty University
Center for Counseling and Family Studies
Liberty University
1971 University Boulevard
Lynchburg, VA 24502-2269
(434) 592-4054
Fax: (434) 522-0477

address 1971 University Boulevard Lynchburg, VA 24502-2269 | phone 434-592-4049 fax 434 522 0477 | email counseling@liberty.edu web www.liberty.edu

APPENDIX B

CONSENT FORM

Leadership and School Success:
The Behaviors and Practices of a Principal
In an Effective Urban High School

Andrew T. Alexson
Liberty University
School of Education

You are invited to be in a research study of the behaviors and practices of a principal in an effective urban high school. You were selected as a possible participant because you are staff/faculty at the school. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Andrew T. Alexson, doctoral candidate at Liberty University's School of Education.

Background Information:
The purpose of this study is to study the connection between leadership and school success by examining the behaviors and practices of the principal.

Procedures:

If you agree to be in this study, we would ask you to do the following things:
Answer interview questions that will be audio-recorded & transcribed (with an opportunity to review, comment and correct the interview transcript) and/or complete a survey about the school.

Risks and Benefits of being in the Study:

The study has minimal risks that are no more than the participant would encounter in everyday life.

There are no benefits to participation.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

The privacy and confidentiality of the participant will be protected through the use of an alpha-numeric code (no SSN/names). The memory cards, interview transcripts, and other data will be

kept in a locked storage file in the researcher's home. The cards will be destroyed at the end of the study. The transcripts will be maintained in locked storage for three years. The data may be used for future publication but with great care taken to insure confidentiality of the participants.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Liberty University or with Heartland Mennonite High School. If you decide to participate, you are free to not answer any question or withdraw at any time with out affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Andrew T. Alexson. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at XXXXXXXXXX and/or Dr. Ellen Lowrie Black (advisor) at XXXXXXXXXX.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Human Subject Office, 1971 University Blvd, Suite 2400, Lynchburg, VA 24502 or email at fgarzon@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature:_____ Date: _____

Signature of Investigator:_____ Date: _____

APPENDIX C

POWELL PERMISSION LETTER

14691 Kogan Drive
Woodbridge, Virginia 22193
April 22, 2007

Dear Mr. Alexson,

I give you permission to replicate my dissertation. I, also, grant you permission to use Appendix B though G and Appendix K in your study as requested in your letter.

Please keep me informed of your progress and the results of your study. This dissertation has been replicated at least once and I believe three other educators may also be using the data for their studies. I am interested in the results across the wide spectrum of education.

Good luck as you proceed with this worthwhile study.

Sincerely,

Susan T. Powell, Ph.D.

APPENDIX D

KOUZES AND POSNER'S PERMISSION LETTER

KOUZES POSNER INTERNATIONAL
15419 Banyan Lane
Monte Sereno, California 95030
FAX: (408) 354-9170

April 20, 2007

Mr. Andrew T. Alexson
603 Marlboro Avenue
East Ridge, Tennessee 37412

Dear Andy:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to ***reproduce*** the instrument as outlined in your letter, at no charge, with the following understandings:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
(2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
(3) That one (1) **electronic** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
(4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) Andrew T. Alexson Date: 4-27-07

APPENDIX E

INTERVIEW GUIDE

I am interested in why your school is successful and particularly looking at what the principal does to ensure success. In my study I want to answer two questions:

1. What are the principal's leadership characteristics that contribute to the school's success in reaching its mission?
2. How does the principal influence school effectiveness?

I will be asking a series of questions to help me understand reasons for the success of this school. I will be tape-recording our interview in order to have an accurate transcription. You will be given a copy of the transcript to check for accuracy.

Structured Questions

For the principal only:
1. How long have you been principal of this school?

2. What are the demographics of your school?
Free and reduced-price lunch students
Minority students
Categories
ESOL students

3. Please name the three most important things you do to ensure your students are successful.

For staff/faculty only:
1. What do you teach?

2. How long have you been working/teaching at this school?

3. Please name the three most important things that happen in this school to ensure the students are successful.

Semi-structured Questions

For the principal only:
1. What is your vision for the school and how does it influence your school culture?
Prompts to use if necessary:
What is the shared vision?
What is the mission?
Do you have a mission statement and where is it displayed?
Describe your school culture.

2. What do you do to ensure teachers are teaching the curriculum and students are learning?
Prompts to use if necessary:
Use of curriculum
Assessment
Staff development

3. Describe collaboration and shared leadership in your school.
Prompts to use if necessary:
Decision making processes
Who makes the decisions?

4. In what ways do you create family and community involvement?
Prompts to use if necessary:
Parent nights
Parent training
Volunteers
PTO
Advisory Council
Partnerships with community

5. In what way do you see yourself as an effective manager?
Prompts to use if necessary:
Obtaining resources for teaching
Protecting time for teaching
Student behavior
Working with the district to change hours, programs to meet needs of students
Obtaining social and medical help for students

For staff/faculty only:
1. Describe the vision of the school.
Prompts to use if necessary:
The mission
Culture
Sharing in the vision

2. How do you know you are teaching the curriculum and your students are learning?
Prompts to use if necessary:
Staff development
Assessment

3. Describe collaboration and shared leadership in your school.
Prompts to use if necessary:
How are decisions made?
Who makes the decisions?

4. In what ways do you create family and community involvement?
Prompts to use if necessary:
Parent nights
Parent training
Volunteers
PTO
Advisory Council
Partnerships with community
5. How is the principal an effective manager?
Prompts if necessary:
Obtaining resources for teaching
Assuring time on task
Behavior management
Obtaining social and medial resources for students

Unstructured Questions

1. What else do you need for me to know about ways you make students successful in your school?

2. Is there anything else I need to know about your school?

APPENDIX F

POWELL'S VALIDATED QUESTIONS FOR QUALITATIVE STUDY

Powell's Five Domains School Survey

Dear Staff/Faculty member,

I am a doctoral candidate at Liberty University studying leadership characteristics at a successful urban school. You either work at the school or a similar school. I need your help with my study. I have designed a survey instrument to assist me in finding the factors that contribute to a school's success. I estimate it will take about fifteen minutes for you to complete this survey and can be done without interfering with your instructional time.

Please answer the following questions as they pertain to your school only.
If you have questions, please feel free to call me at XXX-XXX-XXXX or e-mail me at XXXXXXXXX@liberty.edu. Your responses are confidential. Your name has been asked for on the survey only as a control mechanism and it will not show up in my study or be released to anyone else.

Thank you for your input. I am hopeful the data collected will help other urban schools be as successful as you.

Please write your name here. _____
Your name will be erased and will not appear on the survey after the survey is returned. Names are only used to track surveys returned.

The name of my school is _____.

How many years have you been working/teaching at this school?

What is the total number of years you have been teaching, counting the years at this school?

