Janet Ledesma

From LISTENING to LEADERSHIP

This issue of the JOURNAL is dedicated to the Adventist school principal. Whether he or she is leading an elementary, middle, secondary, boarding, or small school, the ministry and work of the principal are of inestimable value because these responsibilities extend beyond the realm of academic excellence; the principal's work focuses on leading for eternity:

"Teachers [and principals] do a high and noble work by cooperating with the divine purpose in imparting to young people a knowledge of God, and in molding the character in harmony with His. In awaking a desire to reach God's ideal, they present an education that is as high as heaven and as broad as the universe. This education cannot be completed in this life, but will be continued in the life to come. It is an education that secures to successful students a passport from the preparatory school of earth to the higher grade, the school above."[1]

Recognizing that the Adventist principal is the keystone of the school, the purpose of this issue of the JOURNAL is twofold: (1) to empower, enhance, and provide resources for effective school leadership; and (2) to describe for readers the many "hats" Adventist principals wear, the multiple roles they must fill; to show how they do what they do and how their ministry can be enhanced.

Thus, in the lead article for this issue, L. Roo McKenzie writes about "Leading From the Sanctified Heart," describing the principal as the spiritual leader of the school and emphasizing the importance of calling, unselfish service, and spiritual renewal in order for the principal to be personally in tune with God and empowered to help others develop a relationship with Jesus.

Betty Nugent next describes another "hat" for the principal: instructional leader of the school, which includes staff development, providing practical experiences for students, assessment, and advocacy.

Evelyn Savory and Marva Shand-McIntosh describe an additional aspect of effective leadership in their article on the Listening Principal. How listening provides insights and possible solutions to problems and opens new areas for growth are the focus of this article.

Lyndon Furst, veteran administrator and school law professor, helps principals "face the law" by offering valuable insights into the school administrator's responsibilities in the areas of negligence, discipline, and reporting child abuse.

Jim Jeffery describes another "hat" the effective principal must wear as he explores the intriguing question: "Does Carrying a Smart Phone and an iPad Make the Principal a Technology Leader?" Jeffery challenges school principals to be proactive, to stay well informed, and to "'create a road map for the effective use of technology by the students and teachers in your building.'"

The section on effective school leadership concludes with Linda Potter Crumley, et al.'s report of the findings of an in-depth survey of Adventist academy principals regarding their responsibilities and challenges.

The professional and personal development of the principal comprises the next section of this special issue. Ruth Nino and Yoel J. Paredes-Rodriguez discuss essential counseling skills for school leaders, and assert that apply-

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Guest Editorial *Continued from page 3*

ing these skills will enhance the role of the principal. Marilyn Diana Ming urges principals to develop essential coaching skills to impact and influence others. Her article emphasizes the value of collaborative principal-teacher coaching relationships that focus on the professional development of the entire team.

The section ends with Pamela Consuegra offering time-management tips for principals—how to balance the demands of their work with the needs of their family and their personal lives. Her eight practical strategies will help school leaders to maintain healthy balanced lives that will make them stronger and more productive administrators.

Janet Ledesma concludes the issue by sharing the findings of her study *Narratives of Longevity From the Perspective of Seventh-day Adventist School Administrators in North America: A Multiple Case Study*. In this article, she tells why principals stay for long periods of time in the Adventist system of education—passion, calling, and godly commitment to the career and to servant leadership.

The concept of servant leadership is grounded on the premise that in order to lead, the Christian administrator must first learn to serve others from a heart filled with love. Jesus was the perfect example of servant leadership, and told His followers to do likewise: "'Whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many'" (Matthew 20:26-28, NIV).[2]

It is the authors' hope that these articles and resources in this special issue will empower principals in this sacred work and encourage readers to appreciate and support the dedicated and committed work of our servant leaders in education—Adventist school principals!—Janet Ledesma.

The Coordinator for this special issue, **Janet Ledesma, Ph.D.,** *is Educational Leadership Coordinator for the School of Education at Andrews University in Berrien Springs, Michigan. She and her assistant, Evelyn Savory, enthusiastically undertook responsibility for an issue that had been dormant for some time, assisting in all aspects of its preparation, from defining topics and soliciting authors and peer reviewers to providing input on manuscripts and answering, at all hours, a multitude of questions. The Editorial Staff of the* Journal *express heartfelt appreciation for their assistance throughout the planning and production of the issue.*

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1. Ellen G. White, *True Education* (Nampa, Idaho: Pacific Press Publ. Assn., 2000), p. 13.

2. The Scripture quotation credited to NIV is from *The Holy Bible, New International Version*. Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc. Used by permission. All rights reserved worldwide.

Leading From a Sanctified Heart

The spiritual life of the principal in a Christian school is either a steppingstone or a stumbling block to the spiritual vitality of his or her campus. Just knowing the *theory* of biblical truth will not transform mind, soul, and body. God-honoring leadership is not a theoretical concept or a head game. The principal must lead from a sanctified heart, which is the product of a life of consecration and holiness. Leading from the head rather than from the heart will result in self-deception and futility.

Leadership from a sanctified heart begins with a heart in which God dwells. It has one end in mind—eternity. The defining characteristic of leadership from a sanctified heart is *total devotion to God*, which is demonstrated through a genuine and authentic attitude and a contrite spirit. Leading from the heart requires intelligent, intentional, and incessant attention to ensuring one's total consecration to God.

The principalship is probably the most demanding, most highly scrutinized, and most under-appreciated job in the Seventh-day Adventist Church. And yet, it can be the most rewarding spiritual activity in which anyone can engage. To be a success in God's eyes, the principal must be endowed with more than charisma, highly developed professional skills, and practical expertise. God-honoring, successful principalship happens only when educators who have been called by the Holy Spirit find their motivation and passion for service in the desire to know the divine will, and then commit themselves to live humbly and uncompromisingly for the glory of God.

The level of excellence that God-honoring principals experience and demonstrate is a Heaven-inspired and

BY L. ROO McKENZIE

Heaven-empowered service. The legacies of godly leaders reveal that there is a significant difference between the effectiveness and long-term impact of principals who live and lead from a sincere heart, and those who, knowingly or unknowingly, lead from a heart filled with pride, self-deception, and a lust for power.

Leadership based on ego and pretense is an all-too-common affliction that often produces impressive but superficial counterfeits. Leading from ego and pretense and not from the heart is an activity in futility and vanity. The contrast in leadership attributes between Moses and Pharoah, David and Saul, and Daniel and Nebuchadnezzar can be seen in the enduring legacies of their leadership, whether for good or evil. Without a spiritual commitment (leadership from the sanctified heart), principals will merely go through the motions without ever fulfilling the divine invitation and objective of being transformed by the renewing of their minds. The end product of spiritual leadership is the fruits of the Spirit, "love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control" (Galatians 5:22, 23, NRSV).[1]

Leadership from the heart, like character, is not something that principals do. It is something that they *are*. Spiritual leadership is a heart-borne experience and not a skill-driven activity and is transformative for both the principal and his or her school. It transforms the leader as well as those who are led. It first glorifies God and then blesses others with a life of grace, humility, integrity, mercy, compassion, and transparency. Principals who lead from the heart lead with humility and grace and not with power and authority. They are other-centered, not self-centered.

Leadership Recession?

Leadership in Seventh-day Adventist education is first and foremost a spiritual function. Technical skills and expertise in organizational management are useless unless they are exercised from a heart that is fully committed to serving God and unwaveringly centered on the spiritual purpose of building up God's kingdom on earth. Unfortunately, leaders who know God personally, self intimately, and others compassionately seem to be on the endangered species

list these days. The Adventist Church, like the rest of Christendom and the secular world, seems to be undergoing an acute "leadership gap" that threatens the mission for which Adventist schools were established.

Successful spiritual leadership requires that the leader's heart be fully committed to God. Without true conversion, the principal's functions and activities are nothing but a chimera of false positives and temporary scaffolding that will not withstand the test of time.

Leading from a sanctified heart is the essence of authentic living. Ellen White made a timeless appeal for spiritual, transparent, and God-honoring leaders when she wrote: "The greatest want of the world is the want of those men and women who will not be bought or sold, those who in their inmost souls are true and honest; those who do not fear to call sin by its right name; those whose conscience is as true to duty as the needle is to the pole, those who will stand for the right though the heavens fall."[2] Only leaders who have experienced true conversion can meet this high standard. The call to a God-honoring life is more relevant and urgent now than ever before, given the current dearth of such leaders in society.

Although the special species of leaders described in the above quote is extremely rare today, God is still searching for and finding transformed and committed leaders. These covenant leaders (principals) are fully committed at heart and determined to do God's will on earth.

Leadership from a sanctified heart manifests itself in a beautifully transparent lifestyle that demonstrates a high integrity quotient. God-honoring leaders cannot practice in their lives what their hearts do not embrace. "Fake it 'till you make it" is not an option for those who serve God in sincerity and who seek to do His will.

No leader has been known to lead someone to the light while standing in the dark. Dead hearts cannot revive cold hearts. Hence the call for leaders who have personally experienced a spiritual heart transplant and who serve God with sincerity, in the spirit and power of Christ, their Leader and Mentor. When the soul of the principal catches fire, the souls of students, teachers, and parents ignite as well. "Those who would impart

truth must themselves practice its principles. Only by reflecting the character of God in uprightness, nobility, and unselfishness of their own lives can they impress others."[3]

Could it be that the number-one challenge of Adventist education today is not a financial but a spiritual problem? If this is true, then the spirituality of the principal may be one of the significant variables that can bring about the long-desired renaissance in Adventist education.

Adventist education needs to experience a turning toward the values of the kingdom of God through the spiritual leadership of its leaders. God is urgently calling for committed leaders who will humbly manifest the courage and commitment to "stand for the right though the heavens fall." The prophet Jeremiah beckons to principals, "Stand at the crossroads, and look, and ask for the ancient paths, where the good way lies; and walk in it" (Jeremiah 6:16, NRSV).

To a certain extent, leadership from the heart requires the exercise of reverse intelligence—analyzing and learning from what is and what has been. It also calls for the strategic use of anticipatory intelligence—intentionally acknowledging, focusing on, choosing, and pursuing preferred outcomes. The divine plan for education will, first and foremost, prepare young people (Malachi 2:15) for God's eternal kingdom. This preparation for eternity cannot be led and facilitated by principals who lead from a heart of ego or pretense, or who are just going through the motions. Lee Boleman, in his book, *Leading With Soul,* writes: "When individuals live superficially, pursue no goals deeper than material success, and never stop to listen to their inner voices, they block their spiritual development."[4]

Leaders who are not growing spiritually cannot lead from the heart because this requires an inner transformative experience that constantly seeks self-renewal in order to bless and influence others. God-honoring leaders are not just master teachers. They are, more importantly, master lesson plans to be read and observed by those who follow them.

The poet Leroy Brownlow wrote: "You are writing a gospel, a chapter each day; by things that you do, by things you say. Others read that gospel, whether faithless or true! Say! What is the Gospel According to You?"[5] Principals need to see themselves as open gospels read by students, teachers, parents, constituents, and the community.

Center and Circumference

Spiritual leadership is both the center and circumference of the Adventist principalship. An understanding of the value that God places upon children, and His divine design for their salvation, challenges principals to first of all, secure their own relationship with God and then work passionately and untiringly, always keeping in mind the divine mission for children—the salvation of every student. Children are very

special to God. Ellen White wrote, "The soul of the little child that believes in Christ is as precious in His sight as are the angels above His throne."[6]

The redemption and restoration of God's heritage must be the all-consuming agenda for principals. In the final analysis, all other school-related activities will be but mere temporal scaffolding. Leading from a sanctified heart is a mission-driven administrative imperative that gives uncompromising priority to what the kingdom of God and Adventist education are all about—the redemption of all students.

Models and Mentors of Leadership From a Sanctified Heart

The principal is the spiritual thermostat of his or her school. He or she sets the spiritual climate and atmosphere. And how does a principal operationalize the leading-from-the-heart philosophy in his or her lifestyle and administrative practices? Three superheroes from Scripture answer this question with unequivocal and compelling clarity. Ezra, Nehemiah, and Esther are three models who unabashedly lived their leadership from sanctified hearts and served the cause of God with an incomparable and enviable margin of excellence.

Ezra

God commissioned Ezra, an Israelite priest, scribe, and leader who lived in the 5th century B.C., to undertake a special work of reformation and rebuilding. When Ezra learned of the spiritual condition of the Israelites, he humbled himself before God and prayed for their restoration (Ezra 9). His wholehearted response and obedience helped to lead his people back to God.

> L ee Boleman, in his book, *Leading With Soul,* writes: "When individuals live superficially, pursue no goals deeper than material success, and never stop to listen to their inner voices, they block their spiritual development."

Ezra led a group of Jews from Persia to Jerusalem to undertake the challenging task of rebuilding the temple of God. Upon arriving in Jerusalem, he observed that the intermarriage between the Israelites and pagans had led his people into idolatry. He wept before God and prayed for revival.

Ezra was a leader who had his priorities straight! The first thing that he did in rebuilding the temple was to build the altar for offering the morning and evening sacrifices because he recognized that time spent in prayer dramatically alters one's relationship with God and other people. "The tragedy of our day is not unanswered prayer but unoffered prayer."[7] Principals who lead from a sanctified heart most definitely also lead from their knees, for prayer is the fuel, oxygen, and power of the soul.

Nehemiah

Every successful principal must have a "Nehemiah Moment" in his or her lifetime, when a vision/mission that is born of God becomes a moral imperative that is fueled by a sincere prayer life and an unwavering commitment to do business God's way. Before Nehemiah accepted the challenge of rebuilding the ruined walls of Jerusalem, he first undertook the task of rebuilding his own spiritual life. He prayed openly to God (10 times during the short book that bears his name), confessing his own sin and the sins of his people, and asking for divine enabling to do the work at hand. A sincere prayer from the heart of a believing disciple is the key that opens the heart of God. Successful principalship, by Heaven's standard, is impossible without a personal and transforming Nehemiah Moment and a consistent and genuine Nehemiah-like prayer life. Good "pray-ers" are good players for God! Ellen White states, "The greatest victories gained for the cause of God are not the result of labored argument, ample facilities, wide influence, or abundance of means; they are gained in

the audience chamber with God, when with earnest, agonizing faith, men lay hold upon the mighty arm of power."[8]

Esther

Esther is an enviable example of commitment, courage, and compassion. Her life demonstrates the profound and dynamic interplay between divinity and humanity that occurs in a transformed life that is lived from the heart and demonstrates total commitment to doing the will of God, and when a believer possesses the courage to act fearlessly without concern for his or her own safety; displays divine wisdom, and demonstrates compassionate care for God's chosen people.

And the Answer Is . . . !

What is the short- and long-term impact of the quality of the spiritual life of the principal on students, staff, and parents? As principals cherish God in their hearts and reveal the fruits of the Spirit in their lives, they become increasingly more effective in sharing Him with everyone with whom they come into contact. Principals cannot raise their students and staff spiritually to heights that they themselves have never attained. Even as the human heart facilitates the flow of blood to all the organs of the body, so also does leading from a sanctified heart facilitate the spiritual vitality of those being served. This is leadership at its best! Leading from the ego and wielding power over others for vain glory may capture human admiration and may last for a time, but leading from a sanctified heart bears kingdom-fruits that inspire and last throughout eternity.

Conclusion

Leading from a sanctified heart is the essence of spiritual leadership and is the outgrowth of a sacred covenant with God. This commitment begins at the altar of contrition and requires un-

ceasing prayer. For, says Richard Foster, it is, "At the altar of Covenant Prayer we vow unswerving allegiance to make high resolves; we promise holy obedience."[9] Leading from the heart is initiated and empowered by God. It leads to God, who empowers all those who will follow Him wholeheartedly—principals, teachers, students, and parents—to life eternal. This is the divine and eternal objective of Adventist education—the fulfillment of God's plan of redemption and restoration. ✍

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The Principal as INSTRUCTIONAL Leader

What else can I do to help these students get it?" queried a frustrated teacher who rushed into my office at the end of another hectic day. It did not matter that I had telephone calls to return, e-mails to answer, and math papers to grade. As her principal, I owed it to this teacher to listen, counsel, pray, and act—as needed.

Donaldson was right when he wrote that "Principals are frequently so inundated with short-term demands and problems that their work lives become governed by management tasks and decisions. They find little time for seeing the field, or they end up seeing the field through management-colored glasses."[1]

When outsiders view a principal's typical day, they often tend to conclude that instructional leadership is not the primary focus. Such an outlook, however, "ignores the capacity of the principal to influence instruction through indirect actions that suggest teaching and learning."[2] Most of a principal's de-

cisions inevitably have an impact on instruction.

In the post-World War II era, principals were expected to assume a broad spectrum of responsibilities: curriculum, personnel, teaching, emotional quality of the classroom, resources, teaching materials, lunches, attendance, and textbooks, as well as public relations and a host of additional duties.[3] School systems have attempted to streamline the responsibilities of the principal, although this restructuring is a work in progress, especially in smaller districts and school systems. In multigrade schools, principals still fill nearly as many of the roles listed above from the post-World War II era. Since the turn of the 21st century, many principals have also been looked upon as counselors, supervisors, referees, and heroes. In the Adventist system, the principal is expected to be a spiritual leader, marketing expert, and fund raiser, and to fulfill additional duties usually carried out by the district educational office of a public system of education.

However many and varied the roles a principal fills, one of

BY BETTY F. NUGENT

his or her major responsibilities is to be *the instructional leader of the institution.* Failure to fulfill this role will seriously diminish the success of the school.

What does being an instructional leader involve? This article will focus on five primary responsibilities: being a source of encouragement, framing and maintaining standards, leading by example, implementing regular evaluations, and being a teacher advocate. In order to provide insight into these responsibilities, we shall examine the principal's instructional leadership using the hypothetical perspectives of "Mrs. Jenkins" as the principal and "Mrs. Holland" as the teacher.

