Principals: What Are Their Roles and Responsibilities?

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Abstract

Collaboration between school counselors and principals is increasingly important in this accountability era. The purpose of this quantitative study was to examine the role of principal as perceived by professional school counselors and principals, both in training and practicing. While similarities were found in two categories: Managing School Personnel and School Climate, significant differences emerged in all three categories, including Parent and Community Collaboration. These findings indicate that school counselors and principals could benefit from learning more about the others' respective roles to enhance their working partnership towards increasing academic achievement.

Keywords: school counselor, principal, preparation program, collaboration, academic achievement

Principals: What Are Their Roles and Responsibilities?

Recent research has focused on the need for effective relationships between school counselors and principals to help students succeed academically in safe, supportive learning communities (e.g., Armstrong, MacDonald, & Stillo, 2010; Clemens, Milsom, & Cashwell, 2009; College Board, 2009; Dahir, Burnham, Stone, & Cobb, 2010). With education reform acts continuing across the United States, it is crucial that principals and school counselors form alliances to strengthen curricula, monitor student progress, and reduce the achievement gap (Armstrong et al., 2010; Janson, Militello, & Kosine, 2008; Militello & Janson, 2007). Wesley (2001) stated, "Counselors and administrators cannot operate separately anymore" (p. 60), yet an increase of numerous collaborative relationships is still needed (Dahir et al., 2010).

Based on the School Counselor Competencies (American School Counselor Association [ASCA], 2008), many counselors are attempting to implement data-driven counseling programs that serve students' academic, career and personal/social needs but often are challenged in their attempts due to lack of supportive relationships with their principal (Wilkerson, 2010). One of the keys to effective collaboration and realization of mutual priorities is for the principal and the school counselor to each have an understanding of the potential roles and responsibilities of the other (Dahir et al., 2010; Williams & Wehrman, 2010). The purpose of this quantitative study was to examine the role of principal as perceived by professional school counselors and principals, both in training and practicing.

Theoretical Framework

Historically, a focus of school counseling research has been on the role confusion that has resulted in the misuse of school counselors with principals assigning inappropriate tasks to counselors that keep them in auxiliary positions not central to the goals of the school (Carnes-Holt, Range, & Cisler, 2012; Wilkerson, 2010). For example, principals may not recognize the unique skill set of the counselor and often believe that the school counselor should do whatever quasi-administrative tasks are needed, such as managing schedules and coordinating standardized tests (Amatea & Clark, 2005). Currently, the gap between the ideal and current school counselor role is beginning to narrow due to the consistent vision of the American School Counselor Association (ASCA, 2012; Clemens et al., 2009). Additionally, the increased focus on accountability, which advocates the utilization of data to demonstrate the effectiveness of comprehensive school counseling programs, has assisted in closing this gap (Leuwerke, Walker, & Shi, 2009).

Although the gap is beginning to diminish, role confusion still exists (Wilkerson, 2010). Historically, studies have focused primarily on the principals' perception of the role of the school counselor and found numerous misconceptions (Kirchner & Setchfield, 2005; Leuwerkeet al., 2009; Ross & Herrington, 2005; Zalaquