

Survey Report

The WELS Principal
Position: Time,
Training, and
Compensation

December 2015

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A Report on the WELS Principal Position: Time, Training, and Compensation

Background

In recent years, the position of the Lutheran school principal in the Wisconsin Evangelical Lutheran Synod (WELS) has received considerable discussion. Much of the discussion regards issues of administrative time, training, and compensation. The 2013 WELS Biennial Convention adopted a resolution that all schools provide Lutheran school principals with administrative release time (ART) “that meets or exceeds the recommended WELSSA [Wisconsin Ev. Lutheran Synod School Accreditation] standard of one hour [per week] for every 7.5 students in the school” (Proceedings, 2013, p. 70). Yet, studies demonstrate that most WELS schools do not meet that standard, and as a result, most WELS principals are dissatisfied with their release time (Granberg, 2003; Hintz, 2014, Schmill, 2009).

The increasing complexities facing Lutheran schools require more leadership and administrative training than WELS principals have traditionally received (Hintz, 2014; Meyer, 2012; 2013; Schmill, 2009). Both the WELS long-range plan (BORAM, 2015, p. 75) and convention resolutions (Proceedings, 2013, p. 51) call for synod-created programs to provide full principal training. A variety of programs for initial, full, and continued training of WELS principals now exist (InFocus, 2015).

Recently, the 2015 synod convention reviewed a report by the Ad Hoc Commission II that stated, among other things, that current compensation guidelines do not “sufficiently reflect called workers duties or responsibilities” and may contribute to the synod’s difficulties in filling principal vacancies (BORAM, 2015, p. 187). The convention asked the compensation review committee to bring a recommendation to the next convention (Proceedings, 2015, pp. 44-45).

There is also a growing concern about a shortage of people willing or able to fill the WELS principal positions. The Task Force for Lutheran Schools reported that the percentage of WELS principals who didn’t want to be one grew from 36% to 38% between 2003 and 2008 (BORAM, 2013, p. 53). The Ad Hoc Commission II reported on “the difficulty the synod is having filling principal vacancies” (BORAM, 2015, p. 187). To fill the vacancies, 21 novice teachers were assigned to dual principal/teacher roles in the past three years despite repeated encouragements for the synod not to do so (BORAM, 2013, p. 55; Proceedings, 2013, p. 51 & 70).

In light of the above concerns, an informal committee was created to gather data that might shed light on current issues. In particular, the committee wondered what impact issues of time, training, and compensation may have on the recruitment and retention of WELS principals. A WELS principal position survey was created to answer the following questions:

- Research Question 1: What are WELS teacher and principal attitudes toward administrative time, training, and compensation?
- Research Question 2: What impact do issues of administrative time, training, and compensation have on WELS principal and teacher willingness to serve in the principal role?
- Research Question 3: Is there enough interest in serving as a WELS principal among experienced WELS teachers to meet Lutheran school needs?

WELS Principal Position Survey

Participants

The survey was sent to 2051 WELS teachers actively serving in a called position in grades K - 12. There were 1082 people who responded, of whom 567 identified themselves as men (56%) and 444 as women (44%). Women account for 59% of the WELS K-12 population, so the female response is lower than expected. One reason for the lower female survey response may be that the WELS principal position is currently reserved for men only, and some women may have believed the survey content was not pertinent to them. Several women replied to the email invitation stating as much. A few examples follow:

- "I do not know enough about what a principal does to be qualified to take the survey."
- "I am a female teacher so I don't know if this was inadvertently sent to me?"

The survey had a high participation rate by WELS principals. Of the 567 male respondents, 245 (43%) also identified themselves as principals. Since the WELS has 342 elementary and high schools primarily served by male principals, about 73% of its principals responded.

Respondent experience levels were evenly distributed as noted in figure 1 indicating a cross-section of ages.

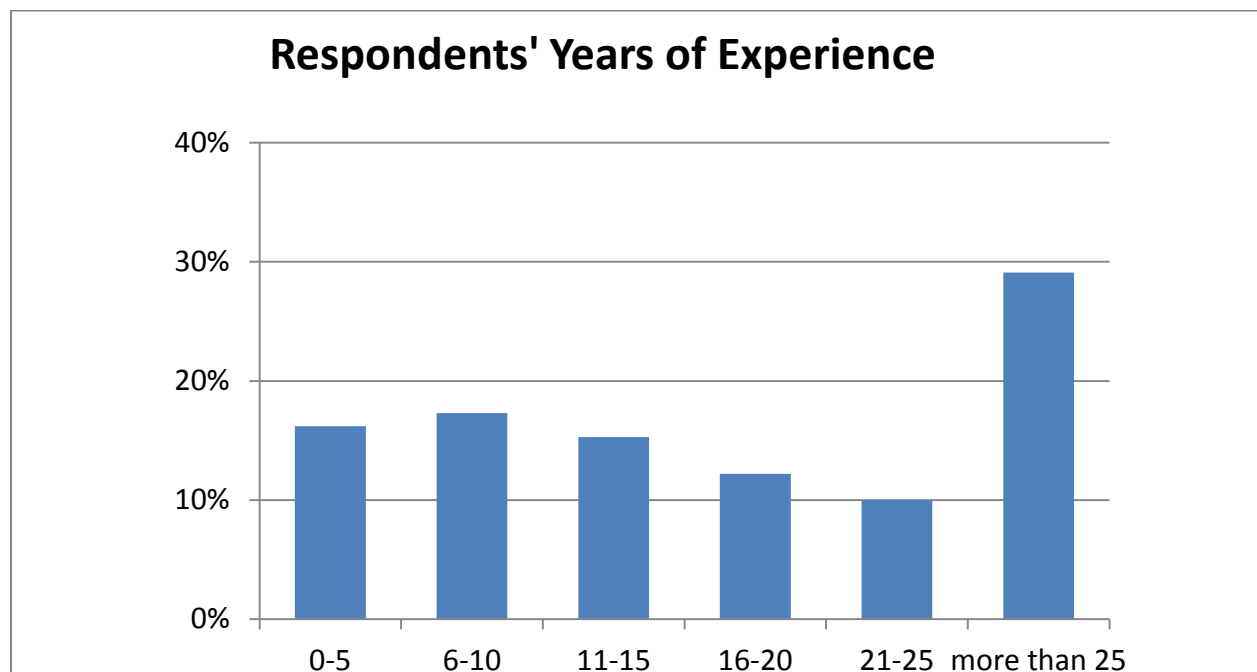


Figure 1: Respondents' self-reported years of teaching experience.

Distribution

Survey data was collected using a commercial online survey tool. It opened on September 15, 2015 and closed on September 25, 2015. Two email invitations were sent out. The initial email was sent on September 15 with a link to the survey. A reminder was sent on September 22 to those who had not yet completed the survey.

Response Rate

Total count:	2,051
Undeliverable emails:	26
Responses:	1,082 (63 partial/1,019 complete)
Response Rate:	53.4%

A response rate of 53.4% is excellent for a web-based survey. Studies demonstrate that average response rates for web-based surveys fall in a range between 34 – 39% (Cook, Heath, & Thompson, 2000; Scheehan, 2001). Sheehan (2001) demonstrated that since e-mail surveys were first introduced, the response rate has been steadily declining due to a number of sociological factors associated with modern society and proliferation of web-based advertising.

Survey Items:

The survey had twelve items. Four items used a Likert-type scale, and the rest asked for categorical data. Two items with categorical data included a choice for “other” where students could enter narrative data. Three questions asked for demographic data to aid analysis.

The first six items asked respondents to indicate what they believed to be adequate administrative time, training, and compensation levels for WELS principals. These questions helped respondents self-calibrate their meanings of “adequate,” so they could use that meaning to reflect on how it might affect their attitudes toward the WELS principal position. See Appendix A (p. 24) for a copy of the survey.

Limitations

The survey is limited to only those who responded. Though a majority of WELS principals responded, women are underrepresented. Measures were not taken to ensure that the sample is representative of the overall population of WELS teachers. Additionally, it is possible that those who respond to web-surveys by email invitation may have different characteristics than the population of all WELS teachers, even though web surveys have been shown to “produce higher quality data” (Shin, Johnson, & Rao, 2012, p. 222).

Survey Analysis

Methods

The analysis relied primarily on descriptive methods. The relative importance of the responses for each categorical response was calculated by the ratio that response was selected compared to the others in the item and reported as a percentage. See Appendix A (p. 24) for a copy of the survey with descriptive statistics by item.

Items 1, 3, and 5 used a five point Likert scale with choices of *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree*. Choices for “strongly disagree” and “disagree” were aggregated, as were choices for “agree” and “strongly agree” to indicate the degree of support for a statement. Neutral responses were not included as being either for or against.

Demographic information was used for cross-tabulations to discern how responses might differ according to respondent characteristics such as being a principal, years of teaching experience, and gender. In some cases simple t-tests were used to investigate differences in answers between subgroups.

Analyses by Research Questions

Question 1: What are WELS teacher and principal attitudes toward administrative time, training, and compensation?

Time. WELS teachers and principals believe that WELS principals are not provided enough time to fulfill their responsibilities. Overall, 70% indicated they either strongly disagree or disagree with the statement that *WELS principals are given adequate time to fulfill their leadership responsibilities*. Only 14% of respondents agree. Importantly, 82% of current principals disagree. (See table 1, p. 6).

Most WELS principals are teachers who also serve as principals. The WELSSA accreditation standard states that principals should receive 10 hours per week of release from teaching duties for administrative work for every 75 students. Most WELS teachers and principals believe that more administrative release time than the standard is needed. When asked how many hours per week should be provided for administrative release time for a 75 student school, 55% selected categories of 11 hours or more, though the most common response was 6 – 10 hours (37%). Among current principals, 64% selected categories that exceeded the WELSSA standard with the most common response being 11 – 15 hours (34%).

Table 1 <i>Reactions to whether WELS principals are given adequate amount of time to fulfill their responsibilities.</i>			
Percent of Respondents			
<u>Categories</u>	<u>Strongly Disagree or Disagree</u>	<u>Neutral</u>	<u>Agree or Strongly Agree</u>
All Respondents	70%	16%	14%
Current Principals*	82%	10%	8%
Men (not principals)	71%	17%	12%
Women	65%	18%	17%

**Current principals are mostly men. Of the 245 people that identified themselves as principals, 240 were men and 5 were women.*

Training. Most WELS teachers and principals believe that WELS principals do not receive adequate training. Overall, 64% disagree or strongly disagree with the statement that *WELS principals are given adequate training to fulfill their leadership responsibilities*. Only 10% agree. Again, current principals feel more strongly than teachers, with 73% disagreeing that they receive adequate training (see table 2, p. 6).

The only qualification for being a WELS principal today is to be a male WELS teacher, and most principals are assigned to the role immediately upon graduation from college with a bachelor’s degree in

Table 2 <i>Reactions to whether WELS principals are given adequate amount of training to fulfill their responsibilities.</i>			
Percent of Respondents			
<u>Categories</u>	<u>Strongly Disagree or Disagree</u>	<u>Neutral</u>	<u>Agree or Strongly Agree</u>
All Respondents	64%	26%	10%
Current Principals	74%	19%	7%
Men (not principals)	64%	27%	9%
Women	60%	28%	12%

education. WELS teachers and principals do not think this is adequate preparation. Only 0.75% of respondents indicated that a bachelor’s degree in education alone is appropriate, and only 19% believe a bachelor’s degree with experience is sufficient (survey item 4). In contrast, 69% responded that additional training beyond the bachelor’s degree is necessary, with 40% indicating “some practical training” and 21% selecting a master’s degree in educational administration.

All subcategories of individuals responded in similar proportions except when broken down by years of experience. Non-principal men teachers who have less than 10 years of experience and those with more than 25 years responded very differently to this item. Younger men are 2.5 times more likely to view a master’s degree as necessary, and older men are more likely to see experience alone as adequate (see figure 2, p. 7).

About 11% of the respondents chose the “other” category with a written explanation. These explanations reveal the wide range of thoughts on the topic (see p. 46 for all comments).

- *A college course designed to train those students who wish to receive a principal call on assignment day.*
- *We have a minor in urban ministry. Why not a minor in school administration?*
- *Bachelor’s plus three years experience AND practical training*
- *It depends on the size of the school*
- *Mentorship*
- *Classes pertaining to the position*
- *At least 10 years of experience and a master’s in administration*
- *I feel that the WELS principal should have teaching experience because it gives them the perspective of a teacher when working with teachers. I also feel that today’s principal needs practical training on classroom supervision and curriculum development to name a couple areas. One part of that practical training should be an advanced degree in administration/leadership.*

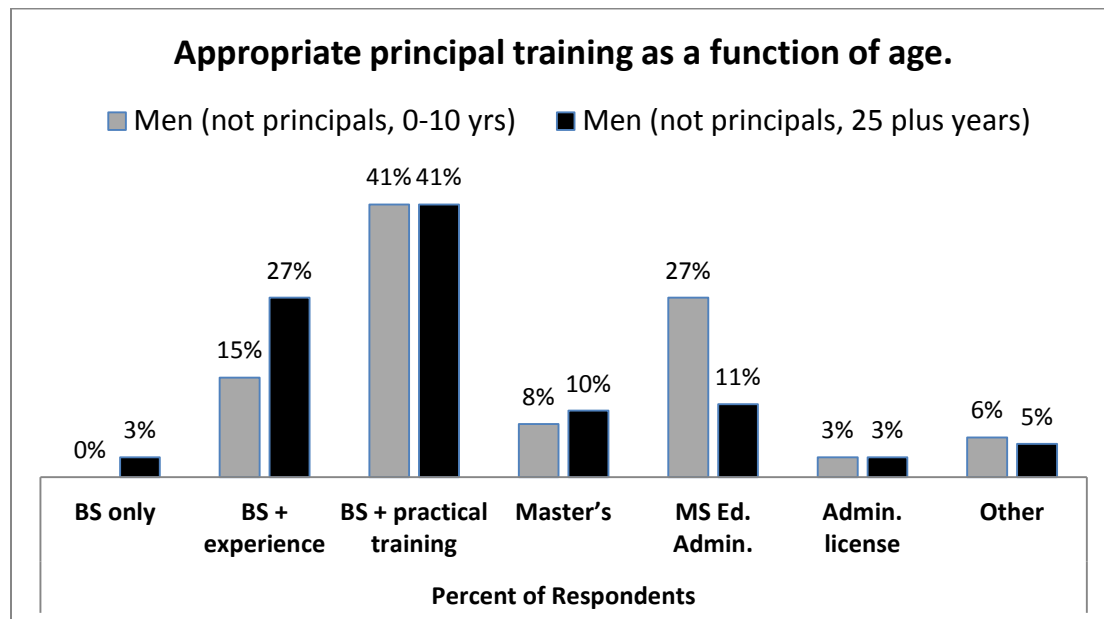


Figure 2: Response comparison between younger men (0-10 years of experience) and older men (25 or more years of experience) concerning adequate training to be a WELS principal.

Compensation. WELS teachers and principals are split on whether WELS principal remuneration is commensurate to the position. While only 17% believe the compensation is fair and 42% believe it is

not, 41% are neutral on the topic. Current principals are less conflicted on the issue, with most (57%) indicating they disagree that the compensation is adequate (see table 3, p. 8).

Most WELS teachers and principals think that WELS principals should be paid more than teachers (survey item 5). Only 1.7% indicated that the principal should be compensated the same as the other teachers, while 82% indicated the pay should be greater (survey item 6). The most common selection was the “teacher salary plus \$5,000” (35%), and the next most common was the “teacher salary plus \$10,000” (22%). Among current principals, 23% selected “other” and provided explanations agreeing that the salary should be more than that of teachers but should depend upon school size, responsibilities/expectations, or the principal’s expertise/training. Several principals mentioned that they are doing two jobs and should be paid accordingly. Below are some representative comments from principals who selected the “other” category (see p. 50 for all comments).

- *Salary should be based on education and experience plus a percentage of teacher’s salary. A principal with a master’s and administrator’s license should receive more than a principal that only has a bachelor’s degree.*
- *I don’t think a blanket number is appropriate. There is a lot of variety from school to school in regard to how much time and responsibility is required. On the whole, however, our principals are NOT compensated appropriately.*
- *At least \$10,000. You’re asking them to do two jobs for the price of one in most cases. Everyone who has extra duties should also be compensated accordingly!*

Categories	Percent of Respondents		
	Strongly Disagree or Disagree	Neutral	Agree or Strongly Agree
All Respondents	42%	41%	17%
Current Principals	57%	29%	14%

Question 2: What impact do issues of administrative time, training, and compensation have on WELS principal and teacher willingness to serve in the principal role?

The primary purpose of the survey was to learn how current practices of principal release time, training expectations, and compensation in WELS schools influence WELS teacher and principal attitudes toward the principal position. As demonstrated in survey items 1 to 6, most WELS teachers and principals believe that insufficient time and training are provided for the position, and most principals believe that they are not fairly compensated for their work. Do those opinions shape their willingness to serve as a principal? Will providing more time, training, and compensation increase willingness to serve as a principal? If so, which factors are most important to address?

Interest in serving as principal under current conditions. The survey asked participants, *Whether or not you are a WELS principal, rate your level of interest in serving in that position.* Four choices were provided: *no interest, low interest, interest, and high interest.* Among all respondents, 37% reported they have either an interest or high interest in the WELS principal position (see table 4, p. 9).

Categories	Percent of Respondents	
	<u>No Interest or Low Interest</u>	<u>Interest or High Interest</u>
All Respondents	63%	37%
Current Principals	21%	79%
Men (not principals)	61%	39%
Women	89%	11%

There are encouraging signs that interest in being a WELS principal is not as bleak as reported in previous research. In this study, 79% percent of current principals are interested, with 36% of those reporting “high interest.” In contrast, only 17% shared that they have a “low interest” and 3% “no interest.” This report by 243 WELS principals is an improvement over previously reported research stating that 36% (Granberg, 2003) and 38% (Schmill, 2008) of WELS principals did not want to be one.

Interest in serving as principal if given adequate time, training, and compensation. Participants were asked to share how their interest in the principal position might change if they were provided adequate levels of time, training, and compensation as they self-defined each in survey items two, four, and six. Among all respondents, 56% shared that they would be more interested in the WELS principal position if provided adequate amounts of all three factors—time, training, and compensation. The second most influential factor is adequate time (55% more interested).

Providing adequate levels of time, training, and compensation have large impacts on the interest level of both current principals and young men who are not currently principals. Among current principals, 81% report more interest when provided all three factors. Importantly, 42% of current principals were *much more interested* when provided adequate time. Among men with 0 – 10 years of experience who are not principals, 74% report more interest when all three factors are provided (see table 5, p. 9). Most women report no change in their interest level for the WELS principal position, despite adequate time, training, or compensation (see Appendix C, [table 8C](#), p. 43).

Categories	Percent of Respondents Being “More Interested” or “Much More Interested”			
	<u>Adequate Training</u>	<u>Adequate Time</u>	<u>Adequate Compensation</u>	<u>Adequate Levels of All Three</u>
All Respondents	46%	55%	41%	56%
Current Principals	69%	81%	57%	81%
Men (not principals)	49%	62%	45%	62%
Men (not principals; 0-10 yrs experience)	66%	71%	47%	74%
Women	30%	32%	28%	36%

Bolded numbers represent the largest potential impact on respondent interest level.

Important factors when considering interest in being a WELS principal. Among all respondents, most selected having the *necessary skill level* (81%) as determining their interest in being a WELS principal. Other important factors include *ability for spiritual influence* (78%), *amount of administrative release time* (78%), and *ability for academic influence* (77%). A smaller percentage, but still a majority,

selected *respect for the position* (55%), and *fair compensation* (54%) as important factors. While compensation received the fewest responses as an important influence, only 10% indicated it was unimportant (see Appendix A, p. 32).

For current principals, 92% consider release time important with 49% saying it's *very important*. The necessary skill level was a close second with 91%. In most other subgroups, the *necessary skill level* was the factor selected most often as determining their interest. The only exception was non-principal men who have served 25 or more years, who listed *spiritual* (88%), and *academic* (83%) influence most highly (see table 6, p. 10).

Percent of Respondents Selecting "Important" or "Very Important"						
<u>Categories</u>	<u>Respect</u>	<u>Spiritual Influence</u>	<u>Academic Influence</u>	<u>Skill Level</u>	<u>Fair Compensation</u>	<u>Amount of Release Time</u>
All Respondents	55%	78%	77%	81%	54%	78%
Current Principals	61%	87%	89%	91%	58%	92%
Men (not principals)	53%	83%	80%	85%	51%	80%
Men (not principals; 25+ yrs experience)	57%	88%	85%	83%	51%	77%
Women	55%	67%	68%	70%	55%	68%

Bolded numbers represent the largest percentage selecting that factor in each group or subgroup.

Question 3: Is there enough interest in serving as a WELS principal among experienced WELS teachers to meet Lutheran school needs?

There are 342 elementary and secondary WELS schools. Some schools find the principal position unfilled after repeated attempts to call an experience male teacher. Some congregations have asked their principal to step down because he is unable to fulfill their expectations. The assignment committee reports it is necessary to assign novice teachers to serve as principals to fill the vacancies. These incidents give the impression that there is a lack of experienced male teachers willing or able to serve as WELS principals. This survey also was designed to find out whether that impression is true.

Interest among current principals. Of current principals, 245 of the approximately 342 possible (72%) responded to the survey. Seventy-nine percent of these reported being either *interested* or *very interested* in serving as a WELS principal, even though few agreed they had enough time (8%), training (7%), and compensation (12%) for their responsibilities. Having a *low interest* (18%) doesn't mean a person won't ably serve when asked. Only 3% reported having *no interest* (see table 7, p. 11). It's safe to say that most WELS principals are at least willing to serve in their position.

Providing an adequate amount of time, training, and compensation increases current principals' interest in the WELS principal position (see figure 3, p. 11). Of the three factors, adequate time to do the job influences current principals' interest the most followed closely by having the necessary skills (see figure 4, p. 11). As reported earlier, 18% of current principals indicated a low interest in the position, but

69% of those low interest principals said they would be more interested if they received an adequate amount of all three factors—time, training, and compensation.

	Percent of Respondents			
	<u>No Interest</u>	<u>Low Interest</u>	<u>Interest</u>	<u>High Interest</u>
Current Principals	3%	18%	43%	36%

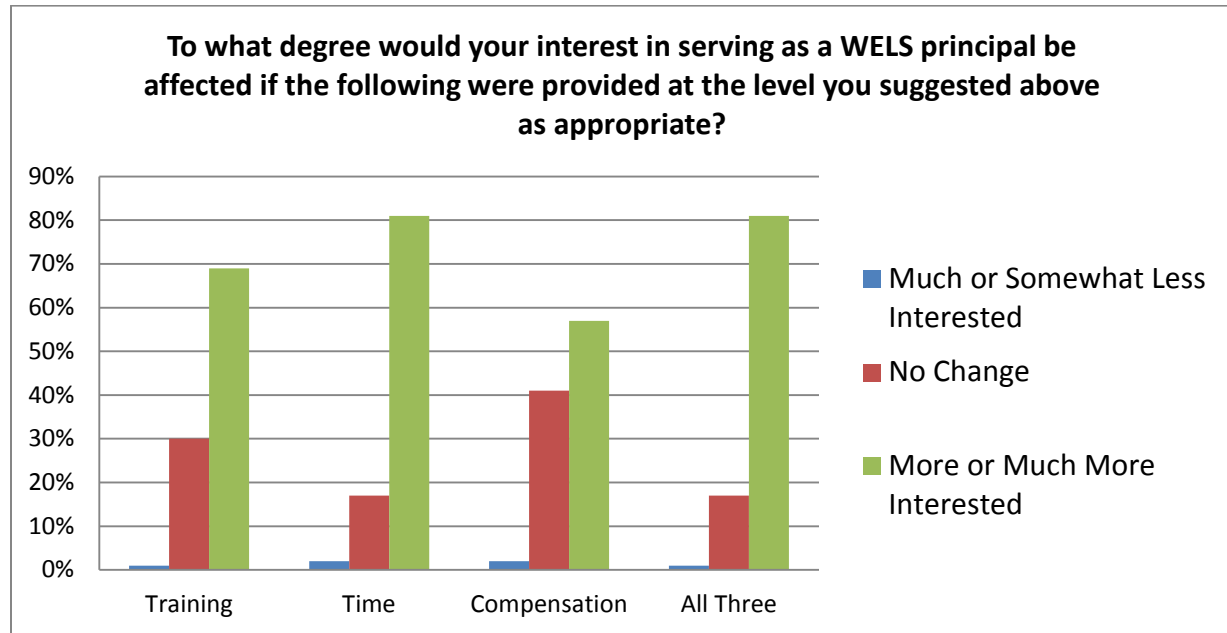


Figure 3: Effect of adequate time, training, and compensation on WELS principals' interest in their positions.

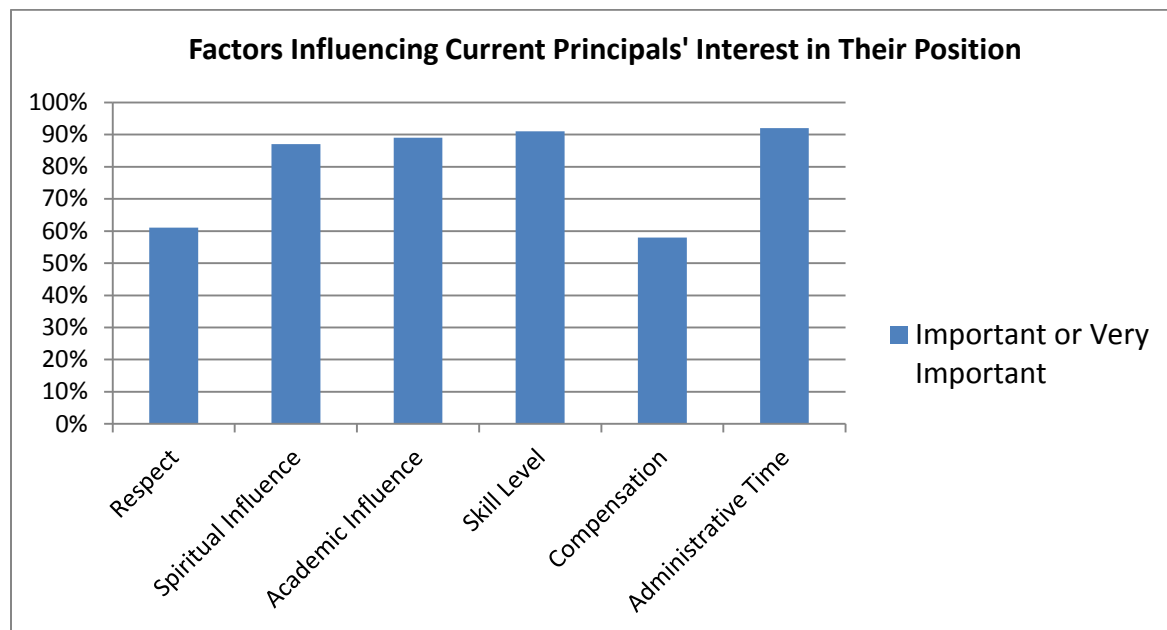


Figure 4: Percentage of principals reporting how important various factors are in influencing their interest in being a WELS principal.

Interest among men not currently principals. When considering filling principal vacancies, an important question to ask is whether there are enough experienced male WELS teachers willing to accept a call into the position. Of the 322 non-principal men who responded, 127 (39%) said they have either an interest or high interest in the position. Again, this is remarkable considering that few believe that WELS principals are provided adequate time (12%), training (9%), and compensation (15%). The majority of these men (62%) responded that their interest would be even greater if they were given enough time. For the 110 non-principal male respondents who indicated they have a low interest in being a WELS principal, 68% reported more interest if adequate levels of all three factors are provided.

Non-principal attitudes about the effect of adequate time and training on their principal position interest differ significantly according to years of teaching experience (see table 8, p. 12). Teaching experience can be used as a proxy for age. The biggest effect on young male teachers' interest level in the principal position is providing all three factors (time, training, compensation) at adequate levels (74%). The biggest impact on older male teacher interest level is adequate time (53%) (see figure 5, p. 12).

Categories	Male teachers, 0-10 yrs experience		Male teachers, 25+ yrs experience		t-test	p-value
	M	SD	M	SD		
Training	3.73	0.45	3.32	0.39	4.53****	0.00001
Time	3.89	0.55	3.53	0.49	3.59****	0.0005
Compensation	3.55	0.48	3.43	0.49	1.21	0.2279
All Three	3.97	0.56	3.55	0.56	3.96****	0.0001

Statistically significant at $p < .01$. ** Statistically significant at $p < .001$.
Means were calculated by changing Likert-values to numerical values (much less interested = 1; much more interested = 5).

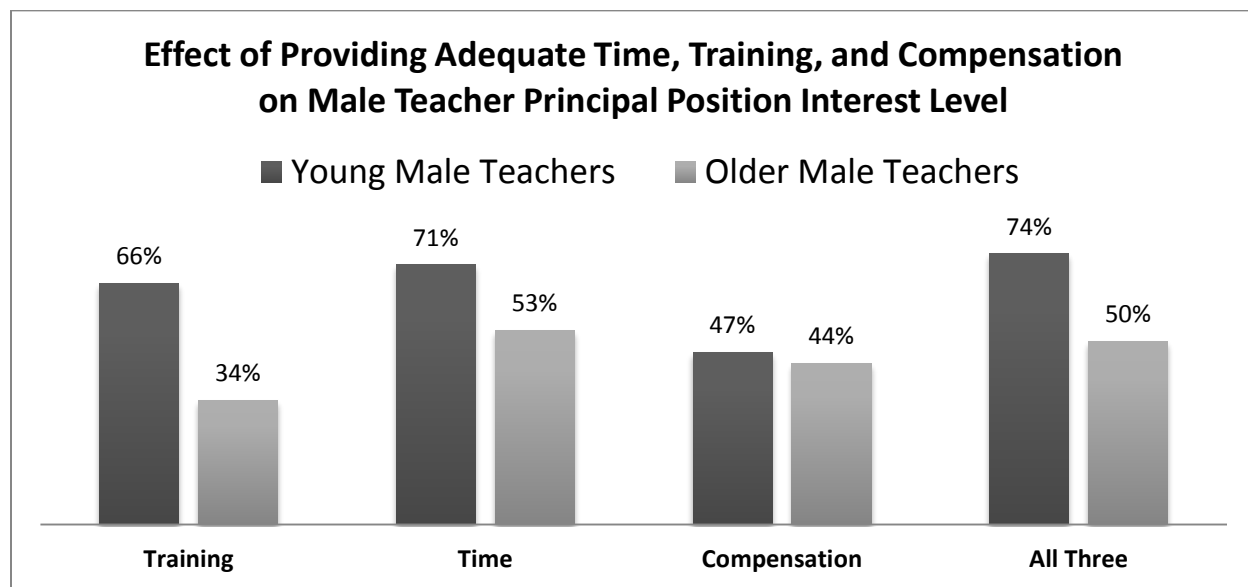


Figure 5: Percentage of Teachers Becoming More or Much More Interested in Being a WELS Principal When Adequate Time, Training, and Compensation Are Provided.

Most non-principal male WELS teachers consider their skill level to be the biggest factor determining their interest in being a principal. This holds true for young male teachers, 87% of whom identified their skill level as important or very important. While their skill level is important to 83% of older male teachers, most (88%) consider ability for spiritual influence to be the driving factor (see table 9, p. 13).

In summary, many male teachers not currently in the principal role are interested in being a principal and would be even more interested if adequate time, training, and compensation were provided. The impact of providing all three is especially important to young male teachers.

Percent of Respondents Selecting "Important" or "Very Important"						
<u>Categories</u>	<u>Respect</u>	<u>Spiritual Influence</u>	<u>Academic Influence</u>	<u>Skill Level</u>	<u>Fair Compensation</u>	<u>Amount of Release Time</u>
Men (not principals)	53%	83%	80%	85%	51%	80%
Young Male Non-Principals	53%	78%	79%	87%	49%	81%
Older Male Non-Principals	57%	88%	85%	83%	51%	77%

Bolded numbers represent the largest percentage selecting that factor in each group or subgroup.

Interest among women. Some have suggested that administrative positions should be open to WELS women teachers to help alleviate a principal shortage. Women WELS teachers were invited to respond and 444 did. Thirty-nine of those respondents (9%) indicated an interest, and 7 (1.7%) indicated a high interest in serving as a WELS principal. While 60% or more indicated that providing more time, training, or compensation would not change their interest level, 36% responded that providing all three of the factors would (see table 5, p. 9). More women (70%) consider having *the necessary skill level* important for determining their interest in the WELS principal position than other factors (see table 6, p. 10).

Survey Findings

Finding One: Adequate administrative release time is a WELS principal’s primary concern.

The best way to understand a situation is to walk in another person’s shoes. There is a certain naiveté among teachers, parents, and congregation members surrounding the skills and time required for the WELS principal position. The principals who took this survey were more emphatic than non-principals about the requirements of the position, especially regarding time.

Current principals’ views (M=1.26, SD=0.36) regarding administrative release time are significantly different than non-principals’ views (M=1.49, SD=0.56); $t(501) = -4.67, p = 0.000004^1$. Among current principals, 82% disagreed or strongly disagreed that they were given enough release time from teaching to do their administrative work (see [table 1](#), p. 6) compared to the 67% of non-principals who responded the same way.

This difference of views is further demonstrated by how principals and non-principal teachers perceive the number of hours necessary to do principal tasks. More principals (64%) feel that the WELSSA guidelines for administrative release time are inadequate² than teachers (52%) do (see figure 6, p. 14). The greatest impact on current principal interest in the position is an adequate amount of time (92%), whereas 74% of teachers said the same (see table 6, p. 7). For teachers, the biggest impact on their interest is having the necessary skill level (77%). See also [Appendix B](#).

These differences in views about administrative release time make communication between principals and other WELS school stakeholders difficult. Since WELS principals are more sensitive to time issues than others, they often have to be their own advocates for more time. If fellow WELS teachers, who work closely with WELS principals, have a significantly different view of administrative time needs

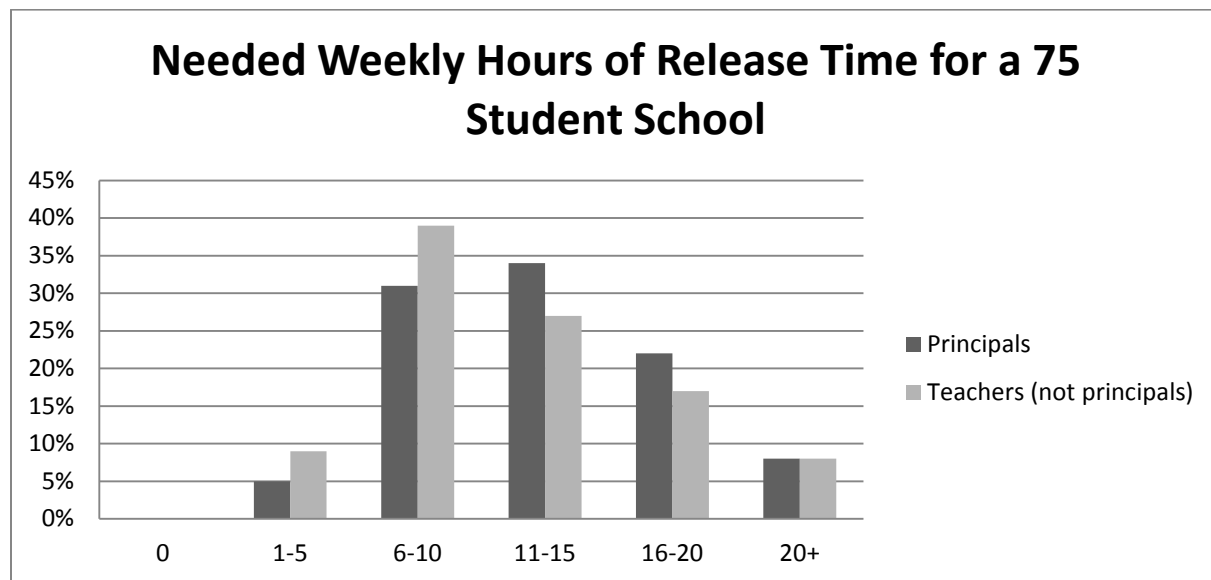


Figure 6: Percent of responses by principals and non-principal teachers on the hours of weekly administrative release time for WELS principals of a 75 student school (survey item 2).

¹ Populations differences were calculated for survey item 1 by assigning the following values to categories: strongly disagree & disagree = 1, neutral = 2, agree & strongly agree = 3.

² WELSSA guidelines direct that 10 hours of administrative time is needed for a 75 student school. 64% of current principals selected times in excess of 10 hours while 52% of teachers did.

than non-principals, it is likely that an even larger perception gap exists between principals and parents or congregation members. These differences in perspectives may result in teachers, parents, or congregation members dismissing a principal's request for more time as unnecessary.

Finding Two: *There is strong support for increased training expectations for WELS principals, but there is little consensus about what that training might be.*

Sixty-four percent of all respondents, including 74% of principals, believe that WELS principals do not get enough training. The current WELS principal requirement is a bachelor's degree and synod teacher certification. The most common route into the WELS principal position is by direct assignment upon graduation from MLC, so even teaching experience is not required. Survey respondents rejected this practice, with less than one percent (0.75%) selecting it as adequate preparation to be a WELS principal. Only 19% believe a bachelor's with experience is enough. All others see additional training beyond a bachelor's degree as necessary for WELS principals (see Appendix A, [item 4](#), p. 27).

WELS teachers recognize that a special skill set is needed to serve as a WELS principal. *Having the necessary skills* is their chief consideration when evaluating whether they want to serve as a principal (see table 6, p. 10). This is especially true among young men (see table 9, p. 13). However, there is little agreement on how those skills might be gained. Thirty-nine percent believe that practical training is needed while 32% want their principal to have an advanced degree ([item 4](#), p. 27). The value of a degree is a function of one's age. For example, younger men are more likely to believe an advanced degree in administration is necessary (27%) than older men (11%) (see figure 2, p. 7). Written comments described visions of training that ranged from an undergraduate minor to ten years of experience and a master's degree in administration.

Finding Three: *WELS principals and teachers rank the influence of compensation lower than other issues, but it's still important—especially when combined with adequate time and training.*

Consistent with the biblical admonition that an overseer in the church should not be a "lover of money" (I Timothy 3:3 NIV2011), WELS called teachers generally rate survey items related to compensation as unimportant³. Many respondents (41%) chose to remain neutral on the topic of compensation (see table 3, p. 6), and about half of all respondents shared that compensation impacted their interest level in the WELS principal position (see table 6, p. 8).

While these answers indicate that the WELS teacher and principal service is not motivated by money, they should not be seen as satisfaction with the current WELS principal compensation practices. In contrast, only 17% of all respondents believe that the WELS principals' compensation is adequate (table 3, p. 6). Over half (56%) of current principals believe their compensation is not commensurate to the position, with at least 69% selecting a salary of \$5,000 more than a teacher's salary. Nearly ¼ provided additional comments like the following (see all comment in [Appendix D](#), p. 50):

- It depends on the amount of release time the principal gets.
- At least \$10,000. You're asking them to do two jobs for the price of one in most cases. Everyone who has extra duties should be compensated accordingly!
- Category C of matrix plus compensation for a master's degree.
- Pay from the same column as pastors.

³ When asked about motives for professional development only 13% of master's degree students agreed (2010) and 8% of all WELS teachers agreed (2014). The most common motive is being a better servant (95%, 2010; 92% 2014).

While time and training are the foremost concerns WELS teachers have about the principal position, all respondents, including all subgroups, indicated that providing adequate levels of all three factors—time, training, and compensation—impacted the largest percentage of peoples’ interest in being a WELS principal.

Finding Four: A sufficient number of individuals are willing to serve as WELS principals—especially if adequate levels of time, training, and compensation are provided.

Approximately 340 principals are needed to lead the existing WELS elementary and high schools. According to the survey, 79% of existing WELS principals have an interest or strong interest in being one. Another 39% of men who are not principals are also interested in the position. There are roughly 840 male WELS teachers—340 principals and 500 non-principals. Based on this survey, there are about 463 male and 132 female WELS teachers interested in serving as a principal (see table 10. P. 16).

Clearly, there is no shortage of male WELS teachers willing to serve as principals. Then why are some schools unable to get a principal unless a novice teacher is assigned to them? The survey data would suggest the problem is not with male WELS teachers but with a school’s expectations. In many WELS schools, principals are not given sufficient time to carry out their responsibilities well. Only 8% of WELS principals feel their schools provide enough time (see table 1, p. 4). Many also believe the expected skill level does not match the training WELS principals receive. Ninety-one percent of principals say having the necessary skills is important to be a WELS principal (see table 6, p. 9), but only 7% feel they have adequate training (see table 2, p.4). While principals are not in it for the money, 58% report that adequate compensation affects their interest (see table 6, p. 9).

People in all subgroups indicate that when a WELS school provides adequate levels of time, training, and compensation, they become more interested in being a principal (see table 5, p. 7). The clear connection between lack of time, training, and compensation and interest in being a WELS principal can be observed when looking at the responses of principals who indicated a low interest in the position. Of the 43 principals who reported a low interest, few agreed they had adequate time (2), training (3), and compensation (4), but 29 (69%) said they would be more or much more interested if they had enough of all three (see table 11, p. 17). Stated another way, if schools expect a principal to serve without sufficient time, training, and compensation, few, if any, will be interested in the position.

<u>Categories</u>	<u>Approximate number (n)</u>	<u>Percent interested (%)</u>	<u>Approximate number Interested (n x %)</u>
Current Principals	340	79%	268
Male Teachers (non-principal)	500	39%	195
Female Teachers	1200	11%	132

Table 11 <i>Responses of WELS principals who reported low interest in the position.</i>			
Number of Responses Out of 43			
<u>Survey Item</u>	<u>Strongly Disagree or Disagree</u>	<u>Neutral</u>	<u>Agree or Strongly Agree</u>
Have adequate time?	36	5	2
Have adequate training?	31	9	3
Have adequate pay?	20	19	4
	<u>Much or Somewhat Less Interested</u>	<u>No Change</u>	<u>More or Much More Interested</u>
If given adequate, training, and compensation?	2	11	29

Discussion

The results of this survey suggest that there are systemic issues negatively impacting the recruitment, performance, and job-satisfaction of WELS principals. While the demands, responsibilities, and expectations of the WELS principal position have dramatically changed over the years (Task Force for Lutheran Schools, 2013), the support for the position has not. As a result, many WELS principals feel frustrated and fewer are willing to serve in that position. A new WELS principal paradigm that reflects twenty-first century realities is in the best interest of WELS schools and principals.

Administrative Release Time is Necessary

No person can be successful in a task without having the time to complete it. The WELS principal position requires the completion of *many* daily tasks, but it also requires leadership activities like Bible study, vision and goal setting, long-range planning, instructional and curriculum supervision, and time for reflection. An overworked principal will focus on immediate tasks. This leaves no time the types of activities that allow a Lutheran school to thrive. A school that skimps on administrative release time usually cites budget concerns. Such short-sighted decision-making harms the school and abuses the called worker. Surprisingly, providing the recommended release time has little budget impact.

WELS principals desire to be faithful, and they are frustrated and discouraged when they don't have time to fulfill their responsibilities. In this survey 82% reported they don't have enough time (see table 1, p. 4). Almost all (92%) said that the issue of time is their most important concern (see table 6, p. 8). Two-thirds of current principals who expressed a low interest would be more interested in serving if they were given enough time.

The Wisconsin Evangelical Lutheran Synod School Accreditation (WELSSA) guidelines state that a WELS school should provide one hour per week of administrative release time for every 7.5 students in the school (10 hours for 75 students). This guideline was adopted synod-wide for all WELS schools by the 2013 synod convention (Proceedings, 2013, p. 70). *This guideline should be considered the minimum.* When asked how many hours of release time are necessary for administering a school of 75 students, 64% of current principals selected amounts greater than the WELSSA standard. Hintz (2014) found that 44% of principals report spending 20 or more hours per week on administrative tasks while 47% say they are provided only 0 – 5 hours of administrative time.

The cost to provide the necessary time is low compared to the benefit. Administrative release time means that a teaching principal is relieved of classroom duties during the day to conduct principal, rather than classroom, responsibilities. For only about \$12 per month per student, the school can provide the recommended amount of administrative release time (see Table 12, p. 18). Most parents would be willing to pay \$12 per child each month for improved curriculum supervision, communication, coordination, and planning.

Table 12

Annual cost for a part-time teacher to cover the WELS recommended amount of administrative release time (ART).

Student Population (n)	Recommended hours of ART	Part-time teacher hourly pay	Weeks / school year	Annual cost 10 x 40 x \$20	Annual cost per student	Monthly cost per student (9 months)
75	10	\$20	40	\$8,000	\$107	\$12

Full Principal Training is Necessary

Principal training can positively impact WELS schools. Quantitative studies demonstrate that the principal accounts for as much as one-fourth of the variation in school-level factors in student achievement (Liethwood & Riehl, 2005). Many case studies also reinforce the principal's impact on a school's overall health and success. Effective educational leaders conduct a number of complex activities that enable them to set direction, develop people, and redesign the organization (Liethwood & Riehl, 2005), and these skills can all be taught.

WELS teachers and principals recognize their biggest need for becoming a principal is having the necessary skills (see table 6, p. 8), but there is little consensus about how those skills can be gained. There may be three reasons for this lack of consensus. (1) The WELS has never required training before, so anything seems better than nothing. (2) Since few WELS principals and teachers have actually completed a program for full principal training, few can conceptualize what such training looks like. The old adage "We don't know what we don't know" seems to apply. (3) Some see the principal position as primarily requiring the kinds of gifts supplied by the Holy Spirit. Just as other ministry positions like pastors, teachers, and staff ministers require both spiritual gifts and specialized training prior to being called, the principal does as well.

Parents, teachers, and congregation members expect their WELS principals to have the same competencies as their public school counterparts. The *Task Force for Lutheran Schools* includes a long list of principal responsibilities (BORAM, 2013, pp. 53-54) that require specific skills that are not innately known. The contemporary WELS principal is more than a lead teacher or school manager. He is a spiritual guide, educational leader, visionary, communicator, developer, financial planner, and marketer whose role includes functions as both a principal and superintendent. While skill acquisition is a lifelong process, schools should be able to expect that their principal has the ability to carry out the majority of his tasks from day one. Indeed, a school's health demands it.

One way to conceptualize what principal training should look like is to examine current principal standards and training expectations in other school systems. These standards and preparation expectations are based upon years of effective principal research. The *Professional Standards for Educational Leaders* (formerly known as the ISLLC Standards) were created by the National Policy Board for Educational Administration and describe the competencies necessary for the modern principal (see [Appendix F](#), p. 59). Most states, such as Minnesota and Wisconsin, outline the training required to meet those standards. These states expect principals to meet these standards *before* beginning the position. The usual preparation follows this pattern:

- Become a licensed teacher and teach successfully for a minimum of three years before entering a principal preparation program.
- Earn a master's degree in educational administration, or earn a master's degree in education plus an additional 36 - 60 of administrative credits.
- Complete a practicum or field experience of 320 hours.

As a system, WELS schools do not require any training beyond the bachelor's degree in education and the religious training required for synod certification. Beginning teachers assigned to also be principal are provided two years of mentoring support. A new initiative called the Principal Training Program assigns a beginning teacher to work with a veteran principal for three years before being reassigned as a principal. These programs are helpful. They provide encouragement and some basic managerial training, but they fall far short of meeting modern principal standards.

WELS principals should possess the same knowledge and skills expected of all other principals, and that requires more comprehensive preparation than mentoring or apprenticeship alone can provide. To that end, a set of WELS principal standards have been developed (see [Appendix E](#), p. 56). A cross-section of principals and WELS members in higher education leadership programs developed the

standards by melding the needs of WELS schools with the national principal standards. They discovered that the national principal standards were not sufficient for WELS principals who function as spiritual leaders, superintendents, and principals. These unique WELS principal standards were adopted by Martin Luther College's (MLC) graduate faculty and the Commission on Lutheran Schools and are used as the basis for a principal training program at MLC—the Master of Science in Educational Administration. The Master of Science in Educational Administration provides full training for WELS principals.

A serious approach to WELS principal position will set qualifications for the call no less than those expected in other school systems. That means that beginning teachers will not be assigned as principals—a practice that has less than 1% of support among WELS teachers. Instead, novice teachers should be allowed to learn how to manage their own classrooms first. Once identified as potential leaders, they should be fully trained to meet the WELS Principal Standards and complete an internship. Upon completion, qualified candidates can be used on congregation call lists for principals. In this way, the candidate gets to indicate desire to serve as principal and the school is assured that the candidate is fully capable to meet their expectations. Healthier schools will result.

Compensation Should Reflect Responsibility and Training

Although many WELS teachers are reluctant to speak about issues of compensation (see [Item 5](#), p. 28), most indicate that annual principal compensation should be at least \$5,000 more than teachers (see [Item 6](#), p. 29). Many comments express the belief that the scope of responsibilities, degree of training, and years of experience at the position should be reflected in the compensation, with principals of large schools and having advanced degrees being paid more than principals of small schools with little or no training. Using responsibility, experience, and level of training to determine called worker salary is common in synod-supported agencies, and it seems that WELS teachers and principals think congregations and schools should do the same.

Changing the Paradigm

Traditionally, WELS schools have viewed the principal as the school's spiritual leader, head teacher, and office manager. Under this traditional model, the qualifications for the position included a solid understanding of Scripture, spiritual maturity, wisdom, strong teaching ability, and gifts of organization. Such qualities are largely the result of typical teacher ministry preparation and innate ability. Experience and occasional continuing education helps refine such abilities. Other than coordinating schedules and rules, teachers were largely expected to work independently. So it is no surprise that we each have memories of renowned past principals who served effectively without special training and release time. When congregations contained large families eager to utilize their congregations' schools filled the classrooms, the traditional principal model was sufficient.

Today, the educational landscape in America has changed—requiring a contemporary model of the WELS principal. Congregations with smaller and fewer families look to leverage their schools as outreach tools even as schools face greater competition and increasing academic expectations. Changing norms in family structure and child-rearing practices make high-quality education increasingly difficult. In addition to the traditional WELS principal qualifications, today's parents, teachers, and congregations expect the principal to lead curriculum development, supervise instruction, maintain multiple levels of communication, create a school vision, improve student achievement, develop and sustain a financially stable model, market the school both in and outside the school, create a safe and healthy learning environment, navigate the school through an increasing maze of laws and regulations and more. These responsibilities take time and require training.

The WELS principal is caught between modern expectations for the position and an unreasonable view of the time and training it requires. Unable to meet the new expectations without

additional support, they too often believe themselves to be inadequate. Their congregations and schools wonder why today's principals cannot perform as those they remember from the past. Under these conditions, more principals become discouraged and fewer teachers are willing to accept calls into the position.

The first step toward a solution is realizing that the WELS does not have a people problem. It has a structural problem. The WELS principal position is generally not structured to foster success. If WELS schools change the structure of the principal position, it is likely they will have a sufficient number of qualified people to accomplish the tasks. When a WELS school cannot find an experienced teacher to accept its principal call, it may be the result of unreasonable expectations. Few will accept a call they believe they will fail at because they are unprepared, are given too little time, or will take a pay cut (see table 6, p. 9). The solution is not to assign our most vulnerable teachers to see if they sink or swim. The solution is to provide enough time, training, and compensation so people can accept the call and be successful school leaders. If WELS schools change their paradigm of the WELS principal position, the results of this survey indicate there will be more than enough qualified candidates to meet their needs.

Changing any paradigm is not easy, but it is possible. Changing the paradigm of the WELS principal position requires the following steps in order:

1. The synod leadership should establish guidelines for WELS principals that include adequate levels of time, training, and compensation.
2. WELS congregations and schools must enact the WELS principal position guidelines.
3. WELS schools are required to call experienced teachers to serve as principals and provide them the time, training, and compensation that match the guidelines. No beginning teachers are to be assigned to the position.
4. Leadership candidates must be identified and recruited to complete training in three years, hopefully funded by grants.
5. After three years, begin calling new principals from the pool of qualified candidates.

Conclusion

The Lord of the Church has provided the gifts needed to carry out gospel ministry in WELS Lutheran schools, including the principal position (Ephesians 4: 7-13). This survey strongly indicates that WELS principals lack the time and the training necessary to faithfully serve their schools. The problem is not isolated, but systemic. WELS teachers and principals are extremely conscious about faithfully using their gifts to serve God's people and carry out the responsibilities of their calls⁴. Suggesting that these called servants lack the gifts or the desire to carry out their responsibilities is inaccurate. It is important that the WELS begin to take the needed steps to improve the conditions surrounding the WELS principal position. We need to address this matter to make the best possible use of the ministry gifts God has given us.

⁴ 95% of MLC master's students (2010) and 92% of all WELS teachers (2014) reported their reason for professional development is to serve better in their call.

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Appendices

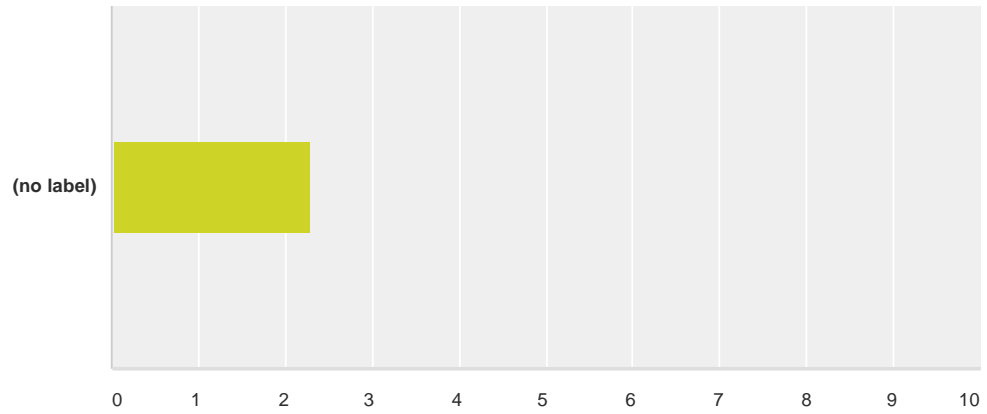
- Appendix A – Survey & Response Summaries
- Appendix B – Comparison between Principals and Non-Principals
- Appendix C – Comparisons by Gender
- Appendix D – Qualitative Responses
- Appendix E – WELS Principal Standards
- Appendix F – Professional Standards for Educational Leaders

Appendix A: Survey and Response Summaries

WELS Principal Position Survey

Q1 WELS principals are given adequate time to fulfill their leadership responsibilities.

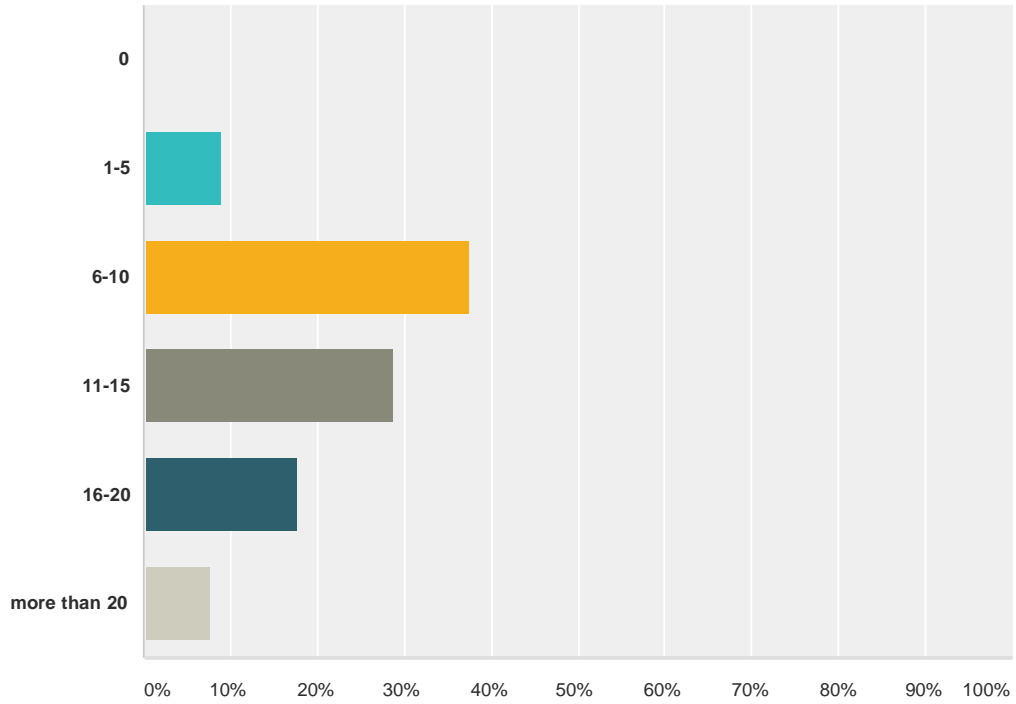
Answered: 1,067 Skipped: 16



	strongly disagree	disagree	neutral	agree	strongly agree	Total	Weighted Average
(no label)	19.03% 203	50.98% 544	16.21% 173	11.81% 126	1.97% 21	1,067	2.27

Q2 How many hours per week of administrative release time is appropriate for a principal of a 75 student school?

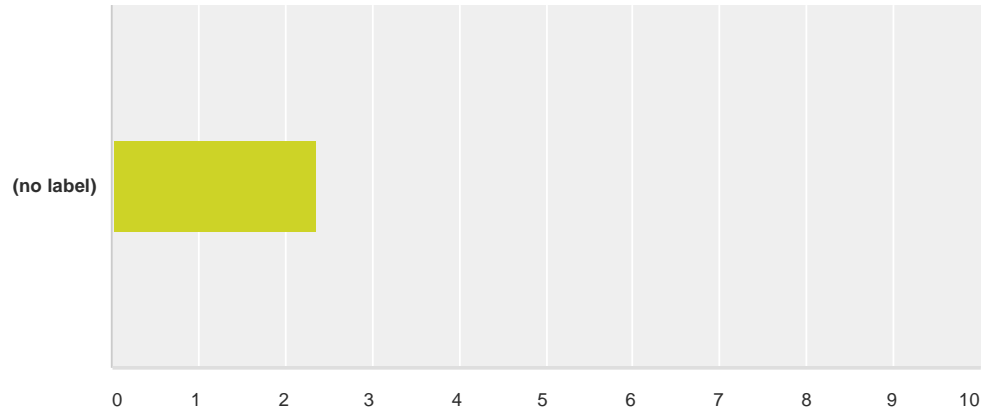
Answered: 1,066 Skipped: 17



Answer Choices	Responses
0	0.09%
1-5	8.82%
6-10	37.34%
11-15	28.71%
16-20	17.45%
more than 20	7.60%
Total	1,066

Q3 WELS principals are given adequate training to fulfill their leadership responsibilities.

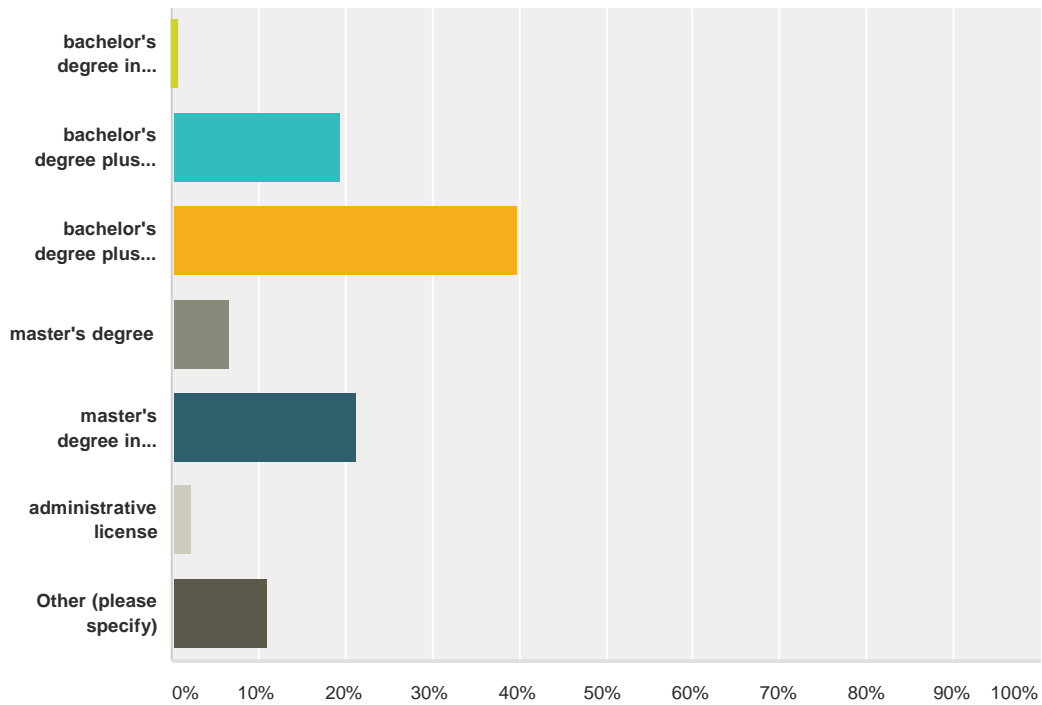
Answered: 1,068 Skipped: 15



	strongly disagree	disagree	neutral	agree	strongly agree	Total	Weighted
(no label)	14.61% 156	48.78% 521	26.22% 280	10.02% 107	0.37% 4	1,068	2.33

Q4 What level of training is appropriate to serve as a WELS principal (select only one)?

Answered: 1,069 Skipped: 14

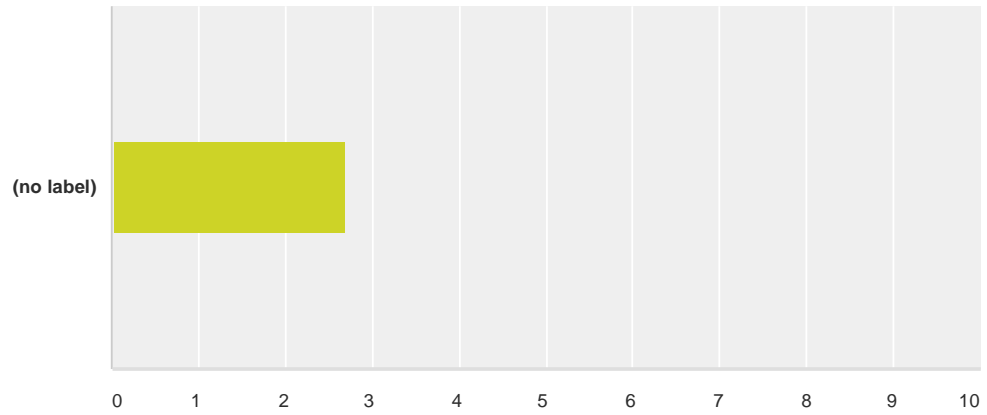


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Answer Choices	Responses
bachelor's degree in education	0.75%
bachelor's degree plus teaching experience	19.27%
bachelor's degree plus some practical training	39.57%
master's degree	6.45%
master's degree in administration or leadership	21.14%
administrative license	2.06%
Other (please specify)	10.76%
Total	1,069

Q5 WELS principals are given remuneration commensurate to the position.

Answered: 1,054 Skipped: 29

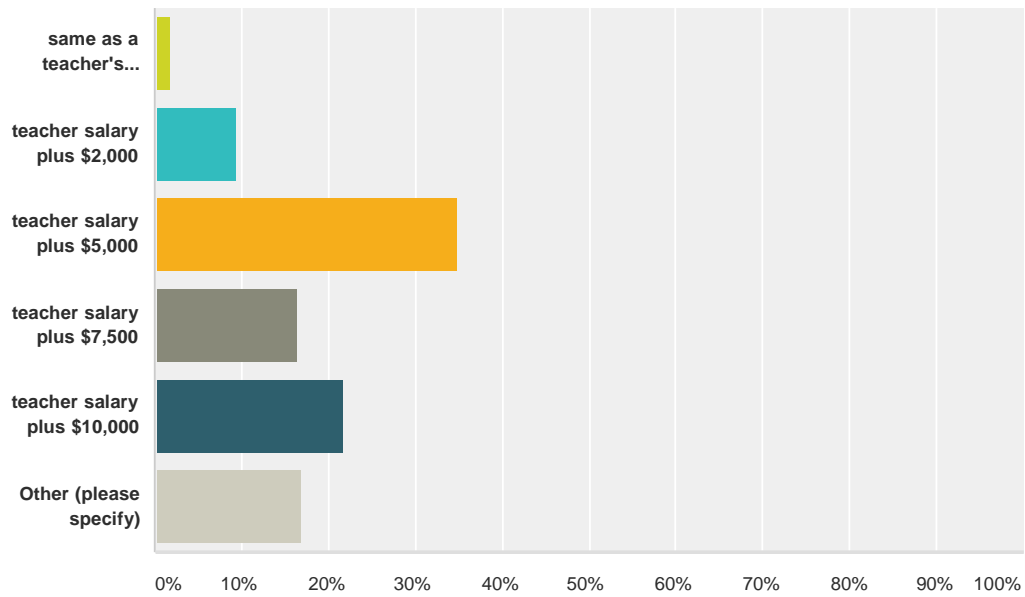


	strongly disagree	disagree	neutral	agree	strongly agree	Total	Weighted Average
(no label)	10.44% 110	31.31% 330	40.89% 431	15.37% 162	1.99% 21	1,054	2.67

[BACK](#)

Q6 Given the duties and responsibilities of the position, what compensation is appropriate for a WELS principal?

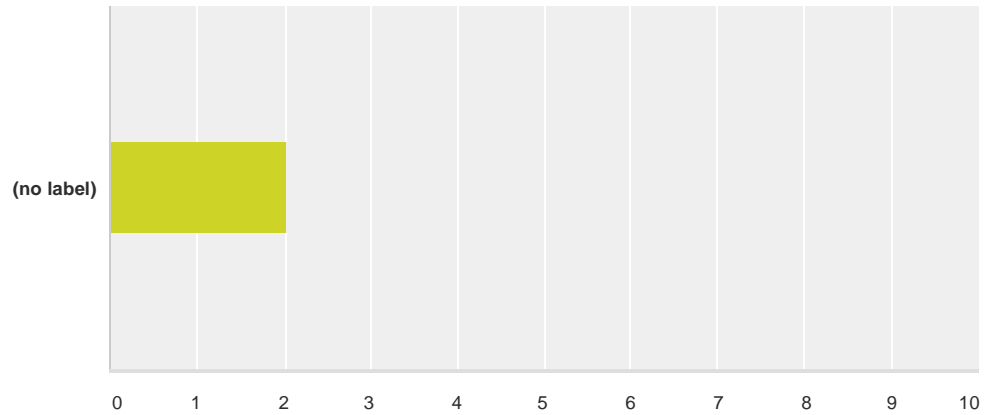
Answered: 1,059 Skipped: 24



Answer Choices	Responses
same as a teacher's salary	1.70%
teacher salary plus \$2,000	9.25%
teacher salary plus \$5,000	34.56%
teacher salary plus \$7,500	16.24%
teacher salary plus \$10,000	21.53%
Other (please specify)	16.71%
Total	1,059

Q7 Whether or not you are a WELS principal, rate your level of interest in serving in that position.

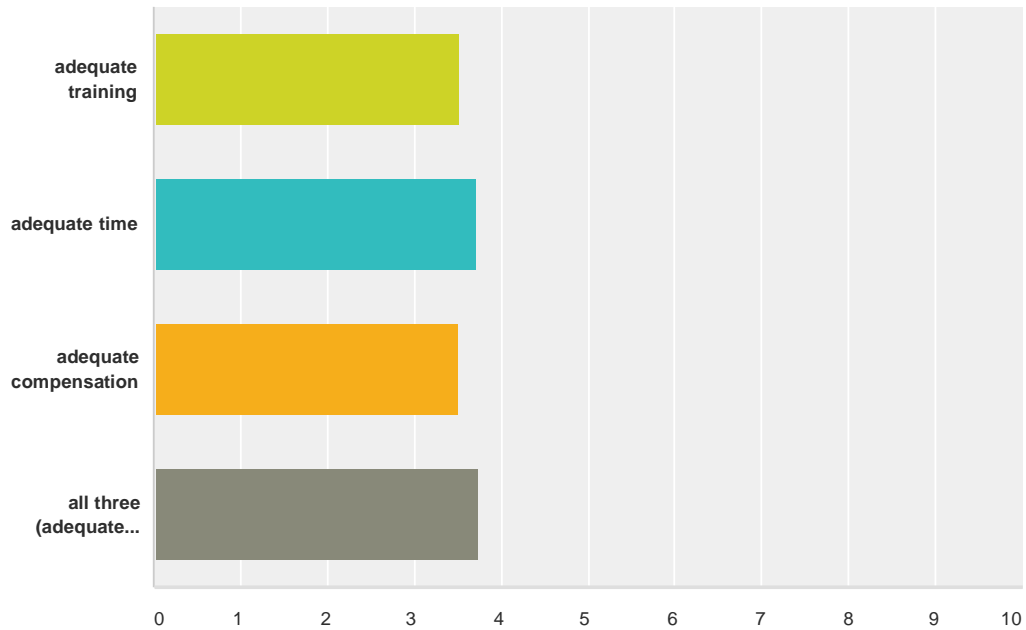
Answered: 995 Skipped: 88



	no interest	low interest	interest	high interest	Total	Weighted Average
(no label)	42.21% 420	21.01% 209	24.62% 245	12.16% 121	995	2.07

Q8 To what degree would your interest in serving as a WELS principal be affected if the following were provided at the level you suggested above as appropriate?

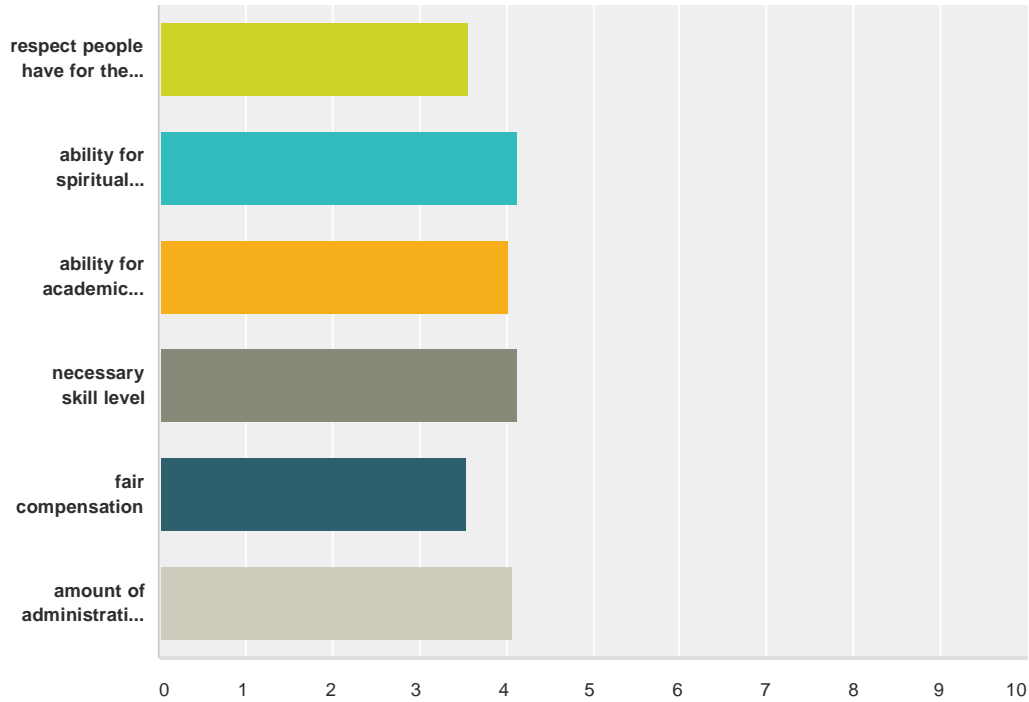
Answered: 976 Skipped: 107



	Much less interested	Somewhat less interested	No change	More interested	Much more interested
adequate training	1.80% 17	1.06% 10	51.17% 482	36.73% 346	9.24% 87
adequate time	1.91% 18	0.85% 8	42.99% 405	34.93% 329	19.32% 182
adequate compensation	1.70% 16	1.06% 10	56.22% 529	29.65% 279	11.37% 107
all three (adequate training, time, & compensation)	1.57% 15	1.15% 11	41.44% 397	35.18% 337	20.67% 198

Q9 How important are the following when considering your interest in being a WELS principal?

Answered: 960 Skipped: 123

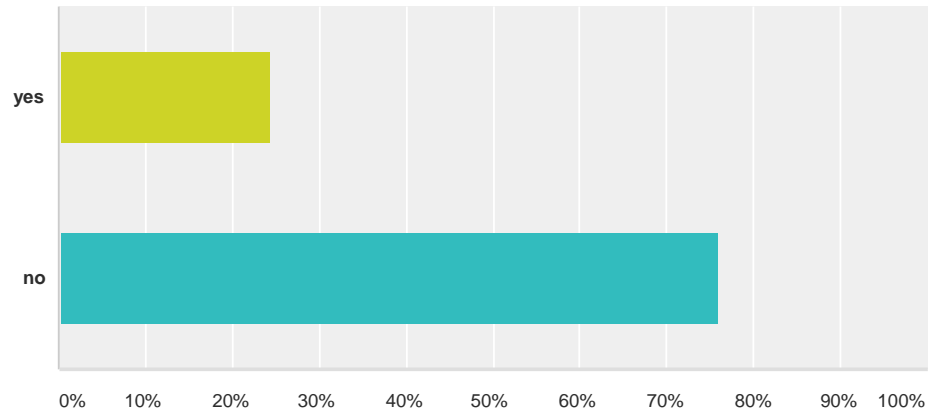


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	very unimportant	unimportant	neutral	important	very important	Total
respect people have for the position	4.48% 43	8.44% 81	31.56% 303	38.96% 374	16.56% 159	960
ability for spiritual influence	2.82% 27	1.36% 13	17.83% 171	37.85% 363	40.15% 385	959
ability for academic influence	3.04% 29	1.36% 13	18.66% 178	44.97% 429	31.97% 305	954
necessary skill level	2.51% 24	0.84% 8	16.18% 155	42.69% 409	37.79% 362	958
fair compensation	3.55% 34	6.47% 62	36.08% 346	41.61% 399	12.30% 118	959
amount of administrative release time	2.51% 24	1.67% 16	17.43% 167	44.26% 424	34.13% 327	958

Q10 Are you a current WELS principal?

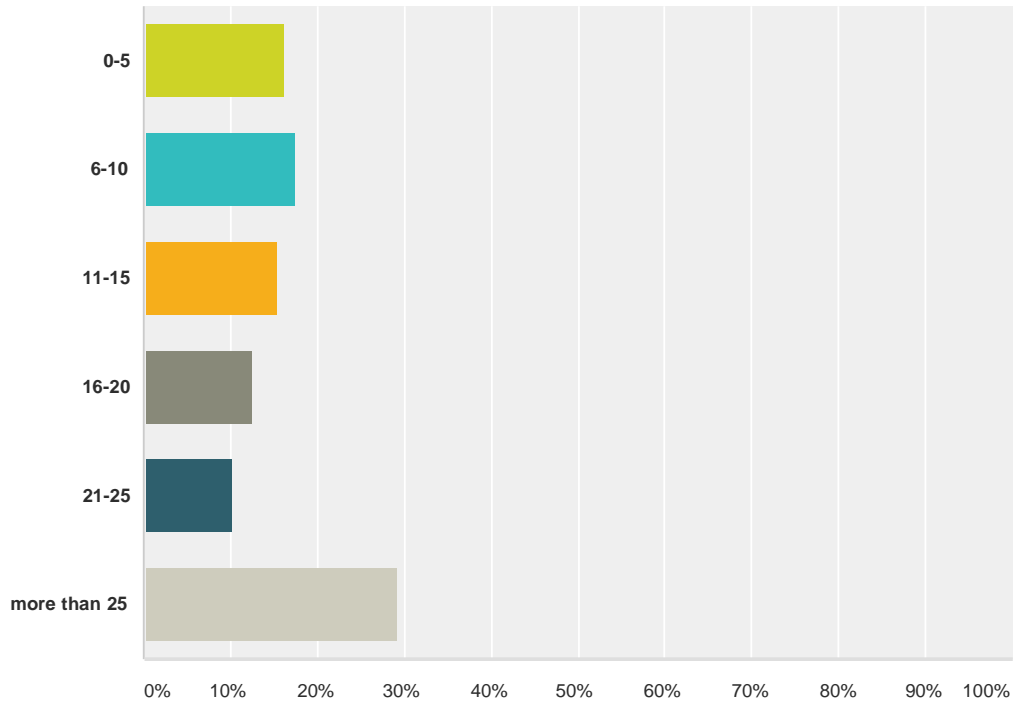
Answered: 1,009 Skipped: 74



Answer Choices	Responses
yes	24.28%
no	75.72%
Total	1,009

Q11 How many years of teaching experience do you have?

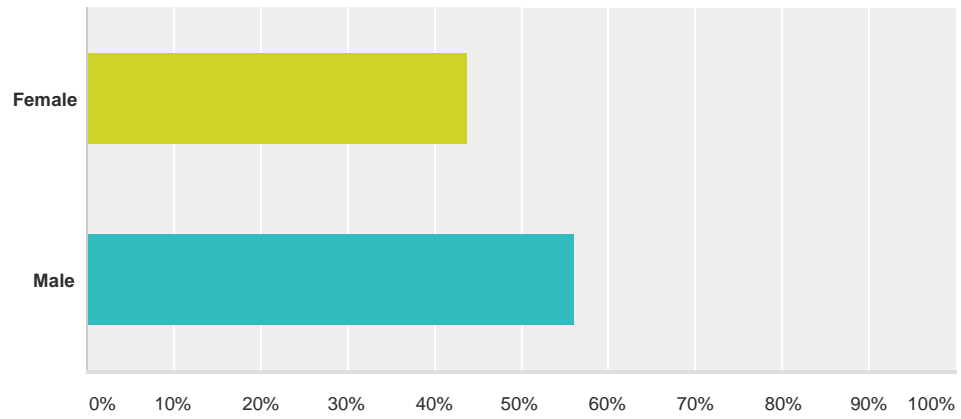
Answered: 1,014 Skipped: 69



Answer Choices	Responses
0-5	16.17%
6-10	17.26%
11-15	15.29%
16-20	12.23%
21-25	9.96%
more than 25	29.09%
Total	1,014

Q12 What is your gender?

Answered: 1,011 Skipped: 72



Answer Choices	Responses
Female	43.92%
Male	56.08%
Total	1,011

Appendix B: Comparisons between Principals and Non-Principals

Appendix B: Comparisons between Principals and Non-Principals

TABLE 1B

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Q1 WELS principals are given adequate time to fulfill their leadership responsibilities.						
	strongly disagree	disagree	neutral	agree	strongly agree	Total
Principals	29.63% 72	52.26% 127	9.88% 24	6.58% 16	1.65% 4	24.40% 243
Non-Principals	16.60% 125	50.20% 378	17.80% 134	13.15% 99	2.26% 17	75.60% 753

TABLE 2B

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Q2 How many hours per week of administrative release time is appropriate for a principal of a 75 student school?							
	0	1-5	6-10	11-15	16-20	more than 20	Total
Principals	0.00% 0	4.53% 11	30.86% 75	34.16% 83	22.22% 54	8.23% 20	24.37% 243
Non-Principals	0.00% 0	9.15% 69	39.39% 297	27.19% 205	16.58% 125	7.69% 58	75.63% 754

TABLE 3B

Q3 WELS principals are given adequate training to fulfill their leadership responsibilities.						
	strongly disagree	disagree	neutral	agree	strongly agree	Total
Principals	21.72% 53	52.05% 127	19.26% 47	6.97% 17	0.00% 0	24.45% 244
Non-Principals	12.47% 94	48.94% 369	27.59% 208	10.48% 79	0.53% 4	75.55% 754

TABLE 4B

Q4 What level of training is appropriate to serve as a WELS principal (select only one)?								
	bachelor's degree in education	bachelor's degree plus teaching experience	bachelor's degree plus some practical training	master's degree	master's degree in administration or leadership	administrative license	Other (please specify)	Total
Principals	1.65% 4	16.05% 39	39.09% 95	9.88% 24	22.22% 54	0.82% 2	10.29% 25	24.35% 243
Non-Principals	0.53% 4	19.34% 146	40.26% 304	5.83% 44	21.19% 160	2.38% 18	10.46% 79	75.65% 755

TABLE 5B

Q5 WELS principals are given remuneration commensurate to the position.						
	strongly disagree	disagree	neutral	agree	strongly agree	Total
Principals	19.50% 47	36.93% 89	29.46% 71	12.03% 29	2.07% 5	24.44% 241
Non-Principals	7.92% 59	30.87% 230	42.95% 320	16.24% 121	2.01% 15	75.56% 745

Appendix B: Comparisons between Principals and Non-Principals

TABLE 6B

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Q6 Given the duties and responsibilities of the position, what compensation is appropriate for a WELS principal?							
	same as a teacher's salary	teacher salary plus \$2,000	teacher salary plus \$5,000	teacher salary plus \$7,500	teacher salary plus \$10,000	Other (please specify)	Total
Principals	1.65% 4	6.17% 15	28.81% 70	14.81% 36	25.10% 61	23.46% 57	24.55% 243
Non-Principals	1.74% 13	9.37% 70	35.74% 267	16.87% 126	21.02% 157	15.26% 114	75.45% 747

TABLE 7B

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Q7 Whether or not you are a WELS principal, rate your level of interest in serving in that position.					
	no interest	low interest	interest	high interest	Total
Principals	3.29% 8	17.70% 43	43.21% 105	35.80% 87	24.77% 243
Non-Principals	54.47% 402	22.36% 165	18.56% 137	4.61% 34	75.23% 738

TABLE 8B

Q8 To what degree would your interest in serving as a WELS principal be affected if the following were provided at the level you suggested above as appropriate?						
adequate training						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Principals	0.00% 0	1.29% 3	30.17% 70	49.57% 115	18.97% 44	24.07% 232
Non-Principals	2.44% 17	1.00% 7	57.74% 403	32.66% 228	6.16% 43	72.41% 698
adequate time						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Principals	0.86% 2	0.86% 2	17.24% 40	39.22% 91	41.81% 97	24.07% 232
Non-Principals	2.29% 16	0.86% 6	51.00% 356	33.67% 235	12.18% 85	72.41% 698
adequate compensation						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Principals	0.43% 1	1.30% 3	40.69% 94	34.20% 79	23.38% 54	23.96% 231
Non-Principals	2.15% 15	1.00% 7	60.94% 426	28.33% 198	7.58% 53	72.51% 699
all three (adequate training, time, & compensation)						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Principals	0.00% 0	1.27% 3	16.88% 40	45.57% 108	36.29% 86	24.59% 237
Non-Principals	2.11% 15	1.13% 8	49.01% 348	32.11% 228	15.63% 111	73.65% 710

Appendix B: Comparisons between Principals and Non-Principals

TABLE 9B

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Q9 How important are the following when considering your interest in being a WELS principal?						
respect people have for the position						
	very unimportant	unimportant	neutral	important	very important	Total
Principals	2.46% 6	8.20% 20	28.28% 69	43.03% 105	18.03% 44	25.68% 244
Non-Principals	5.10% 36	8.50% 60	32.72% 231	37.39% 264	16.29% 115	74.32% 706
ability for spiritual influence						
	very unimportant	unimportant	neutral	important	very important	Total
Principals	0.82% 2	1.23% 3	10.25% 25	41.39% 101	46.31% 113	25.68% 244
Non-Principals	3.40% 24	1.42% 10	20.14% 142	36.88% 260	38.16% 269	74.21% 705
ability for academic influence						
	very unimportant	unimportant	neutral	important	very important	Total
Principals	0.83% 2	1.24% 3	9.09% 22	52.89% 128	35.95% 87	25.47% 242
Non-Principals	3.85% 27	1.42% 10	21.37% 150	42.45% 298	30.91% 217	73.89% 702
necessary skill level						
	very unimportant	unimportant	neutral	important	very important	Total
Principals	0.41% 1	0.41% 1	7.82% 19	55.97% 136	35.39% 86	25.58% 243
Non-Principals	3.26% 23	0.99% 7	18.72% 132	38.30% 270	38.72% 273	74.21% 705
fair compensation						
	very unimportant	unimportant	neutral	important	very important	Total
Principals	1.64% 4	8.20% 20	31.97% 78	45.08% 110	13.11% 32	25.68% 244
Non-Principals	4.26% 30	5.67% 40	37.30% 263	40.57% 286	12.20% 86	74.21% 705
amount of administrative release time						
	very unimportant	unimportant	neutral	important	very important	Total
Principals	0.41% 1	1.23% 3	6.56% 16	43.03% 105	48.77% 119	25.68% 244
Non-Principals	3.27% 23	1.85% 13	20.88% 147	44.60% 314	29.40% 207	74.11% 704

Appendix B: Comparisons between Principals and Non-Principals

TABLE 10B

Q12 What is your gender?			
	Female	Male	Total
Principals	2.04% 5	97.96% 240	24.35% 245
Non-Principals	57.29% 436	42.71% 325	75.65% 761

Appendix C – Comparisons by Gender

TABLE 1C

Q1 WELS principals are given adequate time to fulfill their leadership responsibilities.						
	strongly disagree	disagree	neutral	agree	strongly agree	Total
Q12: Female	15.75% 69	48.63% 213	18.49% 81	14.84% 65	2.28% 10	43.89% 438
Q12: Male	22.86% 128	52.50% 294	13.93% 78	8.75% 49	1.96% 11	56.11% 560

TABLE 2C

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Q2 How many hours per week of administrative release time is appropriate for a principal of a 75 student school?							
	0	1-5	6-10	11-15	16-20	more than 20	Total
Q12: Female	0.00% 0	11.16% 49	38.72% 170	26.20% 115	16.86% 74	7.06% 31	43.94% 439
Q12: Male	0.00% 0	5.54% 31	36.25% 203	30.89% 173	19.11% 107	8.21% 46	56.06% 560

TABLE 3C

Q3 WELS principals are given adequate training to fulfill their leadership responsibilities.						
	strongly disagree	disagree	neutral	agree	strongly agree	Total
Q12: Female	11.56% 51	48.30% 213	28.12% 124	11.34% 50	0.68% 3	44.10% 441
Q12: Male	17.35% 97	50.27% 281	23.79% 133	8.41% 47	0.18% 1	55.90% 559

TABLE 4C

Q4 What level of training is appropriate to serve as a WELS principal (select only one)?								
	bachelor's degree in education	bachelor's degree plus teaching experience	bachelor's degree plus some practical training	master's degree	master's degree in administration or leadership	administrative license	Other (please specify)	Total
Q12: Female	0.23% 1	20.63% 91	39.00% 172	4.54% 20	20.41% 90	2.49% 11	12.70% 56	44.10% 441
Q12: Male	1.25% 7	17.35% 97	40.79% 228	8.59% 48	21.82% 122	1.61% 9	8.59% 48	55.90% 559

TABLE 5C

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Q5 WELS principals are given remuneration commensurate to the position.						
	strongly disagree	disagree	neutral	agree	strongly agree	Total
Q12: Female	6.47% 28	26.10% 113	47.34% 205	18.24% 79	1.85% 8	43.83% 433
Q12: Male	14.05% 78	36.94% 205	34.05% 189	12.79% 71	2.16% 12	56.17% 555

TABLE 6C

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Q6 Given the duties and responsibilities of the position, what compensation is appropriate for a WELS							
	same as a teacher's salary	teacher salary plus \$2,000	teacher salary plus \$5,000	teacher salary plus \$7,500	teacher salary plus \$10,000	Other (please specify)	Total
Q12: Female	1.62% 7	10.39% 45	35.80% 155	14.78% 64	20.79% 90	16.63% 72	43.65% 433
Q12: Male	1.79% 10	7.51% 42	32.92% 184	17.35% 97	23.08% 129	17.35% 97	56.35% 559

TABLE 7C

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Q7 Whether or not you are a WELS principal, rate your level of interest in serving in that position.					
	no interest	low interest	interest	high interest	Total
Q12: Female	75.77% 319	13.30% 56	9.26% 39	1.66% 7	42.87% 421
Q12: Male	16.58% 93	26.92% 151	36.19% 203	20.32% 114	57.13% 561

TABLE 8C

Q8 To what degree would your interest in serving as a WELS principal be affected if the following were provided at the level you suggested above as appropriate?						
adequate training						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Q12: Female	3.66% 14	0.78% 3	66.06% 253	23.76% 91	5.74% 22	39.69% 383
Q12: Male	0.55% 3	1.28% 7	40.88% 224	45.62% 250	11.68% 64	56.79% 548
adequate time						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Q12: Female	3.40% 13	1.05% 4	64.14% 245	21.73% 83	9.69% 37	39.59% 382
Q12: Male	0.91% 5	0.73% 4	28.23% 155	43.72% 240	26.41% 145	56.89% 549
adequate compensation						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Q12: Female	3.39% 13	1.04% 4	67.36% 258	21.15% 81	7.05% 27	39.69% 383
Q12: Male	0.55% 3	1.09% 6	48.36% 265	35.40% 194	14.60% 80	56.79% 548
all three (adequate training, time, & compensation)						
	Much less interested	Somewhat less interested	No change	More interested	Much more interested	Total
Q12: Female	3.00% 12	1.25% 5	59.75% 239	22.25% 89	13.75% 55	41.45% 400
Q12: Male	0.55% 3	1.09% 6	27.87% 153	44.81% 246	25.68% 141	56.89% 549