1. Providing Encouragement

Often a teacher is so inundated with responsibilities that he or she may feel it is impossible to fulfill all of the expectations of the administration, parents, school board, and conference. At such times, the principal can be an effective source of encouragement. The Adventist principal has the advantage of bringing multiple perspectives to this task. On the one hand, he or she is an outside observer; on the other, the principal is an insider familiar with the entire school program who knows the strengths and weaknesses of every teacher. It is up to the principal to identify the talents of each teacher and build upon them in order to ensure positive classroom experiences for students.

Principal Jenkins knows that students in Mrs. Holland's science class have not been performing well. However, Mrs. Jenkins also knows that in the past, every time Mrs. Holland reviewed the lesson using a game, the majority of students earned a score of at least 85 percent. Using this information, the principal can encourage Mrs. Holland to regularly include similar kinds of reviews, and she might even ask to observe the next review game.

Unfortunately, it's easy for the principal to become so engaged with the business of administration that he or she neglects the importance of human capital—the teachers whose responsibility it is to ensure the academic excellence of the school. Donaldson suggests that when principals take the time to engage in and encourage active questioning and open dialogue, they can learn more about the talents, expertise, and desires of the staff. During faculty meetings, private conferences, and informal interchanges, the principal can help teachers plan ways to use their untapped or seldom-used talents in the classroom or the school as a whole.[4]

2. Being Responsible for High Professional Standards

While uplifting the teachers, the principal must also take seriously his or her responsibility to maintain high standards for

professional performance and student achievement throughout the school. He or she can achieve this goal by developing guidelines for classroom management, lesson planning, and instructional strategies. A principal who stays attuned to classroom activities will know when one of his or her teachers is having difficulty enabling students to master certain concepts. In such situations, the principal must implement strategies to aid "employees whose marginal behavior causes concern or whose performance threatens to drag down the performance of others."[5]

In the case of Mrs. Holland, Mrs. Jenkins could suggest that together they investigate readily available and proven instructional strategies, and then implement them. Regardless of whether teachers have completed 4MAT training,[6] readymade, brain-friendly lessons are available at http://aboutlearning.com/. A helpful Adventist resource for successful learning

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strategies is CIRCLE at http://circle.adventist.org/. After helping the teacher find these resources, the principal needs to monitor classroom application to ensure that the strategies are being properly implemented.

Hands-On Learning—A Successful Learning Strategy

The principal must recognize that one poorly performing teacher threatens the success of the entire program, and therefore be ready to take whatever measures are necessary to promote effective instruction in every classroom. Through faculty meetings, outside assistance, schedule modifications, curriculum restructuring, and personnel evaluation, the principal may be able to identify and remediate whatever hinders effective learning. Excellence never happens by accident; it is a result of hard work, team play, careful planning, and supervision.

When a teacher is not performing as well as expected, the principal must find out why, and then create an environment that aids the teacher in reaching the goal. After intense conferencing, creation and implementation of a professional development plan, focused observations, and assessment, the prin-

cipal can craft a "where do we go from here" plan. Principal Jenkins may determine that Mrs. Holland needs to attend workshops or take an online course in a specific curriculum area. Or perhaps Mrs. Holland should switch recess to a different time of day in order to spend more time on science.

Another option is to have Mrs. Holland observe someone who teaches the same subject area or grade level. According to Webb: "Book learning, or listening to instruction, must always be built upon through observation and involvement."[7] Marzano makes this observation: "If teachers do not have opportunities to observe and interact with other teachers, their method of generating new knowledge about teaching is limited to personal trial and error."[8] Goodland found that 75 percent of the teachers in one study said they would like to observe other teachers in action.[9]

As Mrs. Holland tries innovative methods, Mrs. Jenkins should observe and confer with her during each step of the journey.

3. Leading by Example

In 2008, worldwide, around 30 percent of all children were taught in multigrade classrooms.[10] In these schools, the principal is also a teacher, which provides him or her with an excellent opportunity to instruct by example. Due to time limitations, the actual instruction time of the principal-teacher must be organized to ensure maximum efficiency. If a teacher—or any other observer—walks into the teaching principal's classroom, he or she should see what quality instruction looks like. Not only the instruction, but also the principal-teacher's classroom management must provide a model for the entire building, since effective teaching cannot occur in the midst of chaos.

The principal can model best practices by team teaching, collaborative inquiry, and peer coaching. Nolan and Hoover suggest that collaborative teaching and observation efforts empower educators to grow and improve as adult learners.[11] Peer coaching allows the teachers to set good examples for one another. When peer-coaching programs function effectively, the annual teacher observation can be complemented by a principal-teacher conference at the beginning or end of the year.

According to Pulliam and Van Patten: "Educational administrators traditionally were successful teachers who were promoted and learned management skills on the job or with continued graduate training."[12] Hence it is not too much to expect that the principal should lead by example—periodically preparing and presenting a lesson, and inviting another teacher to observe. Mrs. Jenkins might even choose a lesson from a science unit and teach it to Mrs. Holland's class. This will doubtless help Mrs. Jenkins better understand Mrs. Holland's challenges. Afterward, a post-teach conference will reveal what went well and what Mrs. Holland learned. During the conference, Mrs.
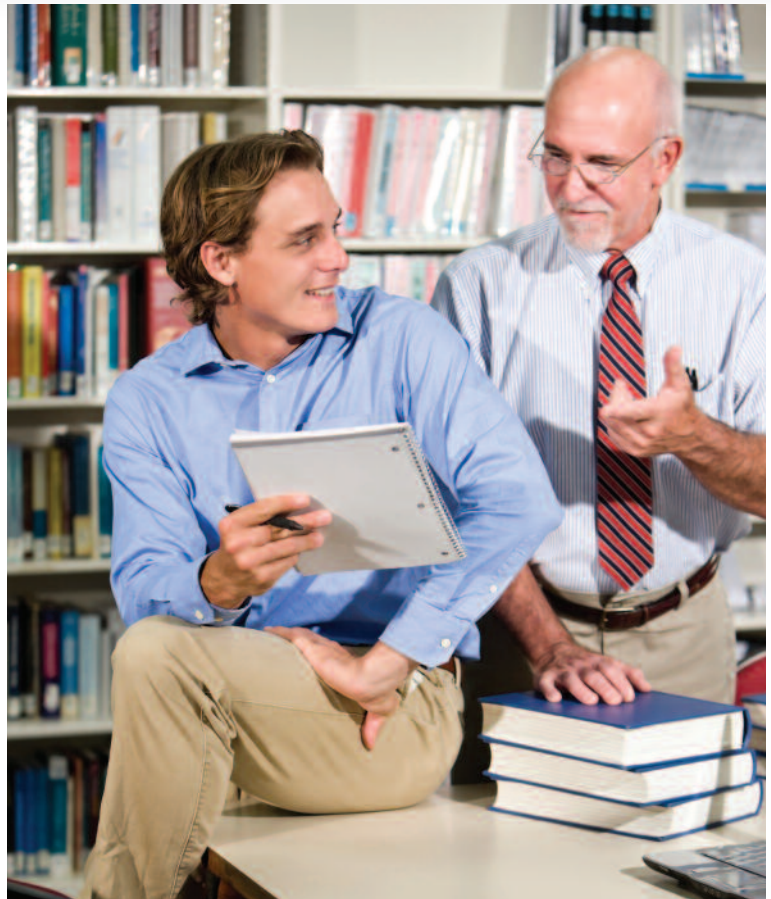
Jenkins should describe how this opportunity helped her to better understand the various personalities within the class and how they affected the implementation of the lesson. Throughout the process, Mrs. Jenkins must be careful to avoid presenting herself as the perfect teacher. The approach described above enables the principal to remain engaged in the learning activities of the students and the teaching activities of the teacher.[13]

When the principal and his or her teachers collaborate to improve learning, this helps to develop an environment of "we" and "us" instead of "me" and "them."[14] Describing Jesus' teaching practices, Ellen G. White wrote, "What He taught, He lived. . . . Thus in His life, Christ's words had perfect illustration and support. And more than this; what He taught, He was. His words were the expression, not only of His own life experience, but of His own character. Not only did He teach the truth, but He was the truth. It was this that gave His teaching power."[15] The principal who applies these principles will achieve personal and team success.

4. Implementing Regular Evaluations

Once the principal has encouraged, guided, and provided an environment for instructional success for each teacher, formal evaluation can take place. The teacher must know what is expected throughout the evaluation process, which should en-

compass classroom management, lesson preparation, instruction, and commitment to the school program. In Adventist schools, these areas are included in the observation tools prepared by local conferences. The Southeastern Conference of Seventh-day Adventists has developed one such helpful tool, which resembles the five-phase process of clinical supervision developed by Goldhammer.[16]

Following the evaluation, a post-conference should take place immediately to reduce teacher stress and maximize implementation of the results. The principal should begin the post-conference by inviting the teacher to talk about the lesson,[17] reflecting on what he or she felt was successful and what could be improved. Necessary changes should be agreed upon and implemented with deliberate speed. The principal will need to follow up and provide input to ensure that the recommendations are successfully implemented.

5. Being an Advocate for the Teacher

Principals must mediate and advocate so that teachers obtain what they need to achieve maximum efficiency. Excellence in instruction cannot be achieved unless the teachers and the school have appropriate resources. Through evaluations, staff meetings, and informal conferences, the principal will discover what resources are needed to provide excellent instruction. He or she should then communicate the needs of the staff, students, and building to the school board, church board, and conference office. Their contributions will help to create an optimal climate for teaching and learning.

If Mrs. Jenkins decides that her entire staff would benefit from professional development, but funds are not readily available in the school's budget, she can become creative and proactive by exploring other options, such as various federal "Title" funds, as well as county grants and donations from community members. Pulliam and Van Patten suggest that future trends will define principals as instructional leaders who network while partnering with community stakeholders and universities.[18] Mrs. Jenkins can contact local universities to determine if they offer reduced-price or even free workshops or classes for her teachers.

Once the school acquires resources, the principal must have the authority to coordinate and allocate the resources to achieve school-wide excellence. This will require close interaction with the school board and conference office of education.

Conclusion

Based on the principles listed in this article, here is what a principal should do when a teacher asks, "What else can I do to help these students get it?"

• Identify the gifts of each teacher and facilitate their development to help teachers more successfully manage the instructional process;

• Be seen by teachers as a person who is committed to their growth and development;

• Set a school-wide instructional standard and work toward achieving these goals;

• Set an example of instructional excellence in the classroom;

• Evaluate the success of classroom instruction by other teachers;

• Explore the best ways to help teachers grow academically and professionally; and

• Serve as an advocate for his or her teachers. ✎

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From the Principal's Desk

The LISTENING Principal: Engagement, Empowerment, and Leadership

Listening is an effective tool of leadership. Great leaders are good listeners—they listen to those they serve and to those with whom they relate and interact. Such listening can provide insight in a number of areas: problems and possible solutions; personal needs and possible fulfillments; and growth and new ventures. Yet, few school principals know how to listen actively to the various populations they serve: students, teachers, parents, and the school constituency.

Most principals recognize that listening is important but are not able to use this skill intentionally to the advancement of their schools. Some listen without evaluating how well they are listening. Then there are those who fail to listen because they are not aware that this activity can significantly enhance their effectiveness.

Why is listening so neglected or minimized? Two basic reasons: (1) a failure to recognize listening as a form of communication, and (2) a lack of intentional education in the art of listening.[1]

Consider the first. Children in many cultures are taught that they must be seen and not heard. In most cultures, the ability to speak and control speech is seen as a source of power. Purdy and Borisoff[2] suggest that people are taught to listen to the voice of authority—be it medical, legal, administrative, political or religious. As such, listening has come to be associated with passivity and weakness. The result? A tendency to trivialize listening and ignore its importance—not just in the classroom, but also in society in general, including business, industry, and government.

Second, lack of listening education has contributed to mistaken notions

BY EVELYN P. SAVORY and MARVA SHAND-McINTOSH

about listening. "Listening is the most used of the communication skills, yet it is rarely taught."[3] Educators without training in listening often turn out to be poor listeners, and are thus unable to hear the problems that they are expected to tackle. They let society continue to perpetuate fallacies about listening.[4] Yet, effective leadership and perceptive listening cannot be separated.[5]

This article explores four essentials of the listening process: understanding listening, working out listening strategies, developing a model for successful listening, and ensuring appropriate outcomes for the learning process.

Understanding Listening

What is listening? Listening is an important part of the communication process between two parties whereby information is exchanged, results are shared, and communication is established. When listening is not an active part of educational and relational processes, other skills such as speaking, reading, writing, problem-solving, and interpersonal relations suffer. As a process involving at least two parties, listening demands undivided attention and response between the speaker(s) and the listener(s). Distractions interfere with good listening and may result in a negative response and potentially disastrous consequences.

Listening is not just an ingredient in the communication process; it is also a response to a basic human need—the need to feel understood. From an academic and scientific perspective, listening requires making meaning out of sound, typically the spoken word. Wolvin and Coakley define listening as

the process of receiving, attending to, and assigning meaning to aural and visual stimuli. These authors recognize the complexity of defining the listening process:

"Because listening is such a complex human behavior as well as a covert behavior it is difficult to investigate. Listening is in an exploratory state, thus conceptualizing the process of listening

continues to occupy the attention of listening scholars throughout the world."[6]

Listening: A Six-Step Process[7]

Graser has described listening as a six-step process[8]:

1. Hearing. Hearing is the first step to listening. A person begins to hear when his or her ears pick up sounds.

2. Paying attention. In this step, the hearer begins to concentrate on a

sound that is directed toward him or her and pays attention to the speaker's message.

3. Organizing. After receiving new information, the hearer needs to organize it. This requires integrating new information with old data that is already in the brain and sorting it into categories that make sense to the listener.

4. Understanding. Sorting of information into categories must lead to understanding—that is, assigning meaning to the information received, and pondering what action to take.

5. Remembering is the next step. The listener stores the new, understood information in his or her long-term memory.

6. Responding is the final step of the listening process. Steps 1 to 5 enable the listener to respond to the person who initiated the communication process. Being able to respond appropriately indicates that the listener was engaged in the conversation and understood the message.

Listening Takes Effort

Listening is more difficult than speaking. To listen in a way that transforms conversations and relationships, a leader has to do the following:[9]

• Actually listen. Do not multi-task. Focus on what the other person is saying.

• Repeat to confirm what was said. This shows that you are listening and communicates to the other person that he or she is being heard. Practice by trying this first with a child or friend.

• Ask questions to help you better understand what the other person is saying.

Aside from parents, educators are people's first professional role models for effective listening. Yet in the training of educators, the art of listening is rarely taught or emphasized.[10] If teachers and principals have had such training, they can model the various listening behaviors they want their staff to emulate, and in turn, transmit them to their students.

Education has not yet placed the same level of emphasis on listening skills as it does on speaking, reading, and writing. Listening continues to be the orphan member of language arts. Results of a recent survey of high school faculty on the importance of listening skills in the classroom by Campbell[11] revealed that 80 percent of the teachers believed that listening skills are equally important across the curriculum, but 75 percent said they devote less than 10 percent of instructional time to listening skills. If Adventist principals are to become leaders in listening and in teaching listening at all learning levels, they should be expected to undergo adequate training in the communication process, especially since integrated listening should be considered a core value in Adventist education.

The challenge for principals, unlike many other professionals, is that as leaders, they are expected to not only listen, but also model listening, teach it, evaluate it, and reward listening skills. In fact, the principal is faced with the formally mandated challenge of graduating students whose listening skills are strong enough to enter college/career and succeed in a society that places a premium on workers who are effective listeners. To achieve this goal, principals must first obtain training to be effective listeners themselves and then be intentional about training others to engage in effective listening.

Principals must connect and listen to learn in the same setting. They cannot delegate this responsibility. This is a tall order, but with training and practice in the areas of listening skills, knowledge, and attitude, the challenge can become an opportunity for success.

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Listening Strategies

Principals can improve their listening skills by following the strategies listed below:

1. Create a culture that values effective listening.
2. Acquire listening training, and provide professional development in this area for your school faculty and staff.
3. Set listening goals for yourself and your institution.
4. Reward exemplary listeners on regularly scheduled awards days.
5. Set aside a day to emphasize and celebrate listening.
6. Launch a listening campaign or tour after each promotion or change in professional location that you experience.
7. Promote campus policies that include deliberately teaching listening skills.
8. Connect with organizations that campaign for the teaching of listening skills in schools.
9. Reinforce Bible reading and memorization of stories and verses that highlight listening.

A Listening Project

Here is a story of how the principal of an Adventist elementary school developed a model listening project whose goal was to enhance listening literacy and interpersonal relationships among her teachers and students.

• **Launching the project.** The principal launched the project by first sharing the plan with faculty and staff, and then with students, engaging their interest and soliciting their cooperation. The program challenged the entire faculty and staff to be aware that listening is a crucial component in all aspects of education, social, and professional success and therefore both teachers and students must master this skill.[12]

Swanson observed that few pre-service or in-service teacher-training programs incorporate listening into their programs.[13] He points out that although teachers must be effective listeners, they cannot practice what they have not been taught. According to Lee and Hatesohl, while formal training is readily available to improve writing and speaking skills, it is still difficult to find training programs to sharpen listening skills.[14]

Hence, in order to provide this training to her school personnel, the

principal adopted a professional up-grading program called *The Power of Listening for Educators*[15] and brought in a consultant to make a presentation.

• **Listening training.** The listening project's success was ensured by the positive support from faculty and staff for implementing a school-wide listen-ing initiative to enhance literacy and relationships. In addition, teachers ac-knowledged greater awareness of their role, as classroom leaders, to be better listeners in their communication and interaction with students, and then to help their students to become better listeners.

Capitalizing on the teachers' enthu-siasm for the project, the principal seized the opportunity to make listen-ing a core value in the school curricu-lum. This required modifications in the daily instructional plan and interaction protocol. Before implementing these changes, the principal shared her vision with the student body, school board, and constituency. This helped sensitize the school community to the need for an increased appreciation for listening in daily communication and instruc-tion. The expertise of the consultant and the creativity of the teachers moti-vated the students to participate in the project.

• **Training for students.** The princi-pal and teachers collaborated in creat-ing a model that would expand the lan-guage-arts program from the usual reading, writing, spelling, and compre-hension to include listening. Strategies to teach listening included activities such as read-aloud, pair-and-share notes, and planned discussions to en-hance students' listening skills. As Turner[16] affirms, learning to listen and to observe purposefully are trainable skills that can be acquired and im-proved through directed, structured practice over time.

Using a two-pronged approach to improve the literacy and the relational listening practice of students, the school embarked on a listening-enrich-ment initiative that facilitated student and teacher engagement in listening through an expanded language-arts initiative. Each day, the teachers em-phasized listening through varied liter-acy and communication activities, pri-marily reading, speaking, and writing. Some listening activities were inte-grated in the instructional process and across the curriculum, while others were intentionally planned and sched-uled to facilitate whole-school interac-

tion and involvement.

The principal's commitment to ensure listening training for both teachers and students was driven by her belief that while teaching listening skills is important, it is the example of the principal and teachers that has the most influence on students.[17] Therefore, throughout the project, the principal not only tried to model active listening by asking questions, but also emphasized Jesus' teaching and listening model. In His leadership style, Jesus modeled patience and relationship building by listening and connecting to those whom He taught.[18]

Examples of how listening was incorporated in the daily curriculum included (1) starting each day with a school-wide assembly when listening practice was incorporated with the devotions and silent independent reading[19]; (2) teachers and students reading silently a book of their choice, using Trelease's Sustained Silent Reading strategy[20]; (3) listening to someone pray and read aloud an inspirational or Bible story; and (4) scheduling an afternoon session of DEAR (Drop Everything And Read) and listening.

Empowered in homeroom classrooms, teachers had the flexibility to be creative and to utilize any format that helped students make appropriate reading and/or listening connections to classroom instruction themes. The schedule allotted specific time of quiet/silence for students to read, listen, reflect, and acquire knowledge.

In addition, a school-wide listening and writing initiative was implemented in preparation for "I Love to Listen Day," in mid-May. Throughout the year, the students participated in a variety of activities related to the theme of listening. Teachers and students chose their class or individual projects from among a variety of genres such as poetry writing, art, and other forms of personal reflection. In a special assembly on Listening Day, selected students from every grade (K-8) were given the opportunity to share—to read aloud or tell about and display their work. Each

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year since then, students' work has received special recognition and has even been featured in external publications such as the Columbia Union *Visitor* and *Creative Communications*.[21]

• **Assessing the project.** The final listening project took place at the end of the school year at a special listening assembly, when the listening consultant and designer of the "I Love to Listen Day" gave an interesting presentation based on six listening principles. At the conclusion, the consultant challenged the principal to have the students design an electronic presentation based on those principles. This opened the way for students to demonstrate their skills and understanding.

In observing the 8th graders and their teachers at work on the project, the principal employed active listening skills to evaluate the listening behavior of the students and their teacher. The principal made regular visits to observe the activity's progress, each time taking an interest in individual students and asking questions, making eye contact, and repeating her responses to achieve full understanding of what was being said and /or done.

Outcomes

As a result of this initiative, the teachers succeeded in engaging their students and empowering them to delve into the project using their own creativity. Independently and in collaborative groups, the 8th graders created, designed, and produced PowerPoint and movie presentations to capture and communicate their understanding of the concept of listening. Each one was proud to submit and showcase his or her finished product.

One student had the opportunity to describe his project to a news reporter. Barrington Salmon, in his 2011 article in the *Washington Informer*, "Resolve Conflicts Through Active Listening,"[22] reported that the student spoke excitedly of his listening project—a video presentation using a mix of audio and video, and pictures. The reporter added that the student "said his life has changed significantly since he began *listening* to the advice his principal offered."

As a result of the program, the principal and staff were able to evaluate how well the goal had been achieved. In celebration of the students' overall lis-

tening achievement, the school and the students received two special rewards. First, the results of the ITBS standardized test revealed that during four years,[23] the students had achieved consistent improvement in all the areas of language arts, with the 8th grade performing up to 10th-grade equivalent level. Second, the best 8th-grade electronic listening projects received recognition at graduation time. The winners received monetary rewards and a certificate of "Exemplary Listener" from the Listening First Foundation.

Conclusion

It is distressing to discover that although teachers recognize that listening is important, relatively little instructional time is devoted to listening skills.[24] But the Adventist school project described in this article demonstrates that with a listening principal and teachers who are sensitized, equipped, and empowered to model and instruct good listening skills, students can be motivated to learn and demonstrate their listening skills inside and outside the classroom setting.

Adventist educators can become leaders in listening education and train leaders who will listen, if we are intentional about including listening as part of the curriculum from kindergarten on, and provide resources for incorporating a listening syllabi and activities in every Adventist school. ✐

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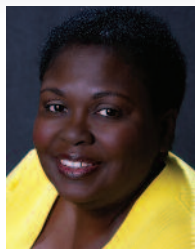
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Adventist Principals Face

THE LAW

Every school principal faces a variety of complex situations, some involving legal and policy matters. Administrators do not need a law degree to successfully manage such issues, but they do need to understand the major legal issues relating to schools, students, and staff. This article reviews three of the policymaking challenges faced by most administrators. During my tenure as a principal in the Adventist system, I faced every one of these challenges.

At the outset, it must be noted that all of the cases and examples given in this article are from the United States. Thus, they may not be directly applicable to school situations in other countries. However, certain general principles do apply across international borders, such as the sanctity of the contract and the need for adequate supervision of students. Many of the cases cited here provide good policy recommendations, even if the stipulations are not mandated by local law. Thus, readers are encouraged to make applications to their own setting where possible.

Negligence

First is the issue of negligence.[1] Schools and school administrators are required by law to ensure that the children under their guardianship receive appropriate care. If a child is injured because the school has not carried out its duty, it is liable to be charged with negligence. Every school has several major duties regarding its students:

Schools must provide adequate supervision. This means that minors on school property and participating in field trips must be under adult supervision at all times. The amount of supervision needed is determined by the age and maturity of the children and the nature and conditions of the activity in which they are engaged. Young children at recess need more care than older students in a library study hall. At no time

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should any students be left without adult supervision. If they are and become injured as a result, the school and the principal are liable and may be assessed monetary damages by the legal system.

School personnel are expected to be aware of situations that might be dangerous or could potentially result in an accident or injury to people on school grounds. They are not expected to be able to predict every possible event, but must exercise reasonable care to protect their students. If they know, or should have known, that a child might have an accident or be injured and have not taken action to intervene, they may be considered negligent.

A second duty related to negligence is **the need to provide adequate instruction regarding the activities in which the children will engage and anything that might constitute a safety hazard.** For example, if children are playing a game on the playground, they should be instructed by the teacher regarding the rules for the activity and how to play safely. Hazardous classroom activities such as science laboratories or shop classes require that detailed instruction be given to the students.

A third duty related to negligence is to **ensure that the facilities and grounds are maintained in a safe condition.** Broken equipment and hazardous conditions in the classrooms, gymnasium, and school grounds (sidewalks, parking lot, driveway, and playground) should be repaired immediately or removed so people will not be injured. On a regular schedule, the principal should conduct a systematic walkthrough of the facility and grounds to identify any potential safety hazards. Lack of money is not a defense to charges of negligence if the school has failed to remediate unsafe conditions in a timely manner.

Student Discipline

Another broad area of the law affecting schools is the matter of contracts. In public schools, the administrator's relationship to both teachers and students is shaped in large part by constitutional provisions. In the Adventist school system, that is not so.[2] Rather, the school (or conference) has a contractual relationship with employees and the parents who enroll their children.

Contractual issues are a factor to consider when discipline becomes necessary. If the school does not handle disciplinary matters correctly, it may be charged with breach of contract. The Adventist principal, who functions as the chief administrative officer of the local school, is on the front line when it comes to contract enforcement. The student handbook defines the contract (enrollment agreement) between the school and students (if adults) or students' parents (for minors). It should specify the rules of behavior in a clear and concise manner and also indicate the appropriate discipline that might be applied, especially if the infraction could result in suspension or expulsion from school. The process that is available for a parent to contest a disciplinary decision should also be spelled out in detail in the school handbook. Both parties who enter into the contract—the parent/student and the school—are bound by its specifications; thus the principal must make sure that it has been carefully crafted and is followed in every detail.[3]

Two recent court decisions illustrate the importance of carefully complying with the provisions of the student handbook. A female student was expelled from a private school in New York[4] for repeatedly uttering the phrase "shut up" on the school

grounds. The school's rules and regulations, which were part of the enrollment agreement, authorized expulsion only in situations involving violent behavior and use of illegal drugs. The court found that the school had breached its contract and awarded monetary damages to the parents because the school had not followed its own rules.

An Alabama parochial school[5] expelled three female 9th-grade students who had taken nude pictures of themselves and sent them by e-mail to a male student, who disseminated them to other students. Two parts of the school policy manual were at issue here: (1) the girls' activity, which occurred outside of school hours and off-campus; and (2) the nature of the expulsion process. The policy manual specifically stated that the school's interest in student behavior extended beyond the school day, and that the institution expected students to behave "within the framework of Judeo-Christian beliefs and values." The school thereby established its authority to expel the girls for behavior that occurred outside of school hours and off the school premises.

The second issue was the nature of the hearing afforded the girls and their parents before the expulsion decision was made. School policy placed sole authority for such decisions in the hands of the headmaster, who had provided the necessary hearing within the process provided for in the policy. Thus, the school was upheld in expelling the girls. It had not breached its enrollment contracts with the students' parents.

Discipline of Employees

No one is surprised that principals must, at times, administer discipline to children. However, most principals have not given much thought to the possibility of having to discipline adult employees. Here, the legal issue revolves around the nature of the employment contract. While in the Adventist system, teacher contracts are usually written by the conference, the local school principal is the one who has to enforce their provisions, including the discipline of employees. Most union education codes include detailed procedures as well as a listing of behaviors that are grounds for discipline and/or termination of the employment contract.[6]

Outside of the United States, principals should consult with legal counsel regarding the applicable laws in their country. Likewise, principals in the U.S. need to be aware that among the 50 states and territories, there is some variation in laws affecting schools. Therefore, administrators must inform themselves regarding the specific laws within their area.

Terminating an employee's contract is one of the most difficult aspects of a principal's work. Yet it is sometimes necessary to maintain the integrity of church schools. While the process is somewhat complex, employee discipline can be reduced to two simple rules: **Know the education code,** and **follow it in every detail.** An Illinois case illustrates this quite well. A private school had terminated a teacher's contract for cause, but had

not held a formal hearing, although the policy required this step in cases where the school sought to fire an employee. The court ruled that the school had breached its contract because a casual conversation in the hallway did not qualify as a formal hearing.[7]

It is very easy to ignore an employee's minor infraction of one of the rules in the education code. However, when the principal allows such behavior, it creates the assumption that the rule no longer applies. It becomes very difficult, from a legal perspective, to suddenly enforce a rule against one teacher when other teachers have been allowed to break that rule. A better response is for the principal to consistently enforce the rules in the employment contract and the education code. This will require tact and managerial skill on the part of the principal, as well as appropriate supervision of and documentation regarding employees' work.

Child Abuse and Neglect

A final legal issue, and one that I as a principal found very difficult to deal with, was the matter of child abuse and neglect. Throughout the United States, teachers and school administrators are required to report to the appropriate public authorities any suspicion of abuse or neglect of children in their care.[8]

The reporting process varies from state to state. In some cases, school personnel are to report to the local police; while in others, they must notify child protective services, which is a part of the state welfare agency. Principals should be aware that the law requires them to file a report whenever they suspect neglect or abuse, whether or not they have proof.

This is a very difficult matter, particularly within the closely knit Adventist community. The principal is often tempted to work behind the scenes to investigate whether the charges or suspicions are accurate. Leaders may also try to "work things out" so that the school and the church are not embarrassed by the misbehavior of one of its members. Church pastors are especially nervous about such allegations, as they fear that this may bring public disgrace to the church. The principal should resist any attempts to cover up or dismiss reports of child abuse and neglect, and comply with the law.

A personal experience illustrates this quite well. I had never before dealt with suspicions of child abuse, so I was uncertain about the state requirements. I called a detective friend on the police force in our community and described a hypothetical situation of a girl whose stepfather was rumored to have been molesting her. The detective kindly explained that the state law required me to report even a suspicion of child abuse or neglect. Then he asked me for the name of the girl who was being abused. "Well," I told him, "this is just a hypothetical case." "That's fine," he replied. "Just give me the name of the hypothetical girl."

When I protested that I really wasn't certain whether the girl was actually being abused and that I needed to do more

investigation, he replied, "You are a well-trained school administrator. I am a well-trained investigator. You should administer your school, and leave the investigation to me!" The detective's investigation uncovered abuse not only of the girl in our school, but also of several children in the Pathfinder Club. State law does not require *proof* of child abuse, but merely the suspicion that it has occurred for the mandatory reporting law to apply.

In my experience, administrators will undergo a significant amount of emotional turmoil when they perform their duty to report suspected abuse or neglect. No one will rise up to call the principal a hero; in fact, the people involved will frequently be very angry at the principal for submitting a report. It can quickly become a political nightmare for the principal. However, it has also been my experience that the school is the last haven of safety for children who are being subjected to abuse. If we do not do our duty, further abuse is likely to occur. Thus, the Adventist principal has not only a legal duty to report the suspicion of abuse, but also a moral responsibility.

There are many other areas of the law of which the Adventist principal must be aware, but I have found in my work as a principal that these are the major ones I faced on a regular basis. A successful principal must learn to manage these issues skillfully. ✐

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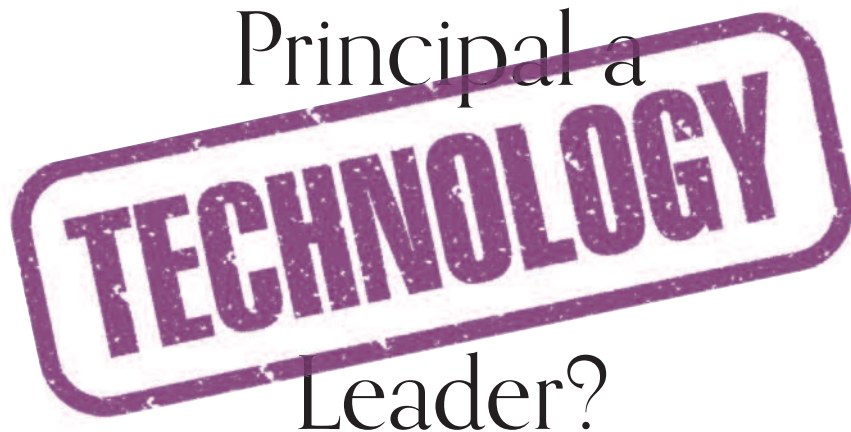
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3. See, for example, *Hernandes v. Bosco Preparatory High*, 730 A.2d 365 (N.J. Super A.D. 1999).

4. *Allen v. Harlem Intern Community School* 862 N.Y.S.2d 696 (Sup. App. Term 2008).

5. *S.B. v. Saint James School* 959 So.2d 72 (Ala. 2006).

6. In most cases, not only teachers, but also support staff have contracts either written or implied. Frequently, they are at-will contracts, which can be terminated with or without cause. Each union has a different process for dealing with them, but usually the work rules and behavior expectations are somewhat similar to those for the teachers and other professional personnel.

7. *Nowak v. St. Rita High School*, 757 N.E.2d 471 (Ill. 2001).

8. Kern Alexander and David M. Alexander, *The Law of Schools, Students, and Teachers* (St. Paul: Thompson, 2003).

Does Carrying a Smart Phone and an iPad Make the Principal a TECHNOLOGY Leader?

In the 21st century, many principals, teachers, and students use technologies that give them mobile access to information and learning resources on a continuous 24/7 basis. Text messaging and online social media sites such as Facebook and Twitter, along with micro blogs, wikis, and podcasts, enable students and educators to collaborate and engage in active learning, at any time—night or day. So, what must a principal really know to be a visionary technology leader?

Many school principals feel that they must become technology "experts." They feel inadequate if they are not conversant with the latest technologies used by their students and colleagues. And, often, if they don't carry a smart phone or an iPad with an Internet connection, they feel they are behind the times technologically. Can a principal be a strong technology leader without understanding, or using, all the latest technology? The answer is that, while principals don't need to be technology "experts," they definitely must stay abreast of current technologies, which are changing the nature of education.

This article will describe multiple ways in which principals may become successful technology leaders. By being proactive, they can ensure that they are well informed and can make wise decisions about the integration of technology at their school.

Technology Expectations for Principals and Schools Worldwide

Part of the principal's job description is to be informed and to assume the role of a technology leader. Why?

• As new technologies are intro-

BY JAMES R. JEFFERY

duced in schools, principals are answerable to many stakeholders for the successful and visionary implementation of these new technologies and programs.

• Principals are usually the people held accountable for a school's major technology expenditures.

• Principals are expected to prevent students from accessing inappropriate Internet sites and to protect them from cyber bullying, "sexting" incidents, and online predators.

So, how do principals fulfill their responsibilities in these areas?