1 = Strongly Agree
2 = Agree
3 = Disagree
4 = Strongly Disagree
5 = Not Sure

1. Curriculum needs determine the type and frequency of staff development.	1	2	3	4	5
2. The principal and staff together develop the school plan.	1	2	3	4	5
3. Students participate in an extended year schedule.	1	2	3	4	5
4. The school staff embraces the vision of the principal for school success.	1	2	3	4	5
5. Frequent field trips enhance the curriculum.	1	2	3	4	5
6. An after school program reinforces academic skills.	1	2	3	4	5
7. Teachers use assessment data to plan instruction.	1	2	3	4	5
8. The principal, not the district office, makes hiring decisions.	1	2	3	4	5
9. The principal supports the discipline plan.	1	2	3	4	5
10. Teachers address the individual academic needs of students.	1	2	3	4	5
11. Students are on task throughout the school day.	1	2	3	4	5
12. Outside organizations support the school monetarily.	1	2	3	4	5
13. Teachers know what resources to use for students' social and medical needs.	1	2	3	4	5
14. Family members feel comfortable in the school.	1	2	3	4	5
15. The principal provides teachers with enough supplies, books, and materials to deliver instruction.	1	2	3	4	5
16. There is a feeling of respect among and between staff members and students.	1	2	3	4	5
17. Students are taught only in heterogeneous groups.	1	2	3	4	5
18. Teachers focus on objectives when teaching the curriculum.	1	2	3	4	5
19. The staff gives the principal input on the purchase of resources.	1	2	3	4	5
20. The Internet is used for commun. between school & home.	1	2	3	4	5
21. Most parents attend conferences concerning student progress.	1	2	3	4	5

22. The needs of the children come first in our school.	1	2	3	4	5
23. Parents are seen frequently in the school.	1	2	3	4	5
24. Frequent extra-curriculum programs enrich the curriculum.	1	2	3	4	5
25. Family members are encouraged to come to school.	1	2	3	4	5
26. Most people in this school believe all children can learn.	1	2	3	4	5
27. Successes are celebrated frequently by the principal.	1	2	3	4	5
28. Assessment is a vital part of the instructional process.	1	2	3	4	5
29. Leadership in the school is shared between the principal and staff.	1	2	3	4	5
30. Translators are provided for parents who do not speak English.	1	2	3	4	5
31. The school is a happy place for learning.	1	2	3	4	5
32. Students in this school understand and follow the discipline plan for behavior.	1	2	3	4	5
33. The school vision sets the stage for how the staff proceeds with instruction.	1	2	3	4	5
34. After school programs are well attended by parents.	1	2	3	4	5
35. The principal is seen frequently throughout the building.	1	2	3	4	5
36. Teachers are encouraged to participate in decision-making.	1	2	3	4	5
37. Community members volunteer at the school.	1	2	3	4	5
38. The principal understands good classroom instruction.	1	2	3	4	5
39. Teachers frequently assess students on objectives.	1	2	3	4	5
40. The staff makes decisions with the principal concerning teaching and learning.	1	2	3	4	5
41. The principal manages funds to ensure the school has the best resources to teach the students.	1	2	3	4	5

42. There are uninterrupted blocks of time for instruction.	1	2	3	4	5
43. Test taking strategies are taught.	1	2	3	4	5
44. The staff plans the program for the school in collaboration with the principal.	1	2	3	4	5
45. The culture of the school is conducive to learning.	1	2	3	4	5
46. My school develops a plan to ensure all students are successful.	1	2	3	4	5
47. Students attend school on Sat. to reinforce academic skills.	1	2	3	4	5
48. Direct instruction teaching methods are utilized.	1	2	3	4	5
49. The principal visits classrooms frequently.	1	2	3	4	5
50. Teaching methods and programs are based on research.	1	2	3	4	5
51. Most people in the school work for the success of all students.	1	2	3	4	5
52. The principal keeps the teacher-student ratio low.	1	2	3	4	5
53. The principal makes some acad. decisions without the input of teachers.	1	2	3	4	5
54. Members of civic or social orgs. volunteer in the school.	1	2	3	4	5
55. The board determines class size.	1	2	3	4	5
56. The staff enjoys working in this school.	1	2	3	4	5
57. Teachers are leaders in the school.	1	2	3	4	5
58. School communication is printed in more than one language.	1	2	3	4	5
59. The school forms partnerships with businesses.	1	2	3	4	5
60. The principal uses a variety of funding to sustain programs at the school.	1	2	3	4	5
61. The principal knows the names of the students.	1	2	3	4	5
62. The school is the center of the community.	1	2	3	4	5

63. There is a pre-school program for four year olds.	1	2	3	4	5
64. Most people in our school believe the principal is an ethical leader.	1	2	3	4	5
65. There is an all day kindergarten program.	1	2	3	4	5
66. There is a parent liaison to assist parents.	1	2	3	4	5
67. Most staff members participate in staff development.	1	2	3	4	5
68. The discipline plan for student behavior is effective.	1	2	3	4	5
69. A nurse on staff addresses the medical needs of students.	1	2	3	4	5
70. Teachers in our school are free to be risk-takers.	1	2	3	4	5
71. The staff participates in the hiring process.	1	2	3	4	5
72. The adopted curriculum is the focus of all class instruction.	1	2	3	4	5
73. Homework completion is required daily.	1	2	3	4	5
74. Teachers are honest with parents concerning student progress.	1	2	3	4	5
75. School staff members hold classes for parents.	1	2	3	4	5
76. Instructional time is protected from interruptions.	1	2	3	4	5

I am trying to identify key characteristics of successful urban high schools. Please provide any thought or ideas that you have that would help me better understand your school and its successes.

APPENDIX G

KOUZES AND POSNER'S QUANTITATIVE SURVEY

Leadership Practices Inventory

I am the Principal's (circle one): Manager Direct Report Co-Worker Other

To what extent does the Principal typically engage in the following behaviors?
Choose the response number that best applies and record it in the space after that statement.

1 = Almost Never	4 = Once in a While	7 = Fairly Often
2 = Rarely	5 = Occasionally	8 = Usually
3 = Seldom	6 = Sometimes	9 = Very Frequently
		10 = Almost Always

The Principal:

1. Sets a personal example of what she expects of others. _____
2. Talks about future trends that will influence how our work gets done. _____
3. Seeks out challenging opportunities that test her own skills and abilities. _____
4. Develops cooperative relationships among the people she works with. _____
5. Praises people for a job well done. _____
6. Spends time and energy making certain that the people she works with adhere to the principles and standards that we have agreed on. _____
7. Describes a compelling image of what our future could be like . _____
8. Challenges people to try out new and innovative ways to do their work. _____
9. Actively listens to diverse points of view. _____
10. Makes it a point to let people know about her confidence in their abilities. _____

11. Follows through on promises and commitments she makes. _____
12. Appeals to others to share an exciting dream of the future. _____
13. Searches outside the formal boundaries of her organization for innovative ways to improve what we do. _____
14. Treats others with dignity and respect. _____
15. Makes sure people are creatively rewarded for their contributions to success of projects. _____
16. Asks for feedback on how her actions affect other people's performance. _____
17. Shows how their long-term interests can be realized by enlisting in a common vision. _____
18. Asks "What can we learn?" when things don't go as expected. _____
19. Supports the decisions that people make on their own. _____
20. Publicly recognizes people who exemplify commitment to shared values. _____

21. Builds consensus around a common set of values for running our org. _____
22. Paints the "big picture" of what we aspire to accomplish. _____
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. _____
24. Gives people a great deal of freedom and choice in deciding how to do their work. _____
25. Finds ways to celebrate accomplishments. _____
26. Is clear about her philosophy of leadership. _____
27. Speaks with genuine conviction about the higher meaning and purpose of our work. _____
28. Experiments and takes risks, even when there is a chance of failure. _____
29. Ensures that people grow in their jobs by learning new skills and developing themselves. _____
30. Gives the members of the team lots of appreciation and support for their contributions. _____

APPENDIX H

Powell's Five Domain Survey Means for all Questions

	X
61. The principal knows the names of the students.	4.86
5. Frequent field trips enhance the curriculum.	4.71
64. Most people in our school believe the principal is an ethical leader.	4.64
26. Most people in this school believe all children can learn.	4.57
51. Most people in the school work for the success of all students.	4.57
10. Teachers address the individual academic needs of students.	4.57
38. The principal understands good classroom instruction.	4.57
45. The culture of the school is conducive to learning.	4.50
12. Outside organizations support the school monetarily.	4.50
42. There are uninterrupted blocks of time for instruction.	4.50
52. The principal keeps the teacher-student ratio low.	4.50
57. Teachers are leaders in the school.	4.36
8. The principal, not the district office, makes hiring decisions.	4.36
22. The needs of the children come first in our school.	4.29
31. The school is a happy place for learning.	4.29
56. The staff enjoys working in this school.	4.29
67. Most staff members participate in staff development.	4.29
15. The principal provides teachers with enough supplies, books, and materials to deliver instruction.	4.29
4. The school staff embraces the vision of the principal for school success.	4.21
27. Successes are celebrated frequently by the principal.	4.21
6. An after school program for students reinforces academic skills.	4.21
19. The staff gives the principal input on the purchase of resources.	4.21
25. Family members are encouraged to come to school.	4.21
60. The principal uses a variety of funding sources to sustain programs at the school.	4.21
40. The staff makes decisions with the principal concerning teaching and learning.	4.14
9. The principal supports the discipline plan.	4.14
16. There is a feeling of respect among & between staff members and students.	4.07
39. Teachers frequently assess students on SOL objectives.	4.07
14. Family members feel comfortable in the school.	4.07
46. My school develops a plan to ensure all students are successful.	4.00
70. Teachers in our school are free to be risk-takers.	4.00
29. Leadership in the school is shared between the principal and staff.	4.00
44. The staff plans the program in collaboration with the principal.	4.00
28. Assessment is a vital part of the instructional process.	3.93
43. Test taking Strategies are taught.	3.93
73. Homework completion is required daily.	3.93
2. The principal and staff together develop the school plan.	3.93
33. The school vision sets the stage for how the staff proceeds with instruction.	3.86

36. Teachers are encouraged to participate in decision-making.	3.86
74. Teachers are honest with parents concerning student progress.	3.86
68. The discipline plan for student behavior is effective.	3.79
35. The principal is seen frequently throughout the building.	3.71
18. Teachers focus on the SOL objectives when teaching the curriculum.	3.71
50. Teaching methods and programs are based on research.	3.71
37. Community members volunteer at the school.	3.71
71. The staff participates in the hiring process.	3.64
76. Instructional time is protected from interruptions.	3.64
48. Direct instruction teaching methods are utilized.	3.57
66. There is a parent liaison to assist Parents.	3.57
24. Frequent extra-curriculum programs enrich the curriculum.	3.50
32. Students in this school understand & follow the discipline plan for behavior.	3.50
54. Members of civic or social organizations volunteer in the school.	3.43
7. Teachers use assessment data to plan instruction.	3.36
11. Students are on task throughout the school day.	3.36
1. Curriculum needs determine the type and frequency of staff development.	3.29
72. The adopted curriculum is the focus of all classroom instruction.	3.29
41. The principal manages funds to ensure the school has the best resources to teach the students.	3.29
49. The principal visits classrooms frequently.	3.21
53. The principal makes some academic decisions without the input of teachers.	3.21
23. Parents are seen frequently in the school.	3.21
59. The school forms partnerships with businesses.	3.21
17. Students are taught only in heterogeneous groups.	3.14
20. The Internet is used for communication between school and home.	3.07
75. School staff members hold classes for parents.	3.07
13. Teachers know what resources to use for students' social and medical needs.	3.07
55. The district office determines class size.	3.07
62. The school is the center of the community.	2.86
30. Translators are provided for parents who do not speak English.	2.79
3. Students participate in an extended year schedule.	2.71
69. A nurse on staff addresses the medical needs of students.	2.71
34. After school programs are well attended by parents.	2.57
21. Most parents attend conferences concerning student progress.	2.50
58. School communication is printed in more than one language.	2.29
47. Students attend school on Saturdays to reinforce academic skills.	2.21
63. There is a pre-school program for four year olds.	1.86
65. There is an all day kindergarten program.	1.71

APPENDIX I

Powell's Five Domain Survey Standard Deviation for all Questions

	SD
32. Students in this school understand & follow the discipline plan for behavior.	1.225
9. The principal supports the discipline plan.	1.167
24. Frequent extra-curriculum programs enrich the curriculum.	1.160
35. The principal is seen frequently throughout the building.	1.139
68. The discipline plan for student behavior is effective.	1.122
74. Teachers are honest with parents concerning student progress.	1.099
20. The Internet is used for communication between school and home.	1.072
17. Students are taught only in heterogeneous groups.	1.027
62. The school is the center of the community.	1.027
34. After school programs are well attended by parents.	1.016
55. The district office determines class size.	.997
3. Students participate in an extended year schedule.	.994
58. School communication is printed in more than one language.	.994
49. The principal visits classrooms frequently.	.975
53. The principal makes some academic decisions without the input of teachers.	.975
23. Parents are seen frequently in the school.	.975
59. The school forms partnerships with businesses.	.975
46. My school develops a plan to ensure all students are successful.	.961
36. Teachers are encouraged to participate in decision-making.	.949
66. There is a parent liaison to assist Parents.	.938
16. There is a feeling of respect among and between staff members and students.	.917
43. Test taking Strategies are taught.	.917
73. Homework completion is required daily.	.917
22. The needs of the children come first in our school.	.914
41. The principal manages funds to ensure the school has the best resources to teach the students.	.914
4. The school staff embraces the vision of the principal for school success.	.893
30. Translators are provided for parents who do not speak English.	.893
44. The staff plans the program for the school in collaboration with the principal.	.877
54. Members of civic or social organizations volunteer in the school.	.852
57. Teachers are leaders in the school.	.842
8. The principal, not the district office, makes hiring decisions.	.842
71. The staff participates in the hiring process.	.842
76. Instructional time is protected from interruptions.	.842
11. Students are on task throughout the school day.	.842
39. Teachers frequently assess students on SOL objectives.	.829
14. Family members feel comfortable in the school.	.829
13. Teachers know what resources to use for students' social and medical needs.	.829
56. The staff enjoys working in this school.	.825
65. There is an all day kindergarten program.	.825

47. Students attend school on Saturdays to reinforce academic skills.	.802
70. Teachers in our school are free to be risk-takers.	.784
29. Leadership in the school is shared between the principal and staff.	.784
33. The school vision sets the stage for how the staff proceeds with instruction.	.770
63. There is a pre-school program for four year olds.	.770
15. The principal provides teachers with enough supplies, books, and materials to deliver instruction.	.726
18. Teachers focus on the SOL objectives when teaching the curriculum.	.726
50. Teaching methods and programs are based on research.	.726
1. Curriculum needs determine the type and frequency of staff development.	.726
6. An after school program for students reinforces academic skills.	.699
19. The staff gives the principal input on the purchase of resources.	.699
25. Family members are encouraged to come to school.	.699
60. The principal uses a variety of funding sources to sustain programs at the school.	.699
40. The staff makes decisions with the principal concerning teaching & learning.	.663
45. The culture of the school is conducive to learning.	.650
12. Outside organizations support the school monetarily.	.650
42. There are uninterrupted blocks of time for instruction.	.650
21. Most parents attend conferences concerning student progress.	.650
10. Teachers address the individual academic needs of students.	.646
38. The principal understands good classroom instruction.	.646
64. Most people in our school believe the principal is an ethical leader.	.633
7. Teachers use assessment data to plan instruction.	.633
28. Assessment is a vital part of the instructional process.	.616
2. The principal and staff together develop the school plan.	.616
75. School staff members hold classes for parents.	.616
31. The school is a happy place for learning.	.611
67. Most staff members participate in staff development.	.611
37. Community members volunteer at the school.	.611
72. The adopted curriculum is the focus of all classroom instruction.	.611
27. Successes are celebrated frequently by the principal.	.579
52. The principal keeps the teacher-student ratio low.	.519
26. Most people in this school believe all children can learn.	.514
51. Most people in the school work for the success of all students.	.514
48. Direct instruction teaching methods are utilized.	.514
5. Frequent field trips enhance the curriculum.	.469
61. The principal knows the names of the students.	.363

APPENDIX J

Kouzes and Posner's LPI Survey Means for All Questions

	X
27. Speaks with genuine conviction about the higher meaning and purpose of our work.	9.60
14. Treats others with dignity and respect.	9.53
24. Gives people a great deal of freedom and choice in deciding how to do their work.	9.00
5. Praises people for a job well done.	9.00
1. Sets a personal example of what she expects of others.	8.93
30. Gives the members of the team lots of appreciation and support for their contributions.	8.93
12. Appeals to others to share an exciting dream of the future.	8.67
20. Publicly recognizes people who exemplify commitment to shared values.	8.60
22. Paints the "big picture" of what we aspire to accomplish.	8.53
10. Makes it a point to let people know about her confidence in their abilities.	8.27
19. Supports the decisions that people make on their own.	8.27
21. Builds consensus around a common set of values for running our organization.	8.20
4. Develops cooperative relationships among the people she works with.	8.20
7. Describes a compelling vision of what our future could be like.	8.20
13. Searches outside the formal boundaries of her organization for innovative ways to improve what we do.	8.13
25. Finds ways to celebrate accomplishments.	8.00
28. Experiments and takes risks, even when there is a chance of failure.	8.00
29. Ensures that people grow in their jobs by learning new skills and developing themselves.	7.93
26. Is clear about her philosophy of leadership.	7.80
9. Actively listens to diverse points of view.	7.73
15. Makers sure people are creatively rewarded for the contributions to success of projects.	7.69
11. Follows through on promises and commitments she makes.	7.67
8. Challenges people to try out new and innovative ways to do their work.	7.53
6. Spends time and energy making certain that the people she works with adhere to the principles and standards that we have agreed on.	7.20
2. Talks about future trends that will influence how our work gets done.	7.13
3. Seeks out challenging opportunities that test her own skills and abilities.	7.07
18. Asks "What can we learn?" when things don't go as expected.	6.80
17. Shows how their long-term interests can be realized by enlisting in a common vision.	6.73
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	6.60
16. Asks for feedback on how her actions affect other people's performance.	6.13

APPENDIX K

Kouzes and Posner's LPI Survey Standard Deviations for All Questions

	SD
16. Asks for feedback on how her actions affect other people's performance.	2.532
17. Shows how their long-term interests can be realized by enlisting in a common vision.	2.520
3. Seeks out challenging opportunities that test her own skills and abilities.	2.282
28. Experiments and takes risks, even when there is a chance of failure.	2.204
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	2.197
2. Talks about future trends that will influence how our work gets done.	2.167
10. Makes it a point to let people know about her confidence in their abilities.	2.154
26. Is clear about her philosophy of leadership.	2.077
13. Searches outside the formal boundaries of her organization for innovative ways to improve what we do.	1.959
18. Asks "What can we learn?" when things don't go as expected.	1.740
9. Actively listens to diverse points of view.	1.710
6. Spends time and energy making certain that the people she works with adhere to the principles and standards that we have agreed on.	1.656
4. Develops cooperative relationships among the people she works with.	1.656
8. Challenges people to try out new and innovative ways to do their work.	1.598
15. Makers sure people are creatively rewarded for the contributions to success of projects.	1.595
11. Follows through on promises and commitments she makes.	1.589
12. Appeals to others to share an exciting dream of the future.	1.543
1. Sets a personal example of what she expects of others.	1.486
7. Describes a compelling vision of what our future could be like.	1.474
21. Builds consensus around a common set of values for running our organization.	1.474
29. Ensures that people grow in their jobs by learning new skills and developing themselves.	1.438
22. Paints the "big picture" of what we aspire to accomplish.	1.356
25. Finds ways to celebrate accomplishments.	1.309
5. Praises people for a job well done.	1.254
20. Publicly recognizes people who exemplify commitment to shared values.	1.242
19. Supports the decisions that people make on their own.	.961
30. Gives the members of the team lots of appreciation and support for their contributions.	.884
24. Gives people a great deal of freedom and choice in deciding how to do their work.	.845
14. Treats others with dignity and respect.	.743
27. Speaks with genuine conviction about the higher meaning and purpose of our work.	.632

APPENDIX L

Frequency Tables for all respondents to Powell's Five Domain Questions (by domain)

Vision, Mission, and Culture	**Response**							
	1 Strongly Disagree	**2** Disagree	**3** Not Sure	**4** Agree	**5** Strongly Agree	**Total**	***X***	***SD***
Question	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)		
4. The school staff embraces the vision of the principal for school success.	0 (0)	1 (7.1)	1 (7.1)	6 (42.9)	6 (42.9)	14 (100)	4.21	.893
16. There is a feeling of respect among and between staff members and students.	0 (0)	1 (7.1)	2 (14.3)	6 (42.9)	5 (35.7)	14 (100)	4.07	.917
22. The needs of the children come first in our school.	0 (0)	1 (7.1)	1 (7.1)	5 (35.7)	7 (50.0)	14 (100)	4.29	.914
26. Most people in this school believe all children can learn.	0 (0)	0 (0)	0 (0)	6 (42.9)	8 (57.1)	14 (100)	4.57	.514
27. Successes are celebrated frequently by the principal.	0 (0)	0 (0)	1 (7.1)	9 (64.3)	4 (28.6)	14 (100)	4.21	.579
31. The school is a happy place for learning.	0 (0)	0 (0)	1 (7.1)	8 (57.1)	5 (35.7)	14 (100)	4.29	.611
33. The school vision sets the stage for how the staff proceeds with instruction.	0 (0)	0 (0)	5 (35.7)	6 (42.9)	3 (21.4)	14 (100)	3.86	.770
35. The principal is seen frequently throughout the building.	1 (7.1)	1 (7.1)	2 (14.3)	7 (50.0)	3 (21.4)	14 (100)	3.71	1.139

45. The culture of the school is conducive to learning.	0 (0)	0 (0)	1 (7.1)	5 (35.7)	8 (57.1)	14 (100)	4.50	.650
46. My school develops a plan to ensure all students are successful.	0 (0)	1 (7.1)	3 (21.4)	5 (35.7)	5 (35.7)	14 (100)	4.00	.961
49. The principal visits classrooms frequently.	0 (0)	3 (21.4)	7 (50.0)	2 (14.3)	2 (14.3)	14 (100)	3.21	.975
51. Most people in the school work for the success of all students.	0 (0)	0 (0)	0 (0)	6 (42.9)	8 (57.1)	14 (100)	4.57	.514
56. The staff enjoys working in this school.	0 (0)	0 (0)	3 (21.4)	4 (28.6)	7 (50.0)	14 (100)	4.29	.825
61. The principal knows the names of the students.	0 (0)	0 (0)	0 (0)	2 (14.3)	12 (85.7)	14 (100)	4.86	.363
64. Most people in our school believe the principal is an ethical leader.	0 (0)	0 (0)	1 (7.1)	3 (21.4)	10 (71.4)	14 (100)	4.64	.633
70. Teachers in our school are free to be risk-takers.	0 (0)	0 (0)	4 (28.6)	6 (42.9)	4 (28.6)	14 (100)	4.00	.784
Total	1 (0.4)	8 (3.6)	32 (14.3)	86 (38.4)	97 (43.3)	224 (100)		

Curriculum and Classroom Instruction	**Response**							
	1 Strongly Disagree	**2** Disagree	**3** Not Sure	**4** Agree	**5** Strongly Agree	**Total**		
							X	*SD*
Question	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)		
1. Curriculum needs determine the type and frequency of staff development.	0 (0)	2 (14.3)	6 (42.9)	6 (42.9)	0 (0)	14 (100)	3.29	.726
3. Students participate in an extended year schedule.	3 (21.4)	0 (0)	9 (64.3)	2 (14.3)	0 (0)	14 (100)	2.71	.994
5. Frequent field trips enhance the curriculum.	0 (0)	0 (0)	0 (0)	4 (28.6)	10 (71.4)	14 (100)	4.71	.469
6. An after school program for students reinforces academic skills.	0 (0)	0 (0)	2 (14.3)	7 (50.0)	5 (35.7)	14 (100)	4.21	.699
7. Teachers use assessment data to plan instruction.	0 (0)	1 (7.1)	7 (50.0)	6 (42.9)	0 (0)	14 (100)	3.36	.633
10. Teachers address the individual academic needs of students.	0 (0)	0 (0)	1 (7.1)	4 (28.6)	9 (64.3)	14 (100)	4.57	.646
11. Students are on task throughout the school day.	0 (0)	2 (14.3)	6 (42.9)	5 (35.7)	1 (7.1)	14 (100)	3.36	.842
17. Students are taught only in heterogeneous groups.	0 (0)	4 (28.6)	6 (42.9)	2 (14.3)	2 (14.3)	14 (100)	3.14	1.027

18. Teachers focus on the SOL objectives when teaching the curriculum.	0 (0)	0 (0)	6 (42.9)	6 (42.9)	2 (14.3)	14 (100)	3.71	.726
24. Frequent extra-curriculum programs enrich the curriculum.	0 (0)	4 (28.6)	2 (14.3)	5 (35.7)	3 (21.4)	14 (100)	3.50	1.160
28. Assessment is a vital part of the instructional process.	0 (0)	0 (0)	3 (21.4)	9 (64.3)	2 (14.3)	14 (100)	3.93	.616
38. The principal understands good classroom instruction.	0 (0)	0 (0)	1 (7.1)	4 (28.6)	9 (64.3)	14 (100)	4.57	.646
39. Teachers frequently assess students on SOL objectives.	0 (0)	0 (0)	4 (28.6)	5 (35.7)	5 (35.7)	14 (100)	4.07	.829
43. Test taking Strategies are taught.	0 (0)	0 (0)	6 (42.9)	3 (21.4)	5 (35.7)	14 (100)	3.93	.917
47. Students attend school on Saturdays to reinforce academic skills.	3 (21.4)	5 (35.7)	6 (42.9)	0 (0)	0 (0)	14 (100)	2.21	.802
48. Direct instruction teaching methods are utilized.	0 (0)	0 (0)	6 (42.9)	8 (57.1)	0 (0)	14 (100)	3.57	.514
50. Teaching methods and programs are based on research.	0 (0)	1 (7.1)	3 (21.4)	9 (64.3)	1 (7.1)	14 (100)	3.71	.726
63. There is a pre-school program for four year olds.	5 (35.7)	6 (42.9)	3 (21.4)	0 (0)	0 (0)	14 (100)	1.86	.770
65. There is an all day kindergarten program.	7 (50.0)	4 (28.6)	3 (21.4)	0 (0)	0 (0)	14 (100)	1.71	.825
67. Most staff members participate in staff development.	0 (0)	0 (0)	1 (7.1)	8 (57.1)	5 (35.7)	14 (100)	4.29	.611

72. The adopted curriculum is the focus of all classroom instruct.	0 (0)	1 (7.1)	8 (57.1)	5 (35.7)	0 (0)	14 (100)	3.29	.611
73. Homework completion is required daily.	0 (0)	1 (7.1)	3 (21.4)	6 (42.9)	4 (28.6)	14 (100)	3.93	.917
Total	18 (5.8)	31 (10.1)	92 (29.9)	104 (33.8)	63 (20.5)	308 (100.1)		

Collaboration and Shared Leadership	**Response**							
	1 Strongly Disagree	**2** Disagree	**3** Not Sure	**4** Agree	**5** Strongly Agree	**Total**		
							X	*SD*
Question	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)		
2. The principal and staff together develop the school plan.	0 (0)	0 (0)	3 (21.4)	9 (64.3)	2 (14.3)	14 (100)	3.93	.616
19. The staff gives the principal input on the purchase of resources.	0 (0)	0 (0)	2 (14.3)	7 (50.0)	5 (35.7)	14 (100)	4.21	.699
29. Leadership in the school is shared between the principal and staff.	0 (0)	1 (7.1)	1 (7.1)	9 (64.3)	3 (21.4)	14 (100)	4.00	.784
36. Teachers are encouraged to participate in decision-making.	0 (0)	1 (7.1)	4 (28.6)	5 (35.7)	4 (28.6)	14 (100)	3.86	.949
40. The staff makes decisions with the principal concerning teaching and learning.	0 (0)	0 (0)	2 (14.3)	8 (57.1)	4 (28.6)	14 (100)	4.14	.663
44. The staff plans the program for the school in collaboration with the principal.	0 (0)	0 (0)	5 (35.7)	4 (28.6)	5 (35.7)	14 (100)	4.00	.877
53. The principal makes some academic decisions without the input of teachers.	0 (0)	4 (28.6)	4 (28.6)	5 (35.7)	1 (7.1)	14 (100)	3.21	.975
57. Teachers are leaders in the school.	0 (0)	1 (7.1)	0 (0)	6 (42.9)	7 (50.0)	14 (100)	4.36	.842
71. The staff participates in the hiring process.	0 (0)	2 (14.3)	2 (14.3)	9 (64.3)	1 (7.1)	14 (100)	3.64	.842

Total	0 (0)	9 (7.1)	23 (18.3)	62 (49.2)	32 (25.4)	126 (100)		

Family and Community Involvement	**Response**							
	1 Strongly Disagree	**2** Disagree	**3** Not Sure	**4** Agree	**5** Strongly Agree	**Total**		
							X	*SD*
Question	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)		
12. Outside organizations support the school monetarily.	0 (0)	0 (0)	1 (7.1)	5 (35.7)	8 (57.1)	14 (100)	4.50	.650
14. Family members feel comfortable in the school.	0 (0)	0 (0)	4 (28.6)	5 (35.7)	5 (35.7)	14 (100)	4.07	.829
20. The Internet is used for communication between school and home.	1 (7.1)	3 (21.4)	5 (35.7)	4 (28.6)	1 (7.1)	14 (100)	3.07	1.072
21. Most parents attend conferences concerning student progress.	0 (0)	8 (57.1)	5 (35.7)	1 (7.1)	0 (0)	14 (100)	2.50	.650
23. Parents are seen frequently in the school.	0 (0)	4 (28.6)	4 (28.6)	5 (35.7)	1 (7.1)	14 (100)	3.21	.975
25. Family members are encouraged to come to school.	0 (0)	0 (0)	2 (14.3)	7 (50.0)	5 (35.7)	14 (100)	4.21	.699
30. Translators are provided for parents who do not speak English.	2 (14.3)	1 (7.1)	9 (64.3)	2 (14.3)	0 (0)	14 (100)	2.79	.893
34. After school programs are well attended by parents.	2 (14.3)	5 (35.7)	4 (28.6)	3 (21.4)	0 (0)	14 (100)	2.57	1.016
37. Community members volunteer at the school.	0 (0)	1 (7.1)	2 (14.3)	11 (78.6)	0 (0)	14 (100)	3.71	.611

54. Members of civic or social organizations volunteer in the school.	0 (0)	2 (14.3)	5 (35.7)	6 (42.9)	1 (7.1)	14 (100)	3.43	.852
58. School communication is printed in more than one language.	2 (14.3)	8 (57.1)	3 (21.4)	0 (0)	1 (7.1)	14 (100)	2.29	.994
59. The school forms partnerships with businesses.	1 (7.1)	2 (14.3)	4 (28.6)	7 (50.0)	0 (0)	14 (100)	3.21	.975
62. The school is the center of the community.	0 (0)	7 (50.0)	3 (21.4)	3 (21.4)	1 (7.1)	14 (100)	2.86	1.027
66. There is a parent liaison to assist parents.	0 (0)	2 (14.3)	4 (28.6)	6 (42.9)	2 (14.3)	14 (100)	3.57	.938
74. Teachers are honest with parents concerning student progress.	1 (7.1)	0 (0)	3 (21.4)	6 (42.9)	4 (28.6)	14 (100)	3.86	1.099
75. School staff members hold classes for parents.	0 (0)	2 (14.3)	9 (64.3)	3 (21.4)	0 (0)	14 (100)	3.07	.616
Total	9 (4.0)	45 (20.1)	67 (29.9)	74 (33.0)	29 (12.9)	224 (99.9)		

Question	**Response**							
Effective Management	**1** Strongly Disagree	**2** Disagree	**3** Not Sure	**4** Agree	**5** Strongly Agree	**Total**		
							X	*SD*
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)		
8. The principal, not the district office, makes hiring decisions.	0 (0)	0 (0)	3 (21.4)	3 (21.4)	8 (57.1)	14 (100)	4.36	.842
9. The principal supports the discipline plan.	1 (7.1)	0 (0)	2 (14.3)	4 (28.6)	7 (50.0)	14 (100)	4.14	1.167
13. Teachers know what resources to use for students' social and medical needs.	0 (0)	4 (28.6)	5 (35.7)	5 (35.7)	0 (0)	14 (100)	3.07	.829
15. The principal provides teachers with enough supplies, books, and materials to deliver instruction.	0 (0)	0 (0)	2 (14.3)	6 (42.9)	6 (42.9)	14 (100)	4.29	.726
32. Students in this school understand and follow the discipline plan for behavior.	1 (7.1)	2 (14.3)	3 (21.4)	5 (35.7)	3 (21.4)	14 (100)	3.50	1.225
41. The principal manages funds to ensure the school has the best resources to teach the students.	0 (0)	3 (21.4)	5 (35.7)	5 (35.7)	1 (7.1)	14 (100)	3.29	.914
42. There are uninterrupted blocks of time for instruction.	0 (0)	0 (0)	1 (7.1)	5 (35.7)	8 (57.1)	14 (100)	4.50	.650
52. The principal keeps the teacher-student ratio low.	0 (0)	0 (0)	0 (0)	7 (50.0)	7 (50.0)	14 (100)	4.50	.519