TABLE 9C

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Q9 How important are the following when considering your interest in being a WELS principal?						
respect people have for the position						
	very unimportant	unimportant	neutral	important	very important	Total
Q12: Female	6.15% 24	5.13% 20	33.85% 132	36.67% 143	18.21% 71	41.01% 390
Q12: Male	3.21% 18	10.70% 60	29.95% 168	40.46% 227	15.69% 88	58.99% 561
ability for spiritual influence						
	very unimportant	unimportant	neutral	important	very important	Total
Q12: Female	5.40% 21	1.03% 4	25.71% 100	31.36% 122	36.50% 142	40.90% 389
Q12: Male	0.89% 5	1.60% 9	12.12% 68	42.42% 238	42.96% 241	58.99% 561
ability for academic influence						
	very unimportant	unimportant	neutral	important	very important	Total
Q12: Female	5.93% 23	0.77% 3	25.26% 98	36.34% 141	31.70% 123	40.80% 388
Q12: Male	1.08% 6	1.80% 10	13.64% 76	51.17% 285	32.32% 180	58.57% 557
necessary skill level						
	very unimportant	unimportant	neutral	important	very important	Total
Q12: Female	5.14% 20	0.26% 1	23.91% 93	29.31% 114	41.39% 161	40.90% 389
Q12: Male	0.71% 4	1.25% 7	10.54% 59	52.32% 293	35.18% 197	58.89% 560
fair compensation						
	very unimportant	unimportant	neutral	important	very important	Total
Q12: Female	4.88% 19	3.60% 14	37.53% 146	39.85% 155	14.14% 55	40.90% 389
Q12: Male	2.67% 15	8.38% 47	34.94% 196	42.78% 240	11.23% 63	58.99% 561
amount of administrative release time						
	very unimportant	unimportant	neutral	important	very important	Total
Q12: Female	4.62% 18	1.03% 4	25.64% 100	42.31% 165	26.41% 103	41.01% 390
Q12: Male	1.07% 6	2.15% 12	11.45% 64	45.62% 255	39.71% 222	58.78% 559

Appendix D – Qualitative Responses

Question Four: What level of training is appropriate to serve as a WELS principal (select only one)?

Qualitative Responses of those who selected “Other (Please explain).”

- Master's, teaching experience is incredibly important along with ongoing classroom experience at the different age levels, and Master's in admin. or leadership
- I honestly think it depends on the individual. Some are natural leaders, natural organizers, natural goal-setters and are ready early. Some may need some extra training. One is not better or preferable to the other...just different. Teaching experience is definitely helpful!! So is age and just experiencing different phases of life. I've seen principals become better and more understanding of parents as their children hit different levels of school. Perhaps a bachelor's degree + solid common sense + is a good combination.
- Bachelor's and Leadership understudy
- More apprenticeship time!
- bachelor's degree in education plus teaching experience plus practical training
- bachelors, teacher experience, leadership/admin classes, and DESIRE
- Experience/apprentice = best training.
- Masters in Education (Needs to be an exceptional educator) along with administrative training (college level courses)
- Unique to each individual
- Training in handling behavioral health issues.
- Not Sure, but at least some classes in administration and teaching
- I believe experience in Wels schools is necessary, plus the heart of a Christian servant who has a love others and the ministry.
- Bachelor's with teaching experience AND leadership training
- bachelor's degree plus teaching experience & practical training
- bachelor's degree plus some practical training plus some teaching experience
- At least a bachelor's degree plus teaching experience and some practical training
- Bachelor degree, teaching experience and practical training
- it's a combination of BS, teaching experience, and practical training
- it depends on the level of school -high, middle, or grade. Teaching experience is a must!
- bachelor's degree in education plus teaching experience plus some practical training. Possibly a master's in admin/leadership
- bachelor's degree with an emphasis in administration (at least)
- Those that have the gifts of administration should be given principal calls. A master's degree is meaningless without those gifts.
- bachelor's degree plus teaching, plus practical training, plus working towards master's degree
- I personally believe that a bachelor's degree along with teaching and practical administrative training is appropriate
- I don't feel that letters behind a name make someone qualified to lead
- Actually, a sense for their calling is all they need. An understanding of what they signed on for-----to serve their Lord. Not, it isn't in my Call.
- I believe that a principal should have a master's degree with teaching experience; but that seems unreasonable in the WELS world
- bachelor's plus teaching experience plus training would be adequate. Master's in administration would be a big plus of course. Just a master's in a field is less significant.
- experience in the field

Appendix D: Qualitative Responses

- Many are qualified without the degree, but as we all look to improve a masters in admin or leadership is desired.
- I think a bs degree, practical training, and something in administration and leadership
- bachelor's degree plus administration instruction
- degree, teaching experience, practical training, and some sort of an internship
- master's degree plus some practical training
- training doesn't necessarily need to have an endpoint of a degree or license, but training is extremely important
- at least 10 years of teaching experience plus a Master's Degree in Administration
- why select only 1? they need BS & teaching experience & practical training
- bachelor's degree, teaching experience, and practical training
- bachelor's degree plus teaching experience-work on master's in admin (time and financial support being considered)
- I think that a bachelor's degree plus some training is adequate as a starting point, but there should be a requirement of starting a master's program in administration or school leadership ASAP after starting the position. The new administrator should be give 5-7 years to complete the program.
- It depends on the individual and the school setting. All levels can find an excellent WELS principal. It would be best if they had their master's degree and teaching experience.
- Depends. Administration and Leadership are very different skills than instruction.
- bachelor's degree, teaching experience and some practical training which includes shadowing the principal during a school year student teaching experience and some summertime showing as principals prep for the upcoming year ordering books, setting up registration and some home visiting/new family contact experiences, etc.
- bachelor's degree plus continual administrative training leading to administration degree
- Early childhood and high school teachers have been required to attend a 5th year of college. A 5th year focusing on administration and people skills might be in order for principals.
- bachelor's degree with teaching experience and practical training of important facts that have to be addressed - possible mentoring would be so helpful
- not all principals are trained as teachers you also have pastors serving as principal without any experience working in a school
- Depends on size of school
- I don't think the degree is the issue. Mentoring, training, supporting, post graduate training after some experience
- Bachelor's degree but administrative instruction/training (they need administrative/leadership classes and "student training")
- bachelor's degree with teaching experience, practical training, and working through administration/leadership courses.
- The more training the better. The master's degree is good but for students to pay for this out of their own pocket might not be realistic since so many come out of MLC with a huge debt load.
- bachelor's degree plus administration or leadership training
- Teaching experience is an absolute must. Practical training is equally important. Higher education, workshops, seminars, and licensure can all be beneficial. They are even more important during the years of principal service, but they do not ensure successful heart, attitudes, and skill. The role has expanded beyond the scope of realistic training during preservice experiences.
- Master's degree plus teaching experience plus practical training
- Both advanced degrees and teaching experience would be preferred.
- bachelor's degree plus maturity
- Bachelor's Degree, Some experience, A desire to be a Principal
- Masters Degree in Leadership and Principal Licensure
- High schools-- master's in admin; LES-- bachelor's + 9-12 cr in admin
- personal traits like humility, diligence, common sense, and ability to learn from veteran colleagues are better indicators of potential are better indicators

Appendix D: Qualitative Responses

- Bachelor's degree; teaching experience; plus continuing Ed (admin license, at congregation's expense?)
- masters degree in admin. plus teaching experience
- This really depends on the principal. Education is not the only factor that creates a good principal.
- Bachelor's degree, teaching experience, AND practical training
- It depends on the school situation. In a two room school with not many students I believe the bachelor's degree plus some practical training is enough; however, for larger schools I believe a master's degree in administration or leadership would be beneficial.
- Each individual is different in gifts given to them for leadership. Knowing the job of principal requires training... Learning leadership requires training. Not necessarily based on degrees.
- master's degree in administration or leadership and minimum of 5years teaching experience
- bachelor's degree,teaching experience & administrative courses
- Combine choices 2 and 3
- The degree doesn't make the person; however, an effective principal will want to model continuing education by pursuing higher levels of education.
- Both teaching experience and some practical training in combination with a minimum of a bachelor's degree
- I honestly think it depends on the person more so than their level of education.
- BA, plus 3 years teaching experience, practical training towards a MA in admin / leadership
- Train them to be administrators instead of teachers. Have a separate track.
- A college course designed to train those students who wish to receive a principal call on assignment day, or wish to pursue becoming and/or serving as a principal one day.
- a bachelor's degree, teaching experience in upper and lower grades and mentorship as well as visitation by wels administration overseers
- bachelor's, teaching experience, practical experience, working towards master's or some other cont. ed
- I don't think you can pick just one choice in this category. A principal should have a bachelor's degree, teaching experience to understand the life of a classroom teacher, practical training in the area of administration, and with a master's degree to help focus in on administration and work with certification in the school
- Bachelors plus min 3 yrs teaching experience AND practical training
- bachelor's degree in education, experience, and practical training (at least 1 yr as co/associate or vice principal)
- Bachelors plus practical focused admin plus teaching experience of 5 yrs
- Bachelor's degree in education, plus teaching experience, plus some practical training
- This is really hard to only choose one category. I feel that in the WELS all principals should have teaching experience because them gives them the perspective of a teacher when working with teachers. I also feel that today's principal needs practical training on classroom supervision and curriculum development to name a couple areas. One part of that practical training should be an advanced degree in administration/leadership.
- Bachelor's degree or higher plus principal training by experienced principal.
- Bachelor's degree plus some teaching experience AND practical training
- Education will not make someone a good principal - it's whether they use what they learn in their education, are willing to learn, have a heart for service, a supportive wife, and a love for ministry, as well as good people skills.
- bachelor's degree plus teaching experience plus practical training
- Masters degree with a peer mentor
- bachelor's degree, teaching experience, practical training, and providing a mentor would all be appropriate before asking a called worker to serve as a principal
- Bachelor's degree plus teaching experience and practical training; Master's degree plus the other things would be better.
- Bachelor's degree plus teaching experience and practical training

Appendix D: Qualitative Responses

- Training needs to come before individuals serve as principals. I don't know if that needs to be at a master's level, part of the curriculum at MLC, or some other sort of training, but there needs to be additional training.
- It depends on the state, school and individual
- 2nd choice along w/ 6th - it wouldn't hurt to have training in counseling youth as well
- The second two are equally important.
- Training alone is not enough; classroom experience, people skills, and common sense are just as important
- Master's degree with teaching experience
- B.S. + Teaching Experience AND Practical Training
- bachelor's degree, plus teaching and training
- BS plus experience and training
- Classes pertaining to the position
- Bachelor's degree in education, experience, master's in administration and administrative license
- Bachelor's Degree & Teaching experience & Practical training
- I lean towards checking bachelor's degree + practical training because the reality of all getting a master's is shaky. I would prefer a master's prior to becoming a principal.
- Bachelor's degree plus some practical training/pursuit of master's degree in administration
- Mentorship
- I think it depends on the individual, years of experience, and willingness to continue education.
- State Teacher License
- It depends upon their specific tasks. I Don not think there is a strong correlation between degree and faithfulness to the Gospel ministry.
- bachelor's degree plus teaching experience with an administrative license
- Begin with bachelors but work toward masters
- bachelor's degree with teaching experience and practical training
- at least three years teaching experience AND a master's degree in admin or leadership
- We offer a minor in urban ministry, why not a minor in school administration?

Question Six: Given the duties and responsibilities of the position, what compensation is appropriate for a WELS principal?

Qualitative Responses of those who selected "Other (Please explain)."

- \$7,500 but the size of the school and amount of release time might allow for adjustment.
- Not sure, we follow a different category in the matrix for the principal vs. teachers. "The worker is worth his wages."
- depends upon the release time he's given, and other benefits
- I think size of schools and responsibility should really determine this. I don't think it should just be a flat rate over a teacher's salary. They should be paid fairly for their responsibilities in the congregation they serve.
- I am not sure, but it depends on the school
- teacher salary plus appropriate composition, depending on the size of the school
- a salary and stipend for principal based on years of experience
- It depends on the time allocation used.
- or mandate that principals be brought to Synod code annually.
- It depends on how much release time they receive.
- depends on the size and level of school
- it depends on how much release time they get. if they are dkibg
- It's a tough call because we don't give extra money to athletic directors, choir directors, and principals are given time off during the day to get their work done and have to teach less classes. As a teacher, if you are AD, you teach a full load of classes and are still putting in a LOT of extra time nights and weekends to fulfill your AD duties and prep and plan for your classes. At least this is the way it is in my school.
- Depends on the size of the school and how much admin release time is given. I think principals who do more teaching and have less release time should be paid more, as they will have to do more work outside of the school day.
- whatever the congregation is willing to give
- I think it depends on the responsibilities required, if principal has an assistant, location of school, paperwork load, meetings required, release time.
- Depends if they get the release time to fulfill the duties during the school day. I feel that even if they get the time they should still be paid better than a teacher.
- Depends on the size of the school.
- I wanted to choose \$2000 but also wanted to make a note. I think we must be careful in assigning an arbitrary number. We don't want to make it impossible for a veteran principal to get a call as synod code + another amount of \$\$ may be too steep for many of our congregations.
- If a principal is given ample time to do his needed duties, salary should be the same. Should a principal who receives more money be expected to do more than normal? Maybe dock them pay as things are NOT done? Guess I never understood why some didn't need to anything and get extra pay while others never get things done and still get paid more. Then teachers who do do the work is not given a wage worth their hire.
- I don't know. I'd lean toward similar to teacher's salary. In the end the teachers are putting in similar time as principals especially if they are given administrative time.
- Depends if they are a full time or part time teacher as well.
- We have to be careful to compensate based on duties. Does a staff member who plays for church "deserve" more than someone who does IT or coaches? Every called worker is expected to work faithfully to their calling 24-7-365. If a congregation would like to add to their base salary, let them do it out of Christian freedom, but I don't feel it should be expected.
- Impossible to answer without the details of the position.
- I think they should get an additional salary, but it is determined by size of school, as well as extra responsibilities and duties.