Worldwide, the use of technology in schools continues to evolve. Compared to only a decade ago, the use of computers (with access to social networking sites such as Facebook) and cell phones has increased exponentially, but especially in developing countries. The Pew Research Center reported from a 2010 survey of 22 developing nations that, "Cell phone ownership and computer usage have grown significantly over the last three years, and they have risen dramatically since 2002. For instance, only 8% of Russians said they owned a cell phone in 2002, compared with 82% now."[1] Winthrop and Smith report that in developing countries, many new technologies, such as cell phones, radios, and e-readers are all emerging as "important low cost technology for improving teaching and learning processes and outcomes. These new technologies are serving as an important complement to the more traditional focus on computers and e-learning."[2]

Another recent Pew Research survey, this one in 2012, reported on the

use of cell phones for text messaging, taking pictures/videos, and using the Internet. The report stated that, "In nearly every country, the young and the well-educated are especially likely to embrace all of these technologies."[3]

In the U.S., Secretary of Education Arne Duncan has called for all professional educators to be well connected, through broadband and wireless, to the

world and its latest technology resources—data, information, and peers. About two years ago, the U.S. Department of Education introduced the National Education Technology Plan 2010 (NETP), which calls for at least one Internet-access device for every student and educator inside and outside of school. It also called for educators to lead and become highly effective with technology so that its incredible power can be leveraged to support continuous, lifelong learning.

In 2009, the latest school technology standards were unveiled. Officially called NETS-A (National Educational Technology Standards—Administrators), these standards clearly define what school leaders need to know in order to be effective technology leaders. The NETS-A standards list five performance indicators:

Standard 1 - Visionary Leadership appeals to principals to inspire and make possible the maximum use of Digital-Age resources to support effective instructional practices and maximize student and teacher performance.

Standard 2 - Digital-Age Learning Culture calls for principals to create and promote a dynamic learning culture that will provide a rigorous and engaging education for all students. The goal of this standard is for educators to provide student-centered learning environments that meet the diverse needs of every pupil.

Standard 3 - Excellence in Professional Practice encourages principals to lead and be innovative in order to enhance student learning through an infusion of current technologies and resources. This standard also calls for school principals to become heavily involved in facilitating, stimulating, nurturing, and supporting faculty in the study, development, and use of technology.

Standard 4 - Systemic Improvement recommends that school leaders provide technology resources to continuously advance their schools. Section 4.e notes that administrators should establish and maintain a robust technology infrastructure to support teaching and learning.

Standard 5 - Digital Citizenship

urges principals to promote and model responsible social interactions in the use of current technologies, including Web-based and mobile technologies. This standard also includes the expectation that school leaders will establish school policies to ensure safe, legal, and ethical use of digital information.[4]

How do principals evaluate their progress in the areas of development, knowledge, and implementation of educational technologies? An excellent self-assessment tool has been developed by the Massachusetts Department of Elementary and Secondary Education.[5] It identifies areas where principals need to improve and evaluates their awareness of the social, legal, and ethical issues related to technology.

Essential Conditions to Leverage Technology for Learning

The expectations of societal, governmental, and educational leaders regarding technology integration in schools are well defined. Clearly, the rapid growth of new technologies (social media and mobile devices such as cell phones, smartphones, iPads, etc.) presents endless instructional possibilities. But often principals face uphill battles in trying to fund and promote technology integration. Few of the conditions necessary to leverage the use of technology in classrooms may be in place. Many educators are reluctant to integrate technology into their daily teaching because they don't understand how to use it. The same is also true of many school leaders because they have not caught a vision of technology's capabilities in improving the teaching and learning. Let's carefully look at some necessary conditions as well as some significant barriers to technology integration.

According to the U.S. National Education Technology Plan (NETP), a gap in understanding exists today that "[t]oo often . . . prevents technology from being used in ways that would improve instructional practices and learning outcomes."[6] What are the necessary conditions for classroom technology implementation? What kinds of barriers interfere with effective technology integration?

In 2009, the International Society for Technology in Education (ISTE) identified 14 conditions as "necessary" to successfully influence the use of technology for learning:[7]

1. Shared Vision. Proactive leadership in developing a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community.

2. Empowered Leaders. Stakeholders at every level empowered to be leaders in effecting change.

3. Implementation Planning. A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources.

**4. Consistent and Adequate Fund-

ing. Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development.

5. **Equitable Access.** Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.

6. **Skilled Personnel.** Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources.

7. **Ongoing Professional Learning.** Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

8. **Technical Support.** Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources.

9. **Curriculum Framework.** Content standards and related digital curriculum resources that are aligned with state or other official curricula, and especially those supporting Digital-Age learning and work.

10. **Student-Centered Learning.** Planning, teaching, and assessment that center around the needs and abilities of students.

11. **Assessment and Evaluation.** Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources.

12. **Engaged Communities.** Partnerships and collaboration within communities to support and fund the use of ICT and digital-learning resources.

13. **Support Policies.** Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in-district school operations.

14. **Supportive External Context.** Policies and initiatives at the national, regional, and local levels to support schools and teacher-preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards.

In their working paper, *A New Face of Education—Bringing Technology Into the Classroom in the Developing World*, Winthrop and Smith identified seven guiding principles that "can help avoid many future problems and, more importantly, can help leverage the power of technology in educating young people in some of the poorest regions of the world. Given the rapid pace of technological change, it is unlikely that the issue of technology in education will go away. Instead, we are likely to see a blossoming of new and creative ways for harnessing what technology has to offer."[8]

In summary, these seven guiding principles are as follows:

1. Using technology to deal with educational problems first;

2. Making sure that technology adds value to other existing solutions;

3. Making sure that a technology adopted will last over time (sustainability);

4. Selecting technology that can be used for multiple purposes;

5. Buying the least-expensive technologies;

6. Ensuring before deployment that all technology will be reliable; and

7. Checking that technologies are easy to use.

Barriers to Technology Integration

What kinds of barriers interfere with technology implementation and integration in schools? What can principals do about them? What if principals discover that *they* are one of the major "barriers" to a technology implementation plan? What solutions have worked to remove these obstacles?

Barriers that could thwart technology integration include: disagreement about values, theoretical models, and practices; teachers' fear that they will lose control over the learning process, and authoritarian and dogmatic approaches to knowledge transfer. Perhaps the gravest kind of barrier occurs when stakeholders (principals, educators, students, and parents) lack a shared vision for educational technology. At the 2011 International Summit on ICT in Education, delegates identified 35 significant barriers to effective technology integration in classrooms. These included: lack of a shared vision, lack of a clear implementation road map, lack of policy for introducing new technologies, inadequate resources, limited access to technology, teaching that is oriented toward high-stakes exams, a lack of understanding by educators and administrators of the benefits of ICT (information and communication technologies), and resistance to change.[9]

What about the role of principals in technology integration? What do they see as the most difficult barriers to the integration of new technologies? Pasquerilla studied the perception of New Jersey high school principals relating to the integration of technology. He found that funding, staff resistance, and poor infrastructure all were significant barriers.[10] Wyszynski's 2010 dissertation focused on elementary school principals' perceptions of possible strategies for addressing the barriers related to technology integration. His study identified three major barriers: a lack of access to technology, inadequate time for professional development, and lack of teacher time for mastery. In essence, principals felt less successful in implementing technology than they thought they would, because of the length of time required for faculty mastery.[11]

A 2009 article entitled "The Administrator's Role in Technology Integration" in *Education World* observed that the most effective way for school administrators to promote technology use is for them to become knowledgeable and effective users of technology themselves. The article also affirmed that integration is most successful when the principal is involved and excited about technology and its possibilities. The converse is also true. Integration is lowest when the principal fails to champion or demonstrate technology use. As Starr concluded, "Modeling technology usage is key if administrators want teachers to play an active role

in technology integration."[12]

One challenge often cited by administrators is insufficient resources. Boss advocates five innovative, no-cost steps that can overcome technology implementation barriers. These include being innovative with tools that are already in schools, and a novel concept of having principals and teachers learn with their students. Boss urged teachers to learn about technology in the context of their own classrooms, side by side with their students.[13]

The Technology and Distance Education Committee K-12 (TDEC) was established in North America by the North American Division union directors of education to facilitate the integration of technology to instruction. This resource offers access to free software and holds regular webinars on various useful topics.[14] For Adventist principals and teachers around the world, CIRCLE (Curriculum and Instruction Resource Center Linking Educators), a service of the General Conference Department of Education, provides an ever-expanding array of resources, including hundreds of articles on technology topics such as educational technology, information technology, music technology, technology education, technology integration and technology plans.[15]

What Methods Work Best for Principals as They Integrate Technology?

In a ranking of all the things a principal must do to run a school, technology integration clearly rises to the level of high importance. So, in summary, what are the most important steps principals can take to support technol-

ogy integration and perform as technology leaders? Here are a few suggestions from settings where strong technology integration has taken place.

Principals need to see the big picture as well as all the pieces of the puzzle, as they move from planning to practice. An older but excellent Webbook, *Planning Into Practice*, gives a great overview of the connection between student learning and technology, and lists the tasks principals need to ac-

> The Technology and Distance Education Committee K-12 (TDEC) was established in North America by the North American Division union directors of education to facilitate the integration of technology to instruction.

complish in order to achieve their vision for total technology integration. This Web-book should be required reading for principals as they embark on the long journey of becoming a technology leader.[16]

A second important approach to integration is modeling. As Toy forcefully points out, principals, like classroom teachers, must publicly model the use of technology. He states that, "Using the hardware, software, and modeling the learning process will show the faculty what the principal values, making it more likely that those who are willing to extend will feel supported, those

who are considering the change will feel safer, and those who are not willing will see that it may be time for them to change their attitudes or move on!"[17]

Two useful Websites can help principals with technology integration:
• *21 Things for the 21st Century Administrator* (2009) is based on the National Educational Technology Standards for Administrators (NETS-A).[18]
• *10 Internet Technologies Educators Should Be Informed About—2011 Update*.[19] This is a must-read regarding the latest technologies impacting and changing society and education.

Administrators will likely face some challenges in the integration journey. Gosmire and Grady's 2007 article, "A Bumpy Road: Principal as Technology Leader," warns that the key to success is not to pretend to know everything but to become perceptive enough to ask the right questions. These authors argue that answering the 10 questions they pose will help principals lead others to succeed with technology. Here is a sampling:
• Which technology trends do I need to know about? What do I need to know about technology to move my school forward?
• How do I construct a safety net for technology in my school?
• How do I promote the integration of technology in the classroom?
• How will I measure success?[20]

In summary, there are a tremendous number of resources and experts that can assist principals in school technology integration. The few resources mentioned above will serve as excellent springboards to a more complete understanding of technology integration

and will enable principals to surmount the challenges they face along the way.

Conclusion

Demands that principals become technology leaders are escalating. The National Education Technology Plan asserts that technology-based teaching and learning is pivotal in improving student learning and providing data on which to make successful academic decisions for improving American education.[21]

Although few principals will ever become technology experts, they must assert leadership in this area. The Digital Age demands more and more technology in teaching and learning, but principals don't need to become experts about the latest technologies. Nor do they need to carry a smart phone or an iPad to be a technology leader. But as Gosmire and Grady correctly assert, technology leadership is "about asking the right questions, exploring the answers to those questions, and creating a road map for the effective use of technology by the students and teachers in your building. Principals, start your engines! The keys to success for technology in your school are in your hands."[22] ✐

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THE ACADEMY REPORT CARD

NAD Principals

ASSESS

Enrollment, Funding, and Governance

Many Seventh-day Adventist academies are under enormous pressure to maintain enrollment, maximize funding, and manage collaborations effectively. Principals are in an excellent position to assess how their schools are functioning.

This article reports on the findings of an in-depth online survey of Adventist academy principals in the North American Division (NAD).[1] Ninety-three out of 108[2] academy principals provided feedback on this survey, and thereby offered a glimpse into the inner workings of their academies.[3]

The survey was conducted by the Alumni Awards Foundation (AAF),[4] a non-profit organization dedicated to improving Adventist schools. AAF sought information about the current state of Adventist education from the perspective of the secondary principals in order to empower the organization to better serve the school system.[5]

Questions were revised from the annual survey of The University of Chicago Consortium on Chicago School Research,[6] and requested information such as demographic data, perceptions of financial and political support; characteristics of the

school; and personal job satisfaction in the role of principal.[7] Respondents were also asked to react to a series of statements about the strengths and weaknesses of the NAD school system.[8] Open-ended questions asked about obstacles and successes, and invited additional comments.

Only the results of the AAF survey in the areas of enrollment, funding, and governance are reported here. This article explores the question: How are NAD academies doing?

ENROLLMENT

Declining enrollment is a source of concern for many NAD elementary and secondary schools. Academy principals responding to the survey reported 2010 enrollments ranging from fewer than 50 to more than 200 students. Twenty-eight principals reported that enrollment at their academy had increased over the past five years (2005-2010), 19 that it had remained stable, and 41 that it had decreased (five reports did not fit into a single category). Nearly 80 percent[9] of the principals did not express confidence that Adventist K-12 schools in

BY LINDA POTTER CRUMLEY, MELANIE LITCHFIELD, RILEY GRAVES, and KAYCE FOOTE

the NAD would grow during the next decade. What factors explain what is happening in these schools?

Location

Urban, rural, and suburban locations did not differ in levels of current enrollment.[10] However, the 33 schools located within 15 miles of an Adventist hospital, college, university, conference office, or area headquarters (Adventist Center [AC]) were significantly larger than schools farther away from an AC.[11] Eleven of the 16 academies with more than 200 students were located in an AC, and each of the 10 schools whose enrollment had significantly increased over the previous five years was near an AC,[12] although not all AC schools had grown. It appears that being close to an AC is good for enrollment.

Size

The researchers correlated current and long-term patterns of enrollment for all of the academies surveyed.[13] Most large schools grew between 2005 and 2010, while small schools decreased in size. One principal explains, "Membership has dropped significantly [in our area], and [the church] is aging [which means] fewer [Adventist] kids."
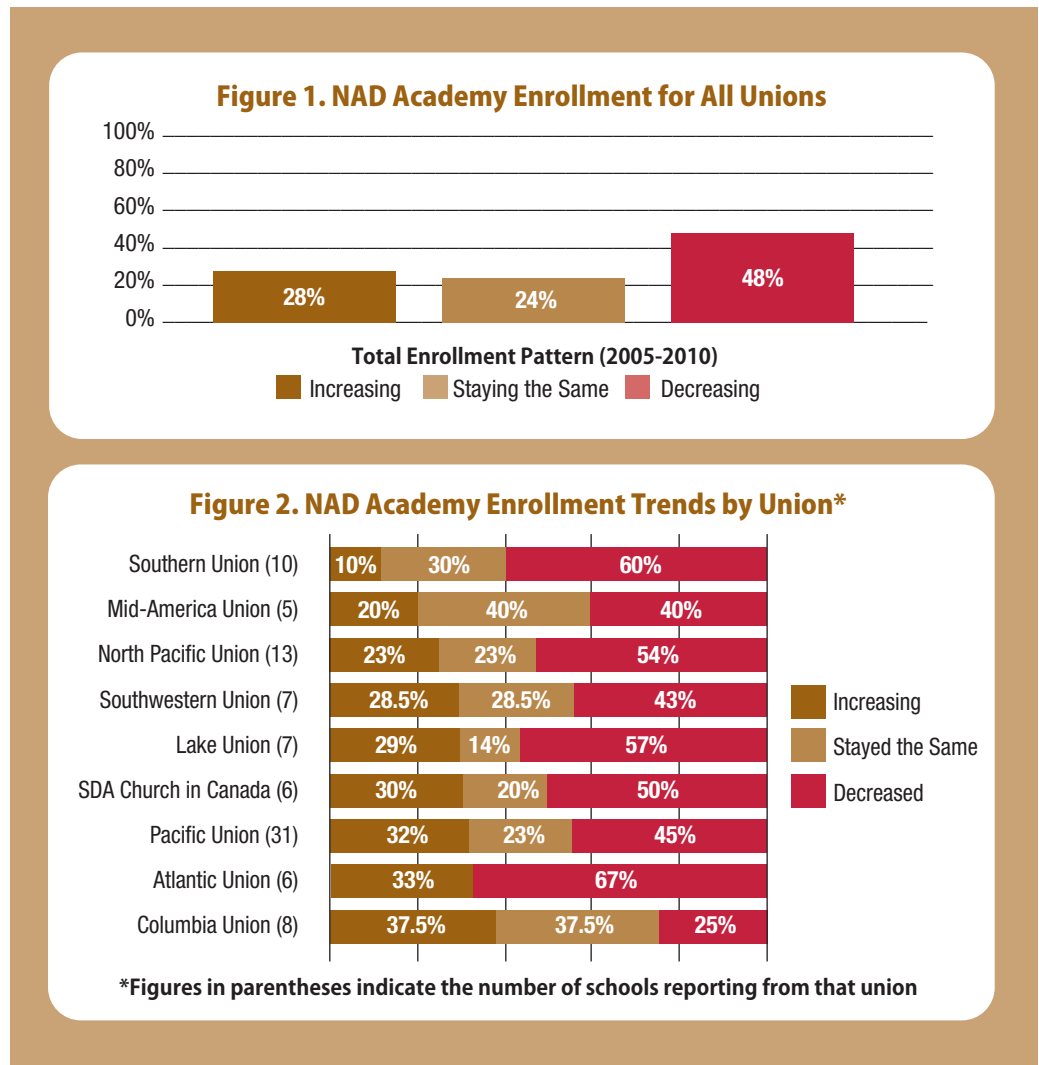
Number of Constituent Churches

The survey found that the more constituent churches an academy reported, the larger its current enrollment[14] and the more likely that it had a pattern of growing enrollment.[15] Interestingly, the number of constituent churches per school was not statistically different between schools in AC's versus those outside of these centers.

School Reputation

The long-term enrollment pattern was correlated with school reputation.[16] Sixty-five percent[17] of the principals who answered this question said that a negative school reputation represented a roadblock for their school, and 87 percent[18] said that the Ad-

ventist community did not perceive denominational schools as excellent. A principal explained, "Overcoming the negative reputation that the school has obtained over the last decade or so [is a problem]. We are making deliberate changes . . . getting that message out is slow and difficult." While the CognitiveGenesis study[19] shows that students in NAD K-12 schools perform well overall, this information has not necessarily trickled down to the constituents. One principal summed it up thus: "The perception of our Adventist schools must change in every category if we are to not only survive, but flourish."