55. The district office determines class size.	1 (7.1)	3 (21.4)	4 (28.6)	6 (42.9)	0 (0)	14 (100)	3.07	.997
60. The principal uses a variety of funding sources to sustain programs at the school.	0 (0)	0 (0)	2 (14.3)	7 (50.0)	5 (35.7)	14 (100)	4.21	.699
68. The discipline plan for student behavior is effective.	1 (7.1)	1 (7.1)	1 (7.1)	8 (57.1)	3 (21.4)	14 (100)	3.79	1.122
69. A nurse on staff addresses the medical needs of students.	1 (7.1)	4 (28.6)	7 (50.0)	2 (14.3)	0 (0)	14 (100)	2.71	.825
76. Instructional time is protected from interruptions.	0 (0)	2 (14.3)	2 (14.3)	9 (64.3)	1 (7.1)	14 (100)	3.64	.842
Total	5 (2.7)	19 (10.4)	37 (20.3)	72 (39.6)	49 (26.9)	182 (99.9)		

APPENDIX M

Frequency Tables for all respondents to Kouzes & Posner's Leadership Practices Inventory

(by category)

Model the Way							**Response**					
Q*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**	
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	X (SD)
1.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (13.3)	1 (6.7)	1 (6.7)	3 (20.0)	8 (53.3)	15 (100)	8.93 (1.486)
6.	0 (0)	0 (0)	0 (0)	1 (6.7)	1 (6.7)	3 (20.0)	3 (20.0)	5 (33.3)	0 (0)	2 (13.3)	15 (100)	7.20 (1.656)
11.	0 (0)	0 (0)	0 (0)	1 (6.7)	0 (0)	2 (13.3)	3 (20.0)	5 (33.3)	2 (13.3)	2 (13.3)	15 (100)	7.67 (1.589)
16.	1 (6.7)	0 (0)	1 (6.7)	3 (20.0)	1 (6.7)	1 (6.7)	2 (13.3)	4 (26.7)	1 (6.7)	1 (6.7)	15 (100)	6.13 (2.532)
21..	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	1 (6.7)	2 (13.3)	4 (26.7)	4 (26.7)	3 (20.0)	15 (100)	8.20 (1.474)
26.	0 (0)	0 (0)	0 (0)	2 (13.3)	1 (6.7)	0 (0)	2 (13.3)	4 (26.7)	2 (13.3)	4 (26.7)	15 (100)	7.80 (2.077)
Total	1 (1.1)	0 (0)	1 (1.1)	7 (7.8)	4 (4.4)	9 (10.0)	13 (14.4)	23 (25.6)	12 (13.3)	20 (22.2)	90 (99.9)	

*Model the Way Questions
1. Sets a personal example of what she expects of others.
6. Spends time and energy making certain that the people she works with adhere to the principles and standards we have agreed on.
11. Follows through on promises and commitments she makes
16. Asks for feedback on how her actions affect other people's performance.
21. Builds consensus around a common set of values for running our organization.
26. Is clear about her philosophy of leadership.

Shared Vision							**Response**					
Q*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**	
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	X (SD)
2.	0 (0)	0 (0)	1 (6.7)	1 (6.7)	2 (13.1)	1 (6.7)	3 (20.0)	2 (13.3)	3 (20.0)	2 (13.3)	15 (100)	7.13 (2.167)
7.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	6 (40.0)	2 (13.3)	1 (6.7)	5 (33.3)	15 (100)	8.20 (1.474)
12.	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	0 (0)	2 (13.3)	4 (26.7)	1 (6.7)	7 (46.7)	15 (100)	8.67 (1.543)
17.	0 (0)	0 (0)	2 (13.3)	2 (13.3)	2 (13.3)	1 (6.7)	0 (0)	2 (13.3)	5 (33.3)	1 (6.7)	15 (100)	6.73 (2.520)
22.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	3 (20.0)	3 (20.0)	3 (20.0)	5 (33.3)	15 (100)	8.53 (1.356)
27.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	4 (26.7)	10 (66.7)	15 (100)	9.60 (.632)
Total	0 (0)	0 (0)	3 (3.3)	3 (3.3)	5 (5.6)	4 (4.4)	14 (15.6)	14 (15.6)	17 (18.9)	30 (33.3)	90 (100)	

*Inspire a Shared Vision Questions
2. Talks about future trends that will influence how our work gets done.
7. Describes a compelling future of what we aspire to accomplish.
12. Appeals to others to share an exciting dream of the future.
17. Shows how their long-term interests can be realized by enlisting in a common vision.
22. Paints the “big picture” of what we aspire to accomplish.
27. Speaks with genuine conviction about the higher meaning and purpose of our work.

Challenge the Process							**Response**					
Q*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**	
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	X (SD)
3.	1 (6.7)	0 (0)	0 (0)	0 (0)	2 (13.3)	2 (13.3)	3 (20.0)	2 (13.3)	4 (26.7)	1 (6.7)	15 (100)	7.07 (2.282)
8.	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	4 (26.7)	3 (20.0)	2 (13.3)	3 (20.0)	2 (13.3)	15 (100)	7.53 (1.598)
13.	0 (0)	0 (0)	1 (6.7)	0 (0)	1 (6.7)	0 (0)	1 (6.7)	5 (33.3)	3 (20.0)	4 (26.7)	15 (100)	8.13 (1.959)
18.	0 (0)	0 (0)	0 (0)	2 (13.3)	1 (6.7)	4 (26.7)	2 (13.3)	4 (26.7)	1 (6.7)	1 (6.7)	15 (100)	6.80 (1.740)
23.	0 (0)	0 (0)	2 (13.3)	0 (0)	3 (20.0)	3 (20.0)	1 (6.7)	2 (13.3)	3 (20.0)	1 (6.7)	15 (100)	6.60 (2.197)
28.	1 (6.7)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	1 (6.7)	4 (26.7)	6 (40.0)	2 (13.3)	15 (100)	8.00 (2.204)
Total	2 (2.2)	0 (0)	3 (3.3)	2 (2.2)	8 (8.9)	14 (15.6)	11 (12.2)	19 (21.1)	20 (22.2)	11 (12.2)	90 (99.9)	

*Challenge the Process Questions
3. Seeks out challenging opportunities that test her own skills and abilities.
8. Challenges people to try out new and innovative ways to do their work.
13. Searches outside the formal boundaries of her organization for innovative ways to improve what we do.
18. Asks “What can we learn?” when things don’t go as expected.
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
28. Experiments and takes risks, even when there is a chance of failure.