Appendix D: Qualitative Responses

- I feel that depends on the size of the school and abilities of the congregation to increase salary. Also depends on the work load.
- This all depends on so many factors. I can't say.
- It depends on the size of the school and the extra duties involved.
- At least \$10,000. You're asking them to do two jobs for the price of one in most cases. Everyone who has extra duties should also be compensated accordingly!
- Dependent on duties, size of school, etc.
- Being a WELS principal and a teacher is 2 full-time jobs. Principals should be paid double, but I know that that is unrealistic in our systems.
- Compensate all called workers what "Synod Workers" receive. All too often district presidents allow congregations to get by paying poorly. If principals are comp. which they should be, so also athletic directors, youth, music, ect. should be compensated properly.
- Many principals receive free tuition, free daycare, housing, tax breaks, and other benefits that the regular staff does not receive. This should be taken into account when setting a salary.
- higher than teacher's salary, but also dependent on level of education and experience
- It depends on the size of the school and the number of hours they work, as well as their educational level.
- Most principals are also full-time teachers. Those who do both should receive an additional 1/3 to 1/2 salary in addition to administrative assistant for doing two men's job!
- ?????? depends on the size of the school & extra duties assigned to them
- depends on the duties, responsibilities and size of the school
- Whatever is appropriate for someone who has their masters since WELS principals should have their masters in administration first.
- teacher salary plus 10,000. Depends on the position. Do they have scheduled summer office hours? Amount of meetings? Efforts in meeting and scheduling new families and donors?
- Two compensation guidelines should be established. One for full time teaching and one for full time administrator. Pay according to percentage of time conducting each ie: 2/3 teaching 1/3 admin = payment 2/3 from teacher guide and 1/3 from admin guide
- Depends on the job description...
- It depends on how much they have to teach - the more they teach, they more plus they should get.
- perhaps \$10,000, but some may depend on the size of the enrollment of the school, or if they have a secretary, or/and how many other staff members share the responsibilities of a principal, or if he's a full-time teacher esp of multi-grades, etc...
- Depends on size of school.
- Neutral. Many teachers log extra hours with extra-curricular activities too
- Salary in line with experience in the job.
- Depends on the size of the school and what is attached to their call.
- It depends on if they are also teaching.
- teacher salary plus \$10,000-\$15,000
- if truly putting in the extra time and not delegating it out to staff members then 7500. But if the role delegates out to fellow staff members who are also overloaded with other responsibilities also not compensated, then it should be less.
- depends on who is serving as principal and what their other duties are
- Depends on experience and administrative education background
- i think this greatly varies based on ability and size and needs of the school Ideally it would be more toward \$10,000 but I don't know that it is feasible to do that
- obviously more what's the position worth to the cong.
- more than a teacher but don't have specific amount more in mind

Appendix D: Qualitative Responses

- Difficult question. The Lord provides for me with the salary I receive (similar to teacher salary). I have not convinced myself I should be receiving more as a principal because if I did I would be uncontent.
- I don't think a blanket number is appropriate. There is a lot of variety from school to school in regards to how much time and responsibility is required. On the whole, however, our principals are NOT compensated appropriately.
- \$5000-\$7500 or more, depending on size of school & staff
- It depends on the average salaries in the area for similar work - not necessarily in the local public school system
- 10% of base
- teacher salary plus \$5,000+ if they are fulfilling their responsibilities
- depends on the release time. No time, work is done after hours, and you have 14 hour work days. If they have release time during the day, \$3,000 is fair. If not, \$5,000 at least.
- I have no idea.
- The responsibilities to lead or serve in a classroom will vary greatly throughout the WELS setting. It is not a money issue. It is a failure to offer appropriate time and training compounded by the diverse technical, personal, legal, finance, outreach, inreach, assessments, team building, relationship fixing, counseling,....
- should vary with location and size of school and responsibility but not less than \$5000 additional pay
- Depends on duties - if he has administrative help, time off, etc, if they are a choice school that has much more paper work and involves more time, if he also has coaching duties or is in charge of scheduling for games, etc. They definitely deserve and should get more than a teacher because of all the responsibility and the "buck stops here." He is the man in charge.
- a suitable compensation is necessary but would fluctuate in comparison from one experience to another
- I am not really very qualified to answer this
- Tiered system that begins lower but increases with years of experience. Starting point should be a percentage rather than a set amount.
- The salary should will vary depending on area. I feel it should be close to the salary of the local public school principal.
- Dependent upon school size, location, comparable salaries
- Has to based on duties expected but teacher + 10% would be a good average
- Some current principals receive higher pay, ten hours of release time and delegate responsibilities to already overworked teachers.
- some current pricipals receive 10 hrs/wk release time and higher salary, but delegate tasks onto other faculty
- I don't know
- I think the bump in pay scale is good for one column to another
- Depends if congregation reimburses for expected additional training. \$5-10k
- If there teaching time is reduced, the amount of compensation may not be need to be increased. If the principal is a full time teacher and a full time principal then the amount of time needed will be what is short and so the \$ amount will not buy the time. full teach and full principal \$22,000
- Category C of Matrix plus compensation for Masters Degree
- Depends on the amount of released time compared to class time.
- It truly depends on the situation. We have 2 full time administrators who are paid above synod code. Many teachers work the weekend with lesson plans, coaching, organ, etc., the administrators have weekends off. I believe it truly depends on the situation.
- Teacher's salary as a base, then based on further training/education it should go up. Moving columns in the Synod Compensation Scale, from column A to B,C, D, etc.
- I'm not sure, it gets into the whole should coaches, organists, etc get paid more.
- If he is given time to be a principal, then he should receive the same, but if he is not given time then he should be compensated for the over and above work he would be doing.
- Principals should receive more than salary, but it is hard to put a certain dollar figure down. Choices 2-5 above sound good, but I can't say which one is better.

Appendix D: Qualitative Responses

- No opinion
- if they have no other certification than the teachers and are given administrative release why would they receive more?
- If they are also teaching as most do, \$8-10,000 more
- 4% increase
- I don't have enough knowledge to accurately answer this question. I believe it should be more, due to responsibilities, experience, and probable education; however, I can't speak to the amount.
- Depends on annual review, education level, experience, and benchmarks.
- Compensation should be great than a teacher salary but the amount needs to vary depending upon the number of students, the part of the country where the call is held, and other responsibilities that go along with a specific call
- This is very hard for me to answer because I feel that we have many female teachers who fulfill many other responsibilities at a school that require addition hours outside of the classroom and are not compensated for that at all. I do feel that they should receive something but not sure what.
- Hard to say since each church and school is pretty unique in its expectations of the man.
- It depends on how much they are teaching and how much release time they're given
- This depends on the size of the school, as well as the age level (elementary vs. high school). I think about what our principals are asked to do, the amount of time given and the compensation and it's no wonder we can't find principals.
- I really don't know.
- It is dependent on how many grades they are teaching and what level of children they teach.
- appropriate with responsibilities; needs to be enough to fully support a family
- 12,000 - that would be 1,000 a month
- It think it would fluctuate depending on how much release time a principal received and possibly the number of students they serve.
- To me this depends on the size of the school and the amount of teaching duties the man has.
- depends on the school size, teaching duties, or other duties such as choir and organ
- It should be commensurate with experience and/or additional education or superior rating from synodical overseers
- Dependent on level of education and experience
- This is a tough one, initially I thought \$5000 is realistic and \$10,000 is ideal, but I question situations like my own where the principal responsibility seems to be in title alone and the duties and work are completed by all on staff equally at our small school
- \$15,000 if not getting 20 hours a week of release time to do duties
- Minimum of teacher salary plus \$10,000 and additional compensation for an advanced degree
- Wage based off teacher salary scale that includes percentage increase for administration duties and additional increase for masters, etc
- I really have no idea exactly how much over the teacher salary a principal should get. It should depend, in part, on how big the school is. (More students=more responsibility=more compensation)
- Depends upon the size, responsibilities, School Choice, etc.
- I think this should be structured based on experience as a teacher, training, and type of degree. I did not become a WELS teacher/principal for the salary, so I have never really thought about this much.
- I really don't know. I would want to at least compare what principals make in other sectors, and I don't have that information now.
- I do not feel qualified to suggest a wage.
- I think this totally depends on training, experience, size of school...etc. I do not believe it is a "one size fits all" number.
- I would agree with the 3rd to 4th choice, but I think it really depends on the size of the school and the job description a congregation has asked their principal to fulfill.
- At least \$10,000- more for additional education.

Appendix D: Qualitative Responses

- Teacher salary plus a percentage
- More than a basic teacher's salary, but I don't know if a numerical amount is appropriate. Perhaps an extra percentage? Possibly based on years of experience?
- This depends greatly on the situation and the school
- I think it depends on other duties. For example, if all teachers in the school perform other duties beyond the classroom (organ, choir, coaching, etc.), than the principal's other duty is administration. If, however, the principal is expected to administrate the school and assume other responsibilities as well, than they should be compensated fairly.
- Double teacher's salary
- Not sure. Obviously we have the synod codes for assistance, but every situation is different.
- I think \$5K-7.5 with additional financial support for further education
- I don't feel comfortable answering this question nor number 5.
- teacher salary plus 10, 000 and no extra duties for the first year or two years
- what additional fee does an administrator in the public school get?
- teacher plus 15%
- Public schools require years of experience and at least a master's degree and offer 100,000 or more in the east coast where I am teaching. just adding 10 thousand to do 2 full time jobs is insane.
- Comparable to public school administrators or superintendents
- Depends on student body size and actual principal time given
- It may vary depending on size of Cong and what they can afford.
- \$12,000
- I don't feel I can properly answer this question.
- more than a teacher but I can't say how much
- I believe it does depend on the size of the school and the scope of duties/responsibilities. The plus \$\$10,000 may not seem realistic to many, but should be the starting point for the principal's responsibilities.
- If a principal is getting appropriate office time during the school day, they should be paid based on synod code
- it depends upon the expectations most principals who teach cannot balance teaching and administration and do both jobs well
- I do not know what the duties are. I think that if you do a salary plus the scale should be based on the size of a school.
- Depends on the amount of administrative time available. Extra pay should be inversely related to administrative release hours.
- don't know
- I believe it should be higher than a teacher salary, but not necessarily a fixed amount. I believe it should be determined by the calling body based on the size of the school and the responsibilities expected of them.
- I think it would depend on the principalship. Not all are created equal.
- Each congregation would need to assess responsibilities and make a decision using the compensation formula as a guide
- Compensation is purely a local matter in which a congregation weighs needs and stewardship.
- Teacher's Salary + 10% (2 column adjustment on WELS matrix)
- This would be dependent on how many students are in the school, what additional duties the principal has, etc. In other words, how much more time does the principal spend doing his job than a teacher.
- It depends on the demands of the position and calling body's resources. I feel that 20-25% of the base salary would be a reasonable benchmark.
- Depends...if they're given release time..equal to teacher, otherwise plus 5,000
- no opinion - difficult to personally determine

Appendix D: Qualitative Responses

- Cong if they use the synod guidelines still pick the C,D,E what ever is in line with their budget
- To me it really depends on the teacher/principal work load, size of school, expectations of the congregation for the principal as administrator, curriculum developer, etc. Although these things should be carried out as a principal, not all congregations have them as an expectation.
- depends on size of school, expectations, etc., but certainly a bump up in pay to some degree
- They were given the gift of administration, it is their gift, why should we pay them more for using their gift.
- Administration and Church/School need to agree
- This depends on their teaching responsibilities.
- It depends on other factors such as admin time given, secretary help, staff to delegate to, etc...
- Financial consideration is not as big an issue as time to do the work, and some time during the school year to get away as a principal spends a greater amount of time during the summer preparing the school for the next year. The other factor here is fair compensation not only in relation to a fellow teacher, but also to the pastor.
- depends on what they are all responsible for
- I don't think ANYONE in the WELS is paid enough...
- For me it is not the money, but much more needed time.
- Salary should be based on education and experience plus a percentage of teacher's salary. A principal with a Master's and admin licensce should receive more than a principal that only has a bachelor's degree.
- +15% off of yearly salary
- It depends on the school and the specific responsibilities of the principal.
- It depends on whether administration is being done. Being principal is more than a title.
- Location, size, and context of school should be considered
- It should be 10-15% more than the classroom teachers. It would depend on the situation and the salary schedule of the school.
- Pay from the same column as pastors
- This is a challenging one to answer. I would argue for between \$5000 and \$10000, but expectations of leadership would have to grow/be clear.
- I would think it should be partly determined by what terminal degree has been earned.
- depends entirely on duties and responsibilities and size of school
- Depend on the school size and the extra duties... Comparing WELS to public or other private schools administrators are not compensated according to responsibility. The number of "contracted" hours for a public school administrator often puts them on par with the hourly wage of teachers in their "contracted" time. In my opinion the administrator should be compensated at a higher level compared to the teaching staff because of extra responsibilities, but the administrator should also have credentials that make them qualified to be an educational leader and administrator. I don't think you can quantify an amount that fits across the board. I would tend to agree with \$10-\$15K boost is realistic and needed increase the professionalism of the principal role within the WELS so that it is seen as a leadership position and not just extra duties when you have the time.
- Depends on level and size of school
- Highest teacher salary plus \$10,000

Appendix E – WELS Principal Standards

Domain I: Spiritual Leadership

STANDARD ONE: An effective Lutheran school principal is a person of faith.

- a. Understands and follows doctrines of the Bible
- b. Accepts the Bible as the absolute truth in matters of faith and life
- c. Models faith both personally and professionally
- d. Displays Christ-like love for all
- e. Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation
- f. Acts with integrity, fairness, and ethics

STANDARD TWO: An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care

- a. Collaboratively develops and implements a shared vision and mission
- b. Articulates, implements, and guards the vision
- c. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- d. Creates and implements plans to achieve goals
- e. Promotes continuous and sustainable improvement
- f. Monitors and evaluates progress and revise plans

Domain II: Instructional Leadership

STANDARD THREE: An effective Lutheran school principal knows how to teach.

- a. Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards
- b. Understands the developmental needs of children
- c. Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs
- d. Has command of a variety of learning theories and instructional methods
- e. Employs good classroom management
- f. Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes
- g. Uses informal and formal assessment strategies to measure student progress

STANDARD FOUR: An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.

- a. Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts
- b. Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty
- c. Maximizes school time spent on quality instruction
- d. Advocates for and fosters affirmation, respect, and inclusion of a diverse student body
- e. Promotes the use of technology to support teaching and learning

STANDARD FIVE: An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts

- a. Guides the development of beginning teachers
- b. Uses formative supervision to guide teacher performance toward improved student learning.
- c. Communicates teacher and staff performance through summative evaluations

Appendix E: WELS Principal Standards

- d. Works collaboratively with teachers to design comprehensive professional growth plans
- e. Builds teacher capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development
- f. Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning.
- g. Effectively communicates with faculty and staff.

Domain III: Administrative Leadership

STANDARD SIX: An effective Lutheran school principal wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.

- a. Organizes the environment to support quality instruction and student learning
- b. Monitors building operations
- c. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources
- d. Promotes and protects the welfare and safety of students and staff
- e. Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church
- f. Supports and works closely with the school's governing board

Domain IV: Community Leadership

STANDARD SEVEN: An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.

- a. Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community
- b. Engages families and the local congregation in school decision making as appropriate
- c. Collects and analyzes data and information to understand and to respond to the needs of the school's environment
- d. Utilizes community and synod resources to carry out the school's mission
- e. Promotes the school among school families and within the congregation and community
- f. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- g. Works cooperatively with synod agencies
- h. Participates in district and synodical responsibilities

STANDARD EIGHT: An effective Lutheran school principal understands both the local and broader context in which the school exists.

- a. Serves as an advocate for children, families, and caregivers
- b. Acts to influence congregational, syndical, local, state, and national decisions affecting student learning Lutheran education
- c. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies

Appendix F – Professional Standards for Educational Leaders



NATIONAL POLICY BOARD *for*
EDUCATION ADMINISTRATION

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The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.