Other Issues

Comparisons that did not quite attain statistical significance include the following: Current enrollment at boarding schools tended to be only a little larger than at day schools,[20] and NAD boarding academies trended toward having grown slightly between 2005 and 2010.[21] An index measuring the perceived supportiveness of the school board, conference, and local church

Figure 1. NAD Academy Enrollment for All Unions

Total Enrollment Pattern (2005-2010): Increasing 28%, Staying the Same 24%, Decreasing 48%

Figure 2. NAD Academy Enrollment Trends by Union*

Union	Increasing	Stayed the Same	Decreased
Southern Union (10)	10%	30%	60%
Mid-America Union (5)	20%	40%	40%
North Pacific Union (13)	23%	23%	54%
Southwestern Union (7)	28.5%	28.5%	43%
Lake Union (7)	29%	14%	57%
SDA Church in Canada (6)	30%	20%	50%
Pacific Union (31)	32%	23%	45%
Atlantic Union (6)	33%		67%
Columbia Union (8)	37.5%	37.5%	25%

*Figures in parentheses indicate the number of schools reporting from that union

("Politics") was created,[22] but tests showed no significant relationship to enrollment. A subset of this index measuring schools' visions for improvement also did not statistically relate to enrollment.

Conclusion

Enrollment is a concern for Adventist education. This study revealed that higher academy enrollment in the NAD is related to location (AC), larger current size, having more constituent churches, and positive school reputation.

One principal described many positive actions the school had taken to improve, including: "recruited and retained superb teachers," "fiscally responsible," "spiritual," and "cutting edge technology," but concluded, "All in all, this school is excellent in many ways, and yet we still face declining enrollment in the economic slump." Another principal commented: "The biggest change needed is to fill the seats! We need pastoral and church support or the ability to heavily recruit outside the Adventist circles . . . [which] will change culture . . .☹." The emoticon at the end reflects this principal's concern about having schools that are truly "Adventist" in culture and have sufficient enrollment to operate efficiently.

FUNDING

How are North American Division Adventist academies affected by funding? More than half[23] of the principals who responded to the survey's questions about finances cited money as their greatest roadblock to school improvement. No precise financial data were gathered in this survey, but the principals' perceptions of the ease of acquiring and managing financial support for the school and financial aid for students were combined to create a "Money Index" of perceived financial capacity.[24] In addition, open-ended responses addressed the need for funding, value issues, and ideas for change.

Number of Constituent Churches

Although schools with more constituent churches had higher enrollment, a correlation between the number of constituent churches (from 1 to 5) and the Money Index showed that schools with fewer constituent churches reported obtaining funds more easily.[25] Principals explained that constituent churches' failure to fulfill their financial agreement with the school was a severe problem, and some "churches view Adventist education as a financial drag." However, one principal reported that "our school has made a strong effort to work in a

Top: Great Lakes Academy, Cedar Lake, Michigan.
Bottom: Girls' dorm at Auburn Adventist Academy, Auburn, Washington.

positive manner with the constituent churches in the deciding of the amounts of their annual subsidies. In turn, the churches faithfully pay their subsidies."

There was no significant difference in the Money Index between schools primarily supported by the conference and schools primarily supported by local church(es).[26] About one-third of the academies in this study were conference-supported, and those principals agreed with the respondent who noted

that getting "financial support from the local conference is . . . a major challenge."

Governance

Principals whose schools had better funding also reported more relational/political support from the governing entities (i.e., the school board and conference officials) with whom they interacted.[27]

The School Improvement Index[28] was created from the questions on the Politics Index that focused specifically on the vision of teachers, school boards, and conferences for school improvement, as well as their willingness to help. The School Improvement and Money indices were significantly correlated,[29] confirming that greater financial support was related to a strong vision for school improvement by those who helped to govern the school.

School Reputation

Does the school's reputation make a difference in its level of funding? The answer is a definite "Yes." NAD academies reporting higher reputations also had better financial support.[30]

Budget and Financial Gain/Loss

The two questions in the survey that directly addressed the area of budgets were: "Did your school operate within its planned budget this last year?" and "Did your school experience a financial gain or loss this last year?" Academies that were rated higher on the Money Index also operated within their planned budget.[31] However, several factors that might be expected to affect whether or not a school operated within its planned budget were not statistically relevant, including current enrollment, location, sources of funding, governance, and school improvement focus.

Perceptions of funding did not differ between schools whose principals reported that the institution had experienced a financial gain in the past year and those that it had not.[32] However, this may be misleading, since some conferences subsidize a school's deficit each year end as a matter of financial policy. Schools whose enrollment grew between 2005 and 2010 trended toward having a pattern of financial gain,[33] although this failed to reach statistical significance.

Funding Needs

The majority of the principals' open-ended responses related to funding. As one commented, "Money is the real issue." Another explained, "The cost of education limits enrollment, and yet there is not enough funding for schools to progress beyond just being 'OK.'" Another responded that lack of "funding to support newer program efforts" made it difficult to attract more students. Some comments seemed to reflect a "victim" perspective, while others appeared to recognize that money was not required to effect many changes. As one principal noted, "With funding not adequate, I must rely on my knowledge, skills, and effort to create change."

Staffing was another major funding need: "We have too few people doing too many things. Everyone is overloaded." Another principal agreed, "The major difficulty is lack of funding for full-time teachers in each discipline."

Nearly 85 percent[34] of the principals reported that a lack of funds for student aid was a concern: "The biggest challenge is finances. We need to give more assistance to families that cannot afford private school tuition."

More than 80 percent[35] of principals cited a lack of funding for facility improvements. One said, "Our building is too small, and there is no funding available." Another commented, "Finances are necessary to forge ahead with necessary improvements (adding new classes and teachers, upgrading facilities, student aid, etc.)."

Value Issues

Concerns about the perceived value of Adventist education appeared frequently in the qualitative data. Many of the principals noted that Adventist education is expensive: "I believe that we are pricing ourselves out of business. Many of our parents cannot afford the entire tuition." Another principal stated, "[The] BIGGEST problem with Adventist Secondary Education is the ability of students and parents to pay for education. . . . I believe the number of families and kids interested in secondary school is still high, but it is never in the radar anymore because it is not an option due to financial concerns." This principal noted that the cost of education has increased over the past 30 years, but wages have not risen as rapidly, resulting in the "extremely large amount of financial assistance requested by our parents."

Several principals also described concerns by constituents about whether Adventist education was worth the cost: "Many of the church members do not see the value in Adventist education," and others have the "opinion that Adventist education just may not be worth sacrificing other things for in a limited budget." "Parents are willing to save and sacrifice for private education, but it may not be in an Adventist school."

One principal summed it up succinctly, "The number of Adventists committed to Adventist education is diminishing. A growing number are unwilling or unable to sacrifice to provide Adventist education for their children."

Ideas for Improving Funding

Several principals recognized the need for a paradigm shift in funding: "The way we finance our school system must change. It's not just the responsibility of the local church to finance a school. It's the responsibility of all churches." "We need to have CHURCH SCHOOLS rather than TUITION SCHOOLS!! Parents cannot afford the tuition, but as a church family we . . . need to continually give to Adventist education so that all of our children can experience the education we have for them. EDUCATION is one of our greatest EVANGELISTIC TOOLS. When are we going to learn that?"

Other Issues

Several factors were not statistically related to the Money Index. Although academies located near an AC tended to be larger and growing, principals of these schools reported more difficulty in obtaining funding than principals at other schools,[36] but the difference did not reach statistical significance. Funding did not differ significantly among urban, suburban, and rural locations. Day academies were not significantly different from boarding academies in reported funding, and current enrollment was not significantly related to either financial gain/loss or to operating within budget.

Conclusion

Funding is a major issue for many Adventist schools. In this survey, greater financial support was related to: one or few constituent churches, positive political support, good school reputation, and operating within the planned budget. Academy principals said they needed funding for general purposes, staffing, student aid, and facility improvements. Respondents expressed concern about the cost of Adventist education and their conviction that some parents do not perceive its value. Principals suggest that the Adventist Church as a whole (not only local congregations) should recognize schools as a church ministry and support them accordingly.

GOVERNANCE

How are NAD academies doing in the area of governance? As noted above, better relationships with school boards and conference officials correlated significantly with better perceptions of funding. A positive school reputation was also related to higher scores on the Politics Index.[37]

Top: Parkview Adventist Academy, Lacombe, Alberta, Canada.
Bottom: Maplewood Academy, Hutchinson, Minnesota.

Teachers

Teacher engagement—the degree to which teachers are willing to change, continually improve, and innovate professionally—was measured using the Teacher Engagement Index[38] and correlated with positive relationships between schools and their governing entities.[39] The ability of a school to attract qualified teachers (as measured by the Teacher Qualifications Index[40]) also related to good political relationships.[41] The survey found a correlation between positive political climate and the principals' ability to remove poorly performing teachers.[42] This is im-

portant, since 75 percent[43] of surveyed principals noted that poorly performing teachers could affect school improvement, and that good governance was important to facilitate needed personnel changes.

Pastors

The responding principals commented on relationships with local pastors, school boards, and conferences/unions. "We enjoy tremendous support from our local church pastors," wrote one principal, adding: "Not all schools get this support!" Support included: "ongoing communication among staff, board, and constituency and combined pastor/teacher in-service meetings"; "collaboration between constituent pastors and administration to quarterly compare/synch calendars. Monthly school newsletter put in all area church bulletins. . . .;

Positive Initiatives

Principals shared their most successful initiatives:

Overall school environment:
- Hired a full-time development director and recruiter.
- Performed more intentional teacher evaluations, including specific goals for each teacher (used drop-ins, video, and formal evaluations).
- Increased public relations.
- Hired and retained staff that students admire and respect.
- Improved access to technology for all teachers and students.

Funding:
- Used social networking for marketing and outside fundraising.
- Set up an endowment fund for teacher training.
- Developed a foundation to support the school.
- Managed the budget and ensured careful reporting.
- Developed a four-way matching program among family, church, student labor, and school.
- Secured grant money for faculty training and new textbooks.
- Instituted sound fiscal policies and practices.
- Established policies that require students to be current in monthly payments and have a zero balance from the previous year.
- Recruited sponsors or donors for students who cannot afford full tuition.

Governance:
- Chose school board members intentionally based on what they can bring to the table.
- Created a non-profit-style board with member selection based on interest, support, and influence.
- Scheduled collaborative meetings for pastors and teachers.
- Enhanced board training with a consultant and Philanthropic Service for Institutions.

annually meet with constituent church boards to share school budget and answer questions."

Despite these appreciative comments, 81 percent[44] of principals said that there were sometimes tensions between educators and pastors. One principal longed for "increased support from the conference leadership and pastoral community."

School Boards

The principals expressed a desire for "better working relations between school faculty and staff and school board members." While most respondents[45] said that their school boards intended to be helpful, they described a variety of problems, including the following:

- "Apathy among some board members to support any change. They are just waiting for the principal or school staff to do something wrong to bring it for discussion without consulting or asking the administration first."
- "The school board does not participate in gathering funds. Unfortunately, that is left solely up to me, the principal."
- "Micromanagement from the school board."

Seventy-two percent[46] of the principals surveyed expressed concern that school boards often lack appropriate training, and 51 percent[47] said board members fell short in the areas of innovation or expertise. Almost two-thirds of the principals[48] agreed that the school board members were not always selected in a way that could create a knowledgeable, helpful group. One principal suggested, "Our boards should be professional based, not representative based. I believe they can be both, but it involves the local church boards placing the appropriate individual on the board. This would include individuals wishing to be board members to provide necessary credentials that would qualify them to be on a school board." Another respondent suggested offering "board education," which would enhance the "quality of board member training" (see sidebar on School Board Training on page 34).

School board issues were often related to other problems in a school. One principal wrote: "Staff, parents, pastors, the board and constituents are not of the same mind. Unity is needed." Principals and school boards who collaborated successfully achieved positive outcomes. One principal described a variety of ways that the board had helped improve the school: "We made the shift to including project-based learning in our school as a board-driven initiative. . . . [A] board-appointed Vision Committee is the directing force . . . [with] board sub-committees to improve: spiritual climate, facility, and recruiting and fund-raising."

Relationship With Church Organizations

Conferences/unions were perceived as helpful when they led in "visioning and proactive support." The principals appreciated the following: "Conference-wide education prayer circle, [supporting] many visits to conference churches by staff and student groups. Conference-led 'regional meetings' (5+ per year) with strong school involvement/promotion," and "increased focus on missions and creating opportunities for students to be involved, because of a strong conference-level support and leadership."

One principal expressed concern, however, that conferences try to enforce "one-size-fits-all policies that were made when enrollments were larger. People at levels above that are policy police and do not assist us in utilizing our local resources to their fullest." The principals wanted conferences/unions to think and communicate about Adventist education as a whole, especially in their geographic area: "No one at the conference is willing to make tough decisions or do what is good for the whole. Consolidation of churches or schools never happens, and instead we go way into debt until finally, assets are sold to pay off bad debt rather than to set up endowments to

School Board Training

Eighty-three percent of the North American Division academy principals surveyed said that school board members try to help make their schools a better place, but nearly three-quarters (72 percent) agreed that "lack of training" prevented school boards from being effective. While almost 60 percent (50/85) of the principals felt that the school board at their school had a clear understanding of its responsibilities, two-thirds noted that school boards need more knowledge about new educational and operational practices, and 86 percent said board members needed more expertise in finance, management, and operations.

The majority of responding principals (63.5 percent) agreed that the composition of school boards is not carefully monitored, and 73 percent said that their school did not have established evaluation procedures for staff, principals, and school boards.

Resources for School Board Training

1. Philanthropic Services for Institutions (PSI)
   • Designs for Effective Governance (DEG) grants. This is a dollar-for-dollar matching grant of up to $2500 for school board training. An additional $1000 will be awarded one year after com-

pletion of the training if PSI receives a short follow-up report showing the impact of the grant. Applications are accepted year round.
   • Contact Kristin Priest at http://www.philanthropicservice.com to set up an informal board training session for your school. Kristin and Lilya Wagner travel year round to schools in the NAD to conduct board training.

2. Board Source: http://www.boardsource.com. This is considered the leading organization in nonprofit board management, benchmarking, and best practice. Its site includes many free articles and resources.

3. *The Journal of Adventist Education* School Boards theme issues:
   • Volume 62:2 (December 1999/January 2000)
   • Volume 66:5 (Summer 2004)
   • Volume 70:5 (Summer 2008)
   The articles from all three issues may be accessed at the JAE Website (http://jae.adventist.org). Click on "Choose an Index/Search" at the upper right, then select "Issue Indexes," and click on the issues listed above.

strengthen the overall operation."

The principals also expressed the need for schools to be supported from the top levels of the church. One principal commented that "Funding for Adventist education is almost non-existent within the church structure. Every conference reports as part of its contributions to Adventist Education, all of the funds that are collected from parents and remitted to the conference treasury for payroll. The tuition funds should not be included in the accounting for Conference Support of education."

Finally, a number of principals agree with this respondent that they wanted thoughtful oversight: "Certain ones in the conference office intrude or overrule in areas where the expertise is not strong. They also eliminate some strong teaching candidates from the recruitment pool due to what might be rather superficial life-style accusations."

Conclusion

Good scores on the Politics Index were related to school reputation, qualified and engaged teachers, and to the principals' ability to hire and fire staff. These academy principals who responded to this survey valued good relationships with local pastors, wished to have more productive relationships with their school boards, and longed for strong, visionary, financially astute support from the conference/union that would help the whole school system meet current challenges effectively and with financial soundness.

Summary

How are NAD Adventist academies doing?[49] Enrollment is a serious problem for small schools, those located outside of an Adventist Center, and/or those with negative school reputations. AC schools and larger (>200) schools tend to be growing.

Funding is a particularly urgent need in light of the economic downturn. One principal said: "I feel that Adventist education today faces the most serious challenges we have ever faced. We are in danger of losing our system of schools. This sense of urgency needs to be communicated to the rest of the [Seventh-day Adventist] Church at large (not just in educational sectors). It seems that the world church is reluctant to restructure the current system or increase financial support for Education."

This survey found that factors related to better funding included having few constituent churches, positive politics, and operating within the planned budget. The principals identified general funding, staffing, student aid, and facility improvements as significant needs. They lamented that some parents do not see the value of Adventist education, when compared with its financial cost. The principals strongly supported the value of Adventist education and its importance as a church ministry. They recognized that maintaining good teachers is essential to creating good relationships with pastors, school boards, and conferences.

Principals wanted good relationships with pastors, in order to provide mutual support. They also desired well-trained and effective school boards, and conferences/unions that provided macro-level leadership to keep schools fiscally solvent and well-supported.

The principals' responses showed that they viewed Adventist schools as vitally important for the educating of spiritually attuned students. But they also revealed that enrollment, funding, and governance all affect a school's ability to achieve the broader mission of offering a quality Adventist education.[50] ✍

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Melanie Litchfield, B.S., *is the Director of the Alumni Awards Foundation in Chattanooga, Tennessee. Mrs. Litchfield facilitated and distributed the survey and also helped in the beginning stages of analysis. As Director of AAF, she is currently laying groundwork for the Renaissance Network, AAF's new initiative to help NAD academies become schools of excellence.*

Riley Graves, B.A., *is the Administrative Assistant at the Alumni Awards Foundation in Chattanooga, Tennessee. She oversaw the completion of the article with Dr. Crumley while analyzing results and drafting findings. Mrs. Graves is currently working on completing her Master's degree in Business Administration.*

Kayce Foote, B.S., *worked as an office assistant in the School of Journalism and Communication at Southern Adventist University at the time this article was written. She entered survey results into SPSS, helped create the indices, and ran statistics. Ms. Foote is currently working as an event coordinator for Habitat for Humanity in Chattanooga, Tennessee.*

NOTES AND REFERENCES

1. Conducted in Fall 2010.

2. Since the time of the survey, at least one NAD Adventist academy has closed its doors.

3. An 86 percent response rate.

4. Go to http://alumniawards.org for more information.

5. No other survey results or outside data was used in calculating the results of this survey.

6. http://ccsr.uchicago.edu (2009).