Enable Others to Act							**Response**					
Q*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**	
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	X (SD)
4.	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	2 (13.3)	2 (13.3)	2 (13.3)	4 (26.7)	4 (26.7)	15 (100)	8.20 (1.656)
9.	0 (0)	0 (0)	0 (0)	0 (0)	2 (13.3)	2 (13.3)	2 (13.3)	4 (26.7)	2 (13.3)	3 (20.0)	15 (100)	7.73 (1.710)
14.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (13.3)	3 (20.0)	10 (66.7)	15 (100)	9.53 (.743)
19.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	0 (0)	10 (66.7)	2 (13.3)	2 (13.3)	15 (100)	8.27 (.961)
24.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	5 (33.3)	5 (33.3)	5 (33.3)	15 (100)	9.00 (.845)
29.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (20.0)	3 (20.0)	4 (26.7)	2 (13.3)	3 (20.0)	15 (100)	7.93 (1.438)
Total	0 (0)	0 (0)	0 (0)	0 (0)	3 (3.3)	8 (8.9)	7 (7.8)	27 (30.0)	18 (20.0)	27 (30.0)	90 (100)	

*Enable Others to Act Questions
4. Develops cooperative relationships among the people she works with.
9. Actively listens to diverse points of view.
14. Treats others with dignity and respect.
19. Supports the decisions that people make on their own.
24. Gives people a great deal of freedom and choice in deciding how to do their work.
29. Ensures that people grow in their jobs by learning new skills and developing themselves.

Encourage the Heart							**Response**					
Q*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**	
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	X (SD)
5.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	1 (6.7)	2 (13.3)	4 (26.7)	7 (46.7)	15 (100)	9.00 (1.254)
10.	1 (6.7)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	6 (40.0)	5 (33.3)	3 (20.0)	15 (100)	8.27 (2.154)
15.	0 (0)	0 (0)	0 (0)	0 (0)	2 (13.3)	3 (20.0)	0 (0)	5 (33.3)	4 (26.7)	1 (6.7)	15 (100)	7.69 (1.595)
20.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	1 (6.7)	6 (40.0)	2 (13.3)	5 (33.3)	15 (100)	8.60 (1.242)
25.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (13.3)	4 (26.7)	3 (20.0)	4 (26.7)	2 (13.3)	15 (100)	8.00 (1.309)
30.	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (6.7)	3 (20.0)	7 (46.7)	4 (26.7)	15 (100)	8.93 (.884)
Total	1 (1.1)	0 (0)	0 (0)	0 (0)	2 (2.2)	7 (7.8)	7 (7.8)	25 (27.8)	26 (28.9)	22 (24.4)	90 (100)	

*Encourage the Heart Questions
5. Praises people for a job well done.
10. Makes it a point to let people know about her confidence in their abilities.
15. Makes sure people are creatively rewarded for the contributions to success of projects.
20. Publicly recognizes people who exemplify commitment to shared values.
25. Finds ways to celebrate accomplishments.
30. Gives the members of the team lots of appreciation and support for their contributions.

APPENDIX N

SURVEY COMMENTS

The survey included a section for additional comments with the instructions: "I am trying to identify key characteristics of successful urban high schools. Please provide me any thought or ideas that you have that would help me better understand your school and its success."

Board of Trustees (1)
- Dedicated teachers committed to each individual student.
- Low student to teacher ratios.
- Learning not just about academics, but includes leadership, service, basic finances, restorative justice and peacemaking. Transforming the students [sic] lives, not just academic knowledge. This transformation will impact current and future generations of each student's family.
- Funding sources to make the school accessible to low-income families.

Board of Trustees (2)
- Unified vision, mission, and purpose.
- Visionary principal and dedicated staff.
- Unity among board, administration, staff, parents and students around central mission of the school.
- Faith and prayer.

Principal
- Christ centered, Commitment, Exciting, Clear mission, vision, core values.
- Academic standards, Experienced leadership, Prayer!
- Adequate resources, High expectations, Financial support.
- Assessments.

Staff: no comments

Teachers (1)
- Characteristics of leadership or of high school? Urban is a vague descriptor. There are 100's of school within the city limits pursing many different programs. This school is small and intimate; others are large and more impersonal.
- This school is strongly focused on having every graduate accepted to go on to college.
- This is accomplished by some academic rigor, more by busy and aggressive college counseling. Guidance walks students thru the application process and arranges visits to many schools.

Teachers (2)
- The successes in the school are due to mainly one crucial thing … prayer.
- Honestly there are lots of problems with communication, inconsistency, etc., and yet God works through our weaknesses to His glory.
- Personally I am here because God called me here for this time. Because of His call I never give up.
- A personal strength of the principal is her support of new ideas in classroom and the freedom to do them.

APPENDIX O

EDUCATIONAL PHILOSOPHY

We believe in God; who is the Father of our Lord and Savior Jesus Christ, the Creator and Sustainer of the universe. We believe that He has called us to be stewards of His creation and to grow in love of God and each other. In Christ we find our identity and significance. God's Word is transformational, providing a common ground for community, language, and wholeness. In order to provide this common ground, it is imperative that each member of our community be provided with equal access to resources. Only in this context will members of our community achieve Christ-centered success.

We believe that God calls us to provide an educational structure from a Christian perspective that expands our students' worldview. We believe our students, made in the image of God, are significant. They bring competencies to the classroom that enrich our common learning experiences.

Students come to Heartland Mennonite High School from diverse faith communities. In the context of an urban high school that embraces a Christ-centered Anabaptist worldview, we intentionally create a common faith community. We see ourselves as a mission center that equips and nurtures students for leadership, peacemaking, and service in the church and the world. We use life experiences and educational principles that are in harmony with Scriptures. Learning is a lifelong experience and takes place in and out of school. Humans are born with a need to make sense of the world and to communicate with others. The world is our classroom. Partnerships are critical as we develop learning experiences from local to global levels.

God calls us to be honest about the realities of our class- and race-based society in which there exist "hidden rules" that govern institutional structures and have the potential to divide. As we live in awareness of these realities, in God's Holy Spirit, and in a commitment to live out the gospel, we are afforded the unique privilege of reflecting unity in diversity, God's beautiful wholeness. In Mennonite schools, faith and learning are inseparable. Learners process academic and spiritual experiences using facts, information, and theories at the same time they are called to personal transformation as they gain a sense of God's purposes for the world and for their lives. As an urban Mennonite educational institution, we intentionally design instruction that interacts with our unique environment and binds heads and hearts together.

We affirm God's unconditional love that transforms what we teach and our relationship with students. We model Christ: speaking confidently yet humbly about our faith, and valuing each student's spiritual journey. As a Mennonite school, we are privileged to be in partnership with individuals, families, congregations, and conferences. These relationships are essential to the growth, success, and vitality of an urban Anabaptist expression.