7. All of the data was analyzed using SPSS.

8. These statements were generated in focus groups by AAF in 2009.

9. 66/83.

10. Only statistics that reached $p = .05$ or smaller were counted as statistically significant in this study.

11. $t(93) = 3.277$, $p = .001$.

12. $t(93) = 2.35$, $p = .02$.

13. $r(93) = 0.86$, $p = .00$.

14. $r(60) = 0.31$, $p = .02$.

15. $r(60) = 0.27$, $p = .04$.

16. $r(87) = 0.30$, $p = .01$.

17. 60/92. Although 93 principals responded to the survey, not every principal completed every question. The numbers shown in parentheses in the statistical tests and the denominators of the proportions indicate the number of principals responding to the question(s) being analyzed.

18. 74/85.

19. http://www.cognitivegenesis.org.

20. $t(92) = 1.58$, $p = .12$.

21. $t(71) = 1.80$, $p = .08$.

22. Cronbach's alpha = 0.94.

23. 41/73.

24. Cronbach's alpha = 0.78.

25. $r(50)= -.28$, $p= .05$.

26. $t(76)=.19$, $p=.85$.

27. $r(65) = .47$, $p = .00$.

28. Cronbach's alpha = .74.

29. $r(74) =.54$, $p =.00$.

30. $r(76) = 0.32$, $p = .01$.

31. $t(74) = 2.19$, $p = .03$.

32. $t(76) = .56$, $p = .58$.

33. $r(59) = 0.22$, $p = .09$.

34. 77/91.

35. 74/92.

36. $t(76) = 1.67$, $p = .10$.

37. $r(75) = .46$, $p = .00$.

38. Cronbach's alpha = 0.94.

39. $r(61) = .44$, $p = .00$.

40. Cronbach's alpha = 0.74.

41. $r(71)= .28$, $p = .02$.

42. $r(75) = .31$, $p = .01$.

43. 69/92.

44. 67/83.

45. 69/83 = 83 percent.

46. 60/83.

47. 43/84.

48. 54/85.

49. More research is needed for a better understanding of Adventist schools, including the perspectives of teachers, parents, and other stakeholders.

50. This article focused on reporting survey findings, not on providing recommendations for change. However, AAF and others are actively engaged in developing answers to the concerns mentioned by the principals in this survey.

From the Principal's Desk

Essential Skills for a Principal

COUNSELING

BY RUTH J. NINO and YOEL J. PAREDES-RODRIGUEZ

You've just been chosen to be a principal. You've begun to dream and set goals for the upcoming school year, but you really have no idea what to expect. You try to feel hopeful that all will be fine and that it is time for you to take on this new role. If you have just graduated with a Master's degree or have several years of experience as a classroom teacher or vice-principal, or have engaged in committees at both a conference and union level—you have a good idea what it takes to be successful as a principal.

If you have experience as a teacher, you'll recall that when you faced a difficult situation, the principal was available to handle any classroom matter beyond your control. You probably have an opinion about how the principal should deal with these kinds of issues. Now, as a principal yourself, you are not only responsible for these classroom matters, but also for the faculty, the staff, students, parents, and school board, hiring resource teachers, maintaining the property, purchasing insurance, choosing textbooks, creating a budget, planning the curriculum and technological advances, scheduling music programs, recruiting prospective students, and being a spiritual leader.

However, many underlying issues also find their way to your office that can get in the way of your ultimate goal of "being an effective instructional leader [who develops and maintains] positive relationships with students, staff, and parents."[1] Remember, as a principal you will be judged not based on your skill in organization and management, but rather by "who [you] are and how [you] interact with others."[2]

After a few months as a principal, you realize that you are spending a lot

of time mediating between teachers and parents, or teachers and students, or between teachers—issues that weren't addressed in your preparation for principalship. Although you have experience in dealing with classroom issues, lesson plans, and teaching, you realize you probably should have taken more courses in counseling. It comes as a shock to many new principals that much of their work day is spent interacting with people and their problems. Melgosa says that these encounters often involve "appointments made by employees or students to discuss problems, issues, worries, and personal requests," and that "[c]ounseling principles and skills were specifically designed for encounters where someone is seeking help, support, or understanding from another person."[3] (At this point, you may also need to add problem-solving to your responsibilities.)

The good news (or maybe the bad news) is, "the ways you respond to these situations and the fluency and ease with which you switch the multiple hats you wear will profoundly affect the quality of the educational experiences found in your school, as well as your own job satisfaction."[4] With these tasks in the forefront of your day-to-day routine, you may realize you need to know more about how to apply counseling principles within an educational setting than what you learned in one undergraduate course in educational psychology. Because the role of a principal begins with interactions with students and also embraces their families and the broader community, he or she needs skills beyond those gained from generic psychology courses or on-the-job training.

If you research the 2010 basic re-

quirements for a principal to obtain an administrator certificate from the North American Division Office of Education to determine whether counseling skills are integrated in the program, you will find only a requirement reading as follows: "Has a minimum of eighteen semester/twenty-seven quarter hours of graduate courses selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, school public relations, religious education, and field experience, or holds a doctor-

ate degree in school administration."[5] Perhaps the closest requirement for gaining insight into the breadth of human interactions is in the endorsement requirements for a superintendent of schools is a course in human resources administration and school plant planning (course in public relations community partnership). The program does not require a course with an intentional focus on counseling skills to help principals develop their interpersonal skills as leaders in Adventist schools.

Sharon Weiss in her dissertation, "An Integration of Administrative and Counseling Skills: Benefits for Building Principals," describes how vital these

skills are for the success of a principal. In her research, she found little integration of administrative and counseling skills. "Principals and counselors are both identified for creating nurturing environments in schools….The principal may even have to function in the role of counselor in the school, if the school does not have a counselor."[6] This statement represents the reality in most Adventist K-12 schools around the world as well (except for the largest academies), which do not have employees on staff whose sole assignment is counseling. Usually, people assigned to do counseling must spend the majority of the school day teaching or fulfilling their other assignments. Thus, principals often find themselves called on to be counselors.

A Model for School Counseling

Principals need a specific model and training for school counseling because it differs in several ways from other forms of counseling. According to educational psychologist Garry Hornby, "counseling in schools. . . has a broader focus than most situations in which counseling is used."[7] Most other forms of counseling focus mainly on remediation. However, school counseling also has "preventative and developmental focuses."[8] Second, school-based counseling occurs spontaneously when a student comes to the office, a parent drops by to visit, or when initiated by a parent or a teacher, rather than during scheduled appointments with clients. Third, the people doing most school counseling are not qualified counselors, but educators. Fourth, counseling in schools is not a specific, isolated helping strategy, but a continuum of helping strategies.

Kottler and McEwan, in their book

Counseling Tips for Elementary School Principals, describe the essential elements required to apply counseling and consulting skills to the school environment. The first step is "learning how to recognize problems."[9] Although this may seem like a daunting task, most experienced principals have developed a "sixth sense" that helps them identify when something is wrong with a student, teacher, or parent. However, beyond intuition, it's also necessary to "have a rough idea of what is going on before you can take appropriate action . . . [but remember] your job is to figure out if indeed there is a serious problem, and if so, what to do about it."[10] The astute principal can learn to recognize a variety of clues that indicate when someone needs help.

Following assessment comes implementation—the process of helping. It is not your job as principal to be a full-time counselor. Yet you will find in your position "daily instances in which someone will reach out to you for understanding and some rudimentary background in several skills will allow you to help them."[11] Nonetheless, it is important to recognize the limitations of your role because "regardless of positive intentions inherent in any helping relationship there is the potential for both benefit and harm."[12] Therefore, when those moments arise, remember the following[13]:

1. Helping skills are learned from practice, not just by reading about them.

2. Functioning as a counselor will help you to put your own needs aside and be nonjudgmental.

3. Dealing with concerns, rather than "problems," is your responsibility. "Problems imply there are solutions, even right ones, yet most often, personal issues have no single answers."[14]

4. Avoid giving advice, as you may be blamed if the results are disastrous. Even if all goes well, you are teaching counselees to "consult someone else to tell them what to do" and reinforcing the idea that "they are incapable of making decisions on their own."[15]

5. Helping the person to feel understood, supported, and not alone is all you can do.

6. Slipping into a "helping mode" means freeing yourself from your own problems in order to be as nonjudgmental as possible.

7. Try not to feel overwhelmed as you practice your role as principal-counselor. Time will give you the opportunity to develop interpersonal effectiveness.

8. Recognize when people need help that you are not qualified to give, and refer them to a professional counselor.

Setting the Stage

Counseling meetings are different from regular conversation or discussions since the counselor must focus intently on the messages the other person is transmitting (through words, silence, body language, etc.). However, before you begin the meeting, it is important to take steps to clear your mind of all distractions, put aside your own worries, and be willing to be fully present for the counselee. Kottler and McEwans list basic counseling skills that help "to build an open, trusting, and accepting atmosphere."[16] First is attending to the counselee, which means "giving [him or her] your total complete undivided interest."[17] Second is listening, which means communicating "by the way you respond to the speaker, by your ability to prove that you really did hear what has been said."[18] Last is empathy, "where attending, listening, and interpersonal sensitivity come together in such a way that you are able to get outside yourself enough so that you can sense what the other person is feeling and thinking."[19]

As Adventist educational leaders, we interact often with diverse persons, which enables us to minister as Christ did. In the parable of the Good Samaritan (Luke 10:25-37), an unfortunate man is beaten nearly to death by bandits. Two religious leaders pass him by on their journey to Jericho, showing little empathy and offering no assistance. Did they feel they were too busy to attend to the wounded man? Were they too worried about their own safety to stop to find out what had happened to him?

Yet, the Samaritan who traveled on the same road took the time to attend and "listen" by showing compassion and empathy. In verse 34, we read that he bandaged the man's wounds (the word is derived from the Greek *traumata*, which can be translated "trauma") by pouring on oil and wine. In the Bible, the oil represents the Holy Spirit, who is also known as the Spirit of counsel or Counselor (Isaiah 11:2 and John 14:26), and the wine represents Christ's sacrificial blood (Luke 22:20). It is important to note that the wounded man needed to receive both physical help as well as the oil (the Counselor) and the wine (Christ). Nonetheless, the helping process did not end there. It continued beyond the emergency aid. The Good Samaritan then carried the injured man to an inn, where he received the protection of the innkeeper. We can apply this parable to Adventist schools. As "inn-keeping principals," we have the responsibility to extend the Good Samaritan's helping process to aid wounded students, parents, and staff members.

An Environment of Trust

Before he left, the Good Samaritan gave the innkeeper money to be used to aid in the victim's recovery, but he also told the innkeeper that if caring for the man cost more than what he had paid, he would reimburse the innkeeper when he returned. As a principal, you are prepared and equipped for leadership but need to aid in the recovery process of students, families, and staff who are wounded and in need of help. Therefore, if this requires going beyond the basic training you have received to acquire counseling skills, you should consider doing so. Through empathy and guided support, you will be able to

establish an environment of trust that treats students as more than mere vessels to be filled with facts. "Empathy, warmth, and support are essential skills in the counseling process for they represent compassion, concern, and caring in the counselor [principal]-student relationship."[20]

As an Adventist school leader, it is your responsibility to attend to the concerns of diverse individuals and the consequences resulting from your decisions. A Christian educational system must not only educate young people for this world and eternity, but also help them recover from their wounds and traumas. Adventist principals should have compassion for the people they lead, and actually *stop* and *pay attention*—even if this implies leaving behind their responsibilities to be present in the moment to attend to the individual, unlike the two religious leaders, who *rushed* by the wounded man on their way to "do God's work."

Moreover, when Jesus said, "'"Love your neighbor as yourself"'" (Mark 12:31, NIV),[21] He also warned that in the final judgment, the criteria for being considered His follower was this: "'as you did it to the least of these My brethren, you did it to Me. . . as you did not do it to one of the least of these, you did not do it to Me'" (Matthew 25:40, 45).

Ozorak believes there are two ways of interpreting Jesus' imperative. One is that Christians must help those in need, and the other is that they are called to see Christ in the face of those in need.[22] The latter is an intrinsic motive, one that arises from being led by the Holy Spirit to love as Christ loved. Principals, as educators and counselors, must acknowledge their own wounds (traumas) and recognize the needs and suffering of others by showing compassion (empathy), which will produce the ultimate fruit of the Spirit—love (for God and the neighbor).

Principals have enormous responsibilities in leading a successful, God-fearing school. If you integrate coun-

seling skills into your repertoire of leadership skills, you will "notice an improvement in your personal relationships. . . become more respected as a leader in your school. . . you will become more influential in every aspect of school life. . . [and] you will be able to grow emotionally and psychologically yourself."[23] Although the principal is not called to conduct formal counseling, he or she can attend to students' needs, listen to parents' concerns, and show empathy for those in their care, and thereby enhance their effectiveness as they follow Jesus' example. ✎

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1. Jeffrey A. Kottler and Elaine K. McEwan, *Counseling Tips for Elementary School Principals* (Thousand Oaks, Calif.: Corwin Press, Inc., 1999), p. vii.

2. Ibid, p. 1.

3. Julian Melgosa, "How Educational Leaders Can Use Counseling Principles and Skills," *The Journal of Adventist Education* 66:1 (October/November 2003):32.

4. Kottler and McEwan, *Counseling Tips for Elementary School Principals*, op. cit., p. 11.

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The Benefits of Effective COACHING for Principals and Teachers

Leadership is complex. How complex is seen in the recent proliferation of research and publications on all types of leadership, ranging from principal-centered to competency-based approaches.[1] One such approach to leadership is coaching, a topic vigorously explored as part of the new perspective in preparing leaders to raise their "level of skilling," which will enable them to influence employees who are not meeting expectations.[2]

Many principals fail to become coaches because they do not understand how to use appropriate strategies to get optimum results.[3] Adventist principals are no exception. More and more, a large number of great principals are trapped in a "management paradigm" that keeps them from leading effectively.[4] As they focus on control, efficiency, and rules, they fail to capture the essence of specific qualities needed to rise above the ordinary. The coaching process helps principals, especially Christian ones, to think deeply about their own character and motives, and become more effective in promoting "better morale and a higher level of commitment among the entire workforce."[5]

Although coaching has been studied and discussed vigorously for decades, it was not until the 1960s that the subject took on enough importance to be considered a distinct method/tool with defined skills attached to it. The emerging surge lasted through the 1990s, according to several researchers.[6] Since coaching is about developing people in the workplace, the educational community should give careful attention to how coaching, particularly its two variants (Transformational Coaching Theory and Team Coaching) can enhance educational leadership.

BY MARILYN DIANA MING

Coaching and Leadership (New Practices and New Language)

Transformational Coaching. Rachel Frumi's examination of Thomas Crane's theory of Transformational Coaching[7] revealed that the heart of coaching is to shift "the organizational dynamic from Boss/Subordinate/Competitor to Coach/Client/Partner."[8] In addition, according to Crane, coaching is "the art of assisting people to enhance their effectiveness, in a way they feel helped."[9] To accomplish a successful partnership and satisfactory outcome, this model specifies that:

• Coaching must be a comprehensive communication process in which the coach provides performance feedback to the client.

• Topics should include all work-related dimensions of performance (personal, interpersonal, and technical or business skills) that affect the client's ability and willingness to contribute to meaningful personal and organizational goals.

• A coach must act as a guide by challenging and supporting the clients in achieving their personal and organizational performance objectives. When this is done by a trusted learning partner, the client feels helped by the coach and the process.

• The coaching process becomes the foundation for creating a high-performance, feedback-rich culture that flows full circle—down to direct reports, across to peers, and up to one's supervisor.

Team Coaching. Hackman and Wageman describe the Theory of Team Coaching as a superior leadership strategy in which success depends "directly and substantially on the degree to which coaching functions are fulfilled competently at appropriate times and in appropriate circumstances."[10] These researchers concluded that a new model was warranted after their literature review revealed that "leaders focus their behaviors less on team coaching than on other aspects of the team leadership portfolio."[11]

Team coaching opens the way for reflection and assessment of practice by the teacher clients. Small groups will benefit from intensive programs that give the clients what they need to grow professionally. The programs center on collaborative activities such as "action research, study groups, peer support groups,

professional dialogue groups, and electronic networks." Larger groups include self-reflection as well. According to Boyd and Cooper, "learning logs" and/or journals aid in the overall improvement process.[12]

Coaching: A Strong Tool

The objective of this article is to describe how coaching can help principals and other school leaders become more effective. Coaching leads to transformational behaviors that stimulate "an upward spiral growth" for the principal and establish a continuum of "knowledge, skill and desire."[13] Coaching can help disgruntled school leaders who are tempted to quit their jobs because their roles seem too scripted. It gives them more opportunities to mediate change because it makes them aware of a variety of opportunities for interacting with teachers that will assist them in "useful and practical ways."[14]

Boyd further states that "coaching is a form of professional learning which integrates the most effective learning about teacher work. Coaching is designed to integrate effective staff development and successful change management processes through providing a continuous growth process for people at all experience levels."[15] More than a decade ago, James Flaherty recognized the great need for coaching people to a high standard of excellence in the workplace. He believes strongly that understanding people is the key that enables a coach to give them "a chance to examine what they are doing in light of their intentions."[16] Flaherty argues that through the building of trust, an executive coach is able to infuse confidence and strengthen the competence of a subordinate client, but only when that executive is able to

self-examine and self-correct his or her own performance. Then, through a purposeful relationship with the client, the coach can guide him or her to follow the coach's example.

Whitmore states that "only when coaching principles govern or underlie all management behavior and interactions, as they certainly will do in time, will the full force of people's performance potential be released."[17] He notes that coaching "focuses on future possibilities, not past mistakes."[18] Whitmore insists that coaching "requires us to suspend limiting beliefs about people."[19] It is paramount for a solid partnership to exist "between the coach and client in the endeavor of trust of safety and of minimal pressure."[20] Patterson, Grenny, McMillan, and Switzler agree that not dwelling on mistakes helps to promote a more positive climate.[21] Learning to approach the client in a non-threatening manner requires skill and time, but helps to foster a relationship. Coaching helps to debunk the idea that the administrator's job is "fixing people," but it does hold the individual "accountable" and responsible for confrontations and for being non-abrasive. Both parties must be able to talk "openly and honestly. Both should be candid and respectful."[22]

Adventist principals can use these coaching principles while keeping in mind the need to also reflect the traits of the Holy Spirit as they interact with teachers. In a Christian institution, the coaching process takes on a higher purpose. It requires a commitment to godly service—treating people with love and fairness and valuing the gifts of the Spirit that are manifested in them ("love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control" [Galatians 5:22, 23, NKJV]).[23] For example, love demands action, so if love is present, principals will regard positive change as movement toward the noble ideals of true education. In short, the reflective practice reminds Christian principals of their mission—to serve others.[24] The administrator's commitment to coaching should lead to frequent conversations intended to promote teachers' personal and professional development. The following guidelines will help with the process:

• Emphasize Christian values.
• Envision and initiate change by persuading others to alter the status quo.[25]
• Encourage and inspire teachers and support staff.[26]
• Transform a climate of resignation into a climate of opportunity.[27]
• Improve strategic planning and collaborate with teachers about the future you seek to create.
• Set higher performance goals and standards for yourself and others.
• Share practical know-how with teachers when asked.[28]
• Intervene when appropriate to prevent avoidable mistakes.[29]
• Provide targeted feedback, presented in such a way that the recipient can grow and learn from it.[30]

The contemporary business world embraces coaching in order to improve worker efficiency.[31] This performance-driven strategy sets it apart from the use of mentoring in the educational community, which is oriented toward reflective practice. Implementing a coaching model does not mean that a principal abandons mentoring and other approaches to teacher learning,[32] but rather that he or she becomes more aware and responsible, taking on the challenge of a new vision in the attempt to overcome barriers. When skills are mastered and strategies are carefully implemented, both principal and staff will benefit from coaching activities.

The Coaching Path to Change

A sustainable path to school change is never smooth or easy. Coaching experts believe that if an administrator is willing to become a possibility thinker and obstacle remover, is not ruled by assumptions, and is fearless and non-judgmental, he or she is ready to become a catalyst for transforming a school efficiently and effectively. Below are a few practical ways to accomplish the intended change:

Experienced coaches suggest that effective strategies must extend beyond monitoring performance. According to Reiss, "the language of change must be in the air."[33] The effective leader will establish "self-directed teams" and vigorously seize opportunities.[34] This new role is critical because the principal must reach one teacher at a time and not prematurely judge or infuse his or her thoughts into the person being coached. It is important for the coach and teacher to spend time talking together so that "fears can be explored and a commitment made to moving forward."[35]

Coaching requires a long-term "commitment . . . to benefit from its results,"[36] as well as sustained practice to achieve maximum efficacy. Learning to coach may be one of the single most important decisions a principal makes in his or her professional life. Therefore, school leaders must acquire hands-on experience from high-quality leadership programs and/or workshops. For example, prominent New Jersey Coach Jerald Harvey, LLC, has had a successful practice for 25 years, helping individuals realize their maximum leadership capability. His programs are highly individualized and offer instruction, collaboration, reflection, and growth.

Today's school leaders need enhanced professional development programs that help them acquire concrete knowledge about "how to create a vision, share authority" and be "accountable for achieving the school's goals."[37] Instruction in problem-solving techniques will provide practical solutions and strengthen the principal's ability to implement more effective coaching interventions. The mentoring component of the leadership programs/workshops will also enhance the principal's personal growth and career development.[38]

Monroe asserts that often, the evidence of success in leadership is slow in coming or impossible to see.[39] However, leadership coaching is different; the approach focuses on positive change in individuals, thereby changing the culture of organizations in a short time because the process is so individual-

ized.[40] Indeed, coaching is one way of mastering skills and strategies that will enhance competencies and produce significant personal growth.[41]

Cope's Seven-C Framework

Cope offers a seven-C framework that helps principal-coaches become more optimistic about their teachers, learn how to get the best out of them, and help them see their own potential and find their own solutions.

1. **Collaborative coach/sustainable change.** Cope's "Collaborative Coaching Model" provides a blueprint for getting to know people through working together, clarifying expectations, and setting the stage for identifying core competencies that serve as markers for success.[42] The process of coaching at this stage requires partnership and building trust between two people. Using these techniques, principals can sharpen their own skills and embark on a journey of self-discovery. With practice, coaching will enable them to get the optimum results from their employees.

2. **Client awareness and willingness.** At the very beginning, a principal should attempt to understand the teachers' "emotional, logical and behavioral drivers" because this will provide insight about their thinking and how their emotions affect their work.[43] By listening and learning, the principal will discover which issues the teachers wish to address. According to Cope, the goal is to understand "what has happened, what is happening and what the client [teacher] wants to happen."[44]

3. **Clarity: What's going on?** The coaching principal must learn to interpret cues from staff members in order to identify the "blocks and barriers" that prevent clients from reaching their potential. In the case of limiting beliefs, the clients will experience unnecessary struggle if the coaching principal is unclear about what to do and how to help. During this clarifying stage, it is important that the "undiscussable issues" between both parties be addressed.[45] At this time, the clients need assistance from the coach to cut through negative behavior patterns (self-deception) caused by defensive thinking. A listening coach knows when it is the right time to lead individuals to share information about distressing situations in their lives. The coach never initiates the digging but gently leads the clients to share troubling aspects of their personal lives that impede their work performance. By helping to change client attitudes and actions during this time, the coach can expect to exert significant influence over the clients' lives. The coach uses skills to ferret out negative behavior patterns that affect the clients' effectiveness and well-being.

There are times when the coach must push resolutely on when a teacher client seems to be hiding parts of his or her world or seems reluctant to answer difficult questions. The following techniques can be utilized at this stage:

• The *Fantasy Ladder,* which helps to map and manage limiting beliefs that the clients might have about themselves.[46] For example, how does a teacher view himself or herself in regard to professional performance? While respecting the client's beliefs, the coach should dig deeper. The challenge is guiding the teacher to identify and reframe negative thoughts (weaknesses/obstacles) about self to make him or her feel empowered and optimistic about the possibilities for the future.

• The *Shadow Map,* which helps the teacher-client to explore what difficult (uncomfortable) issues exist in the relationship and how these can be explored without causing too much pain.[47]

> At the very beginning, a principal should attempt to understand the teachers' "emotional, logical and behavioral drivers" because this will provide insight about their thinking and how their emotions affect their work.

4. **Create: Find the best solution.** Time pressures will always be a problem in coaching relationships because of the many responsibilities of the principal and staff and their busy schedules. This new partnership is only a small part of each person's life. When both parties understand the value of the coaching, it can assume its proper place as a diagnostic and developmental tool. According to Cope, at this stage the role of the coaching partner (the principal) is important because he or she must help the clients "consider new ways to solve old problems and, once a solution is identified, to then test and ensure that the choice is an optimum one and not a rushed or less-than-optimum solution."[48] An examination of the two aspects illuminates the importance of this step. First, *Create* provides a strong indication of how well things are going between coach and clients. During this step, the coach helps the clients examine "diverse options" and then guides them in selecting the best course of action. Second, *Create* helps direct clients' attention to the "cost and consequences of the proposed solution and ensure[s] that they are using the

optimum solution and one that will deliver sustainable value."[49]

5. Change: What needs to be different? At this stage, the coaching partner makes sure that the new ideas work by listening carefully as the clients outline their action plans. The coach must act purposefully and follow through to ensure that clients make the changes that will produce the desired outcomes. Although this creates some pressure for the clients, most will accept it in order to achieve the desired outcomes. The coach partner (principal) continues to manage and act as a "driving force" to move clients from the comfort of planning to the actual fulfillment of their goals for personal and professional growth. Clients may need a light push in the right direction through gentle words, or a more "commanding presence to drive the change."[50] This stage can be described by the use of two models:

• The *Y-Curve* considers how people go through change and how the smallest of changes (even self-imposed) can result in either dissent or loss of motivation, which in turn can trigger resistance.[51] For instance, a teacher losing focus or harboring feelings of neglect due to rushed encounters with a coaching partner can abandon the whole idea and end the partnership.

• The *Change Framework* addresses the issues relating to mobilization in the coaching partnership and explores the level of force or control that the coach needs to apply in order to achieve the desired goals.[52] The continued learning of the clients (teachers) calls for actions that demonstrate the understanding of realistic high standards, and willing participation. For instance, the coaching principal applies gentle pressure to remind the teacher that each day's actions must reflect the desired changes; therefore, in the spirit of openness and collaboration, they develop a template that records planning activity and observed reflections that reveal the teacher's commitment to this effort. As a bonus, the template provides the coach with regular feedback.

6. Confirm/Continue: How to facilitate change. Humans will expend a great deal of energy to avoid unpleasantness. The natural inclination is to resist value judgments, especially if they involve assessment or measurement. However, facing this fear in the context of coaching will turn a negative into a positive for the person who wishes to improve self/skills. Two models are helpful at this stage. The first one entails a "Cockpit confirmation or developing the client's capability to self-monitor and measure [his or her] level of achievement."[53] The second focuses on the games that people play when faced with the need to do a realistic assessment of their progress.[54] Cope argues that for coaching and the new learning it entails to bring about change and become the norm in the workplace, there can be no room for games. Reality

needs to be faced, and both the coach and clients must commit to a conscious effort to identify barriers that prevent the achievement of the targeted results. There are no "miracle solutions" in this kind of people investment.[55]

7. Close: Sustainability of the change. Coaching makes a difference because of the partnership that develops between the participants. The collaborative process helps ensure that positive outcomes occur: goal implementation, self-awareness, personal alignment with intended change, and sustained performance through the finding of and doing their personal best. All these behaviors result when the coach and clients persist to the end and understand that the process of change comes with real-

> The coach partner (principal) continues to manage and act as a "driving force" to move clients from the comfort of planning to the actual fulfillment of their goals for personal and professional growth.

life problems at home and in the workplace. When the coach displays a desire for collaboration, engages in a reflection on the results of the strategies implemented, and focuses on reciprocal accountability, he or she encourages the clients to "look back and learn" and to deal with any overlooked problems that could trip them up. This type of coaching seeks to achieve "sustainable change, not short-lived satisfaction." During the process, the coach must assess whether clients are able to "fly solo before disengaging and moving on."[56]

Conclusion

Coaching is a way of strengthening school leadership and enhancing teacher effectiveness. A principal coach can implement this innovative option as a way to participate fully in the professional lives of teachers and to guide them in discovering their personal best. According to Patterson, Grenny, McMillan, and Switzler, effective leadership and healthy school environments result when those involved with coaching are able to move forward in a positive way, celebrating their willingness to incorporate new methods of practice that work toward common purpose and goals.[57] The partnership results in positive change, not only in the relationship but also in the workplace.

Specifically, when highly effective professional learning occurs in school environments, students benefit. The goals and culture remain aligned because of the reciprocal and ongoing support provided to both clients and coach.

Coaching works—for both client and coach. As long as someone is willing to take a chance on someone else, it will remain a useful tool in the workplace, especially Adventist school environments. Frumi reiterates this premise when she asserts that "the only way to truly help people grow is to help them in developing new practices and new language, and that the only way to coach effectively is to enter into a reciprocal relationship where coach and client engage in a dance of mutual influence and growth."[58] ✎
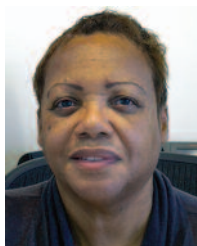
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Tips

for Balancing School and Family Life

School administrators face daily battles to balance their work expectations with their family and personal needs. They constantly must wrestle these difficult questions: How does one fulfill all the requirements of the job while still making family a priority? What about time for hobbies and vacation?

The Scriptures make it clear that we have a God-given responsibility to treasure and protect our family. Consider this counsel by the Apostle Paul: "Anyone who does not provide for their relatives, and especially for their own household, has denied the faith and is worse than an unbeliever" (1 Timothy 5:8, NIV).[1]

Ellen White is also clear about the distinction that is to be made between our work commitments and our family responsibilities: "There is no more important missionary field" than our own home.[2]

No matter where we are serving or what we are doing, each of us has been called to make our family a priority that is second only to God. So, why is it so hard to put family before work? How does one measure, manage, and balance the competing priorities of God, church, community, ministry, family, and self? Why do so many school administrators feel guilty when they say "No"? What practical techniques can you use to make sure you take care of your family and yourself?

An administrator's schedule is unpredictable, unrelenting, and unstructured. Rarely a day goes by that he or she will not have to deal with unplanned issues and emergencies. This constant addition of unexpected items to already hectic schedules can lead to

BY PAMELA CONSUEGRA

unstructured days and untold stress. There is constant pressure to produce reports, plan ahead, attend committee meetings, and meet missional objectives. Unlike hour-time workers, the administrator has to plan his or her own schedule around a few givens and many unknowns, and still find the time to gather the necessary information to make tough decisions.

In addition, with the economic challenges currently faced by so many educational institutions, the principal may have to pick up extra duties that would ordinarily be performed by a support staff. However, despite the chaos and lack of adequate staff, administrators can achieve greater control than they may think possible.

It is often the unexpected crises that create time-management issues. The administrator must try to squeeze these daily "emergencies" into his or her "free time." But where is this free time when the principal is rushing to and fro all day—classes to teach, paperwork and e-mails to attend to, meetings to attend (with parents, pastor, and board members, faculty, students, and the Rotary Club!), mentoring new teachers, curriculum planning, making arrangements for a variety of school events including religious-life activities, supervising lunch and recreation, and so many other recurring tasks.

Administrators often find it hard to deal with all the shame and guilt they feel (and that people heap upon them) if they fail to respond immediately to everything that appears to be in their job description. Their very natures make them people pleasers, caretakers, and servants. They want to please their constituents and conference superintendents. They want their students and teachers to be happy. Their job is to

serve, and failure to do so produces tremendous feelings of guilt. Administrators want to help everybody, but the job never ends. There are always more people who need help.

Unfortunately, the church and its institutions actually reward the administrator's failure to put his or her family first. Work addiction is the one kind of dysfunctional behavior that gets rewarded. The more time one spends at school or in the office, the more kudos he or she receives. No one gets a plaque for balancing his or her personal and professional lives!

Figure 1. Time Management Quadrants[3]

URGENT	Urgent but Unimportant **B** The 80/20 Leader	Urgent and Important **C** The Crisis Leader
NON-URGENT	Non-Urgent and Unimportant **A** The Shuffler	Non-Urgent but Important **D** The Planner
	UNIMPORTANT	IMPORTANT

Adapted from *The 7 Habits of Highly Effective People*, Steven Covey

So, it is time for the church to give you, the administrator and minister of education, **permission** to set appropriate boundaries. But of higher importance; you have God's approval to put your family first! So, how can you adjust your schedule in order to fulfill your God-given mission? Consider the following eight guidelines:

1. Differentiate Between the Urgent and the Important

Consider your leadership style in regard to time management. How do you deal with unplanned emergencies? Review the graphic representation in Figure 1. In which quadrant do you spend most of your time? How can you determine what is truly important?
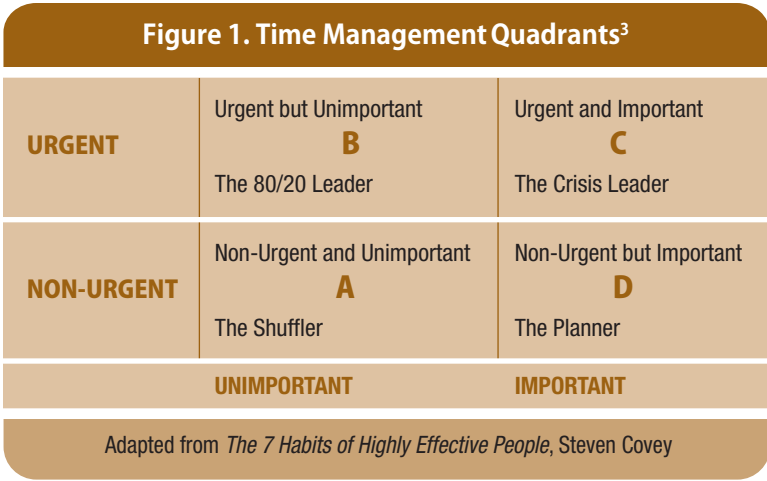
Claims on your time can be classified in terms of urgency and importance. These can be sorted into four categories as shown in the four quadrants of Figure 1. In order to understand how to balance the urgent and the important, let's begin by defining the quadrants:

A: Non-Urgent and Unimportant—Here we find demands on the administrator's time that are trivial, unimportant, inconsequential, and irrelevant. We could easily label this "The Junk Mail Quadrant"! In this quadrant are the leaders who get inundated by mountains of trifling minutia that demand their attention.

B: Urgent but Unimportant—This is where most of us spend most of our lives. We devote 80 percent of our time to the mere 20 percent of activities that produces results. Our mission gets lost in demands that appear to be urgent but are often unimportant in the overall scheme of things.

C: Urgent and Important—This may seem like the best quadrant in which to operate. However, in this quadrant, the administrator is constantly in crisis mode. He or she plays the role of firefighter, rushing from spark to spark trying to extinguish the erupting flames. This is exhausting and unproductive, long term.

D: Non-Urgent but Important—This is actually the best quadrant in which to operate. If you deal promptly with important tasks, this may eliminate most of the non-urgent or crisis issues. In other words, learn to deal with the important before it becomes urgent! Focus most of your time and energy in this quadrant by planning, organizing, and prioritizing. Learning to operate in Quadrant D will save time that you can devote to your family and personal interests.

2. Accomplish What You Have Been Called to Do, and Select Others to Hold You Accountable!

What is it that you have been called to do? Make sure your role, expectations, and job descriptions are clearly defined. If it's "not your job," then clear it from your schedule. Let others do their job, and you do yours. Do not co-opt someone else's ministry. Consider writing into the job descriptions of all of your staff the need for them to spend time with their families. Remember, you have the opportunity to be a positive role model for your teachers and support staff in making family a priority. Focus on the mission to which you have been called.

Asking another person to hold you accountable may be helpful as you evaluate and readjust your priorities. This could be a conference or union employee, a board chair, a pastor, or another person whom you regard as a mentor. You may need some outside help to review your schedule and time commitments. Record how you spend your time over the next 30 days. As you review your notes, begin by eliminating the things that are not necessary (Quadrant A) and find ways to operate more in Quadrant D. You may also want to engage the local school board and staff in dealing with some of the items in Quadrants B and C. This does not mean that you ask their permission to take time off . . . only that you keep them informed and involved in the process.

3. Set Limits on Time Devoted to Regular School Work

What is a reasonable amount of time for the educational administrator to spend each week doing normal school responsibilities? In one survey done by a pastor, lay people's estimates averaged 82 hours per week. One lay member proposed that the school administrator should work 200 hours per week! How is this possible when a week has only 168 hours?

So, what is a reasonable amount of time for the administrator to spend on staff development, committee meetings, parent conferences, and other school-related tasks? Decide on a reasonable total and then have your spouse, your board, or your conference administrator hold you accountable. There will be times of the year or special events that may demand extra

Questions for Reflection and Discussion:

1. What is an appropriate hierarchy of priorities? When asked to prioritize God, church, ministry, and family, how do you rate them? Where does your family fall in actual practice?

2. How do you balance the urgent with the truly important?

3. How do you decide what constitutes a true "emergency"?

4. Is it easier for you to say "No" to some people than others? If so, what makes the difference?

5. Does saying "No" make you feel guilty? If so, why?

6. What can you change beginning today?

hours. But, when that event is over or the crisis has passed, reward yourself and your family by spending some much-needed time together.

4. Guard Your Boundaries

Set and lovingly communicate boundaries to your church family to protect your family time—and encourage them to do the same. A good administrator will always respond to legitimate emergencies, but first, he or she needs to define what constitutes an emergency. Be candid with your school family about how they can expect you to respond to various crises. Your clearly communicated responses will prevent misunderstandings and keep people from usurping your time.

Train yourself to accept the fact that you don't have to answer your cell phone every time it rings, nor do you have to bring work or your computer home. Use an answering machine to screen messages, and respond at appropriate times.

5. A Regular Schedule Makes Crises Easier to Deal With

If you maintain a regular work schedule, your family will be more tolerant when you must spend extra time to deal with a true crisis. The challenge, of course, is to define what constitutes a true crisis. Some things that at first glance seem like emergencies can wait!

Be honest with yourself—are there times when you have described a minor problem as a crisis because you wanted something other than events at home on which to focus your attention? If so, then counseling may be warranted.

6. Mentor Someone to Take Your Place

A major challenge facing the Adventist school system today is a shortage of educational administrators. You can help the system—and yourself—by establishing a mentoring program. Choose someone you trust, and train him or her to take your place. Identify others who have been called to do the work of ministry. Empower and train them to coordinate and lead programs and events. In this way, you are helping to build up the body of Christ. Remember, recognizing the gifts and talents of others and investing time in their training is a scriptural principle:

"So Christ himself gave the apostles the prophets, the evangelists, the pastors and teachers, to equip His people for works of service, so that the body of Christ may be built up" (Ephesians 4:11, 12, NIV).

7. Schedule Daily Time With Your Family, and Take Your Vacation Time

When God created Adam, He declared that it was not good for him to be alone. So He gave Adam a wife—NOT a whole school family!

What does your calendar look like? Does it show that you have planned time with your spouse? It is just as important to schedule and honor this appointment as any other meeting on your calendar. A good formula to use in scheduling time with your spouse is as follows: Spend at least 30 minutes every night with your spouse, one entire evening each week, one day each month, and one weekend each quarter.

If you have children, it is important to make sure that your daily appointment book includes them. In addition to spending time alone with your spouse, you need to schedule time with the entire family. Make sure that your children feel they are valued and loved. When you are traveling, call home regularly and speak to each child.

Guard your family time, especially those precious mealtimes together.[4]

Well-known Adventist leader R. R. Bietz once told this story: When asked by his family to give them more time, he offered them his daily planner so they could fill in the time they wanted with him. They chose carefully, and he sacredly guarded the time agreed upon, even if it meant declining to chair an important meeting. Once a board member spotted Bietz's car near the beach and saw him playing on the beach with his children. This gave the church leader an opportunity to testify to his family and to the member that it was his responsibility as a husband and as a father to put his family first.

We often fail to give our own family the time that we are so willing to devote to other members of our church or school family. This indicates the need to reorder our priorities.

If you are single, do not allow others to burden you with extra duties because they think you have nothing to do because you "have no family." This is not an acceptable argument. For, whether you are married or single, have several children or none, you must make and take time for yourself. Doing so will make you a better, more energized, more focused and healthy leader.

When did you last take some time off? Schedule your next vacation today. You need to take time for rest and for spiritual renewal. Taking care of yourself will make you better able to serve others. Don't allow the busyness of life to squeeze out personal time. Recharge your batteries and refresh yourself. This is also a great time to recommit and reconnect with God. Follow Jesus' example: "The world's Redeemer. . . . loved the solitude of the mountain, where he could hold communion with his Father alone. We read: . . . . 'And in the morning, rising up a great while before day, he went out, and departed into a solitary place, and there prayed.'"[5]

8. Learn to Say "No"

In a fascinating little book, *What Matters Most: When NO Is Better Than YES,* long-time youth worker Doug Fields offers this advice:

"You may be at a crossroads in your life and ministry, and the challenge of saying no is exactly what you need. So I want to challenge you now: The 'good way' is saying no—have the courage to walk in it and find rest for your soul. Is busyness really getting you what you want—or need? In the end, busyness makes us look important but cripples our relationships. Busyness feeds our egos but ultimately starves our souls. Busyness fills our calendars but fractures our families. And busyness props up our images and shrinks our hearts."[6]

Fields shows how Christ modeled time management: "Jesus said 'no' to good things. He said 'no' to important people. Jesus left people unhealed. He didn't answer every question, go to every event, or meet everyone's needs.

He needed time away from his disciples. He needed space. Yes, he even needed sleep. He was 100 percent God and 100 percent human; therefore he had human limits. He needed solitude. He needed time to reflect and pray and nourish his spiritual life. It was this life-giving time of connection to the Vine that gave Jesus spiritual power and energy for His ministry to others. And I believe it was during those times of solitude that He was able to hear God's voice and know what matters most."[7]

Implementing these eight principles will help put you on the track to a healthy and happy balancing act between school and family life. ✎

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Why Principals STAY

Several years ago, I was the principal of a Seventh-day Adventist boarding academy that closed. Not only was this a terrible loss for the students, parents, faculty, and constituency, it was personally devastating for me. The problems were compounded by the fact that no policies were in place for the closure of such a school. Thus, all of the employees' termination settlements were done as if we were retiring from the organization. However, I was not retiring nor did I want to leave! I loved the school, the students, the faculty, and the church's educational ministry.

This tragic experience created a desire in me to support, mentor, and provide resources for Adventist principals. To do so, I enrolled in the leadership program at Andrews University in Berrien Springs, Michigan, and from the inception of my study, focused my program and research on school principals. When I was ready to write a dissertation, my research focused on telling the story of why the principals in the study have stayed in the Adventist system in North America for 10 or more

years. Rather than to focus on problems within the organization, my goal was to describe the experiences of those who have served for many years. This article describes the data from the study about why principals stay.[1]

My 2011 research study revealed that Adventist principals in North America stay an average of 2.5 years at the elementary level, 3.6 years at day secondary schools, and 4.0 years at secondary boarding schools. Many studies have identified reasons why school principals leave their jobs.[2] However, few studies have been conducted to determine why principals stay. The purpose of this study was to describe the experiences of school principals who have remained in leadership at the same school building for at least 10 consecutive years in the Adventist system of education in North America and to discover why they have stayed.

Research Design

A qualitative, multiple-case-study design using narrative inquiry was chosen as the most appropriate method to probe the

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lived experiences of the principals in this study.[3] The primary criteria used for the study were (1) the principal had served as an administrator for 10 consecutive years or more in one school building, (2) the principal was identified by his or her union education directors and approved to participate in this study by the local education superintendents, and (3) there was an attempt to ensure that the research study included a representative sampling in the areas of gender, ethnicity, service time, school size, and type of school. While the study sought to be representative of all nine unions in the Adventist K-12 educational system in North America, two unions did not have any principals who had stayed in one school for 10 or more years, and thus were not included in the research study.

Conceptually, this study was framed around spiritual leadership theory and resiliency theory. Fry defines spiritual leadership as "the values, attitudes, and behaviors necessary to intrinsically motivate one's self and others so that they have a sense of spiritual survival through calling and membership."[4] Two dimensions of spiritual leadership are described in the literature: (1) Creating a vision for the organization whereby leaders and group members experience a sense of calling, and (2) Establishing a social/organizational culture based on altruistic love whereby people develop a sense of membership, feel understood and appreciated, and express genuine care, concern, and appreciation for both self and others.[5] Fry referred to these dimensions as the "calling" and "membership" of the spiritual leader.[6]

Resilience is defined as the ability to recover readily from illness, depression, other stressors, or buoyancy in the face of adversity.[7] There is a direct relationship between the stress of the principal's job and his or her capability to maintain resilience in the face of prolonged contact with severe stressors.[8] I as-

sumed resiliency theory would help provide a framework within which the staying power of the principals in this study could be explained.

Why Principals Stay

The research study revealed that Adventist principals stayed because of their (1) passion for the students, (2) commitment to God's calling, (3) passion for ministry, and (4) passion to

About This Study

In 2011, the author of this article tracked principal longevity in the Seventh-day Adventist system of education in the North American Division (U.S., Canada, and Bermuda; hereafter referred to as NAD), and then studied the principals who had remained the longest at their current school.

The study revealed that the average stay for a K-12 principal in his or her current school between 2006 and 2011 was 4.0 years for boarding-academy principals, 3.6 years for day-academy principals, and 2.5 years for principals in elementary schools.

To identify the administrators who fit the criterion for this study, the author obtained permission from the NAD vice president for education to contact the education directors in the territory's nine union conferences. The union directors of education were informed about the purpose of the study and the interview questions, and asked to identify principals in their region who fit the criteria for the study.

All of the principals identified by the union directors were contacted by e-mail in order to gather some initial data regarding administrator retention and to determine which ones were willing to participate in the study. The principals' response to this request, "Please describe why you stay as an Adventist principal, and what you think could help the problem of principal retention?" helped indicate whether each would be a reflective and perceptive informant who could provide an in-depth description of his or her lived experiences.

Participants were selected based upon a balance of gender and race, their responses, and their overall willingness to participate in the study. The table below summarizes the types of schools represented by the participants in this study.

Table 1. Demographics of Participants in the Study		
	Demographic	**Number**
Unions in North American Division	Number that qualified	7
	Number that did not qualify	2
School Type	Small Elementary	3
	Elementary	5
	Junior Academy	2
	Secondary School	4
Ethnicity	Hispanic	1
	Black	5
	Caucasian	8
Gender of Principal	Female	7
	Male	7

serve others. Because of their strong relationship with God, they endured in spite of the difficulties and the demands of the job, which are most times undefined and quite complex. They were able to thrive even when coping with adversity because they relied on God's guidance and prayer to sustain them through hardship.

1. Passion for Students

The primary reason why the principals indicated they stayed in Adventist education for 10 or more consecutive years was because of their passion for and commitment to their students. When asked, "Why do you stay?" the principals referred to their students and the direct impact they believe they are making upon their lives. The principals' passion for their students was clearly revealed by their physical expressions during the interviews. Most responded with smiles, emphatic intonations, and excited body language when sharing their experiences, revealing their heartfelt commitment and passion for each student. One principal said, "I live by the motto which states, 'Jesus looks at us and discerns infinite possibilities.'"

For most of the principals interviewed, their passion for young people extended beyond the school building. They felt the same responsibility for students in the community as for local constituencies: "I stay to provide opportunities for all school-age students who wish to attend an Adventist school the benefit of enrolling," said one respondent. This principal shared the joy he feels each fall when classes begin and the students whom he has prayed about and recruited are now enrolled in his school. It was clear from their responses that the principals loved and were devoted to their students, demonstrating this through their unselfish service to the ministry year after year.

2. Commitment to Calling

The research study also revealed that Adventist principals stay because they feel directly called by God, accept His calling, and commit their lives to educational ministry. One principal said: "I have dedicated my life to this ministry because I believe the Lord called me to it. Because I could see the circumstances when I look back which have led me to this and I think no amount of grief will run me out of this, I'm here for the long haul."

The commitment to God's calling was so firm for these principals that their conviction to remain in educational ministry was unyielding. One of the respondents described it thus: "I stay because of my vow to God that I would remain in Adventist education until He indicated that it was time to leave." Another principal explained, "I'm not here because I want to be here; I'm here because God wants me to be here. If He wants me to go someplace else, He will show me the way, and He will provide the way for me."

This commitment to God's calling is demonstrated by the number of years these principals have served in their schools. One principal, who had been in the same building for 30 years, said, "God has chosen me to be at my school at this particular time, place, environment, and in this particular area of the country."

Their commitment to Adventist education was so strong that most principals indicated that they modeled it in their personal lives. Several principals indicated that while they had choices as to where to enroll their children, they always choose Adventist education because they recognized its value and power to transform lives spiritually, mentally, and physically. One principal was so emphatic about her passion for Adventist education that not only have her children all been educated in Adventist schools, but her grandson is now enrolled at her school. The principal transports her grandson daily past two distinguished "A"-level school districts to the church school.

3. Passion for Ministry and Others

The principals interviewed in the study stay in Adventist education because of their need to serve others through educational ministry. Most of them spoke emphatically about the great joy in helping others develop a personal relationship with Jesus. To realize this goal, the principals have conducted Bible studies for students, parents, community members, and neighbors. One principal described the joy he and others felt in ministry in these words: "It's wonderful to be a part of a ministry that you know is 'kissed by God.'"

Several principals described helping others develop a personal relationship with Jesus as a part of their mission as school leaders. One said: "Baptism is the summation, the ultimate objective, and ultimate goal of Adventist education which is to lead students and parents to Christ in a way where they make that final commitment to say 'yes,' I want to follow the Lord and I'm going to consummate my experience through baptism." Several principals described the experience of witnessing the baptism of someone they had brought to the Lord as humbling and inspiring.

Most of the principals recognized that their passion for ministry also enhanced their own personal spiritual growth. One principal explained, "I stay because of the strong relationship that I am able to develop with my God." Another principal noted, "I stay because my job allows me to grow spiritually." Throughout the interviews, the principals shared stories of experiences that strengthened their faith through educational ministry. Whether it was through an answered prayer, God's protection, provision, intervention, or guidance, time after time they experienced unbelievable ways in which their faith increased because of His faithfulness.

The responses made it clear that Adventist principals stay because of their passion to serve others and their ability to teach and nurture the people they serve in the areas of life skills, professional development, and in parenting. One principal shared the experience of developing a team approach to leadership even though he was in a hostile environment.

The study revealed that Adventist principals are passionate about training adults as well as children. Whether in the area of

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best practices or parenting skills, their joy in teaching came through clearly. One principal explained that not only is she helping parents become better parents; when necessary, at times, she has become the parent. This principal has driven children to and from school, counseled with students, prepared lunch for them, and helped them with homework after school. None of the principals expressed any regrets about extending themselves beyond their call of duty in their passion to serve others.

Several principals described their devotion to mentoring others. One remarked, "I stay because of my opportunity to mentor people." Whether mentoring a new teacher or an experienced one, parents, church members, or colleagues, the principals recognized the value of mentoring relationships. Several of the principals explained that, in fact, the reason they are now able to stay in Adventist education is because they themselves were mentored effectively.

A benefit of serving others is the building of lifetime relationships. One of the principals shared this sentiment: "I stay because of the lasting relationships that I have built with the people I serve." Many of the principals said they maintained long-term relationships with people they have served long after they left the place in which the relationship began.

Summary

The findings in my study revealed that principals in the Adventist system of education in North America who have stayed in one place for 10 or more consecutive years are resilient spiritual leaders. They thrive in spite of the fact that the role and expectations associated with their jobs are often poorly defined and quite complex. The demands of the job, personnel issues, parent and student issues, board issues, financial issues, constituency and community issues all have the potential to contribute to overwork and imbalanced lives. Yet because of their strong relationship with God, these principals have been able to be resilient despite adversity. Most cited their reliance on prayer, which sustains them through many difficult and challenging times.

Why do Adventist principals stay? They stay because of their passion for the students, their commitment to God's calling, their passion for ministry, and their passion to serve others. Paul's words at the end of his life describe well their convictions:

"I have fought the good fight, I have finished the race, I have kept the faith. Now there is in store for me the crown of righteousness, which the Lord, the righteous Judge, will award to me on that day and not only to me, but also to all who have longed for his appearing" (2 Timothy 4:7 NIV).[9] 🖉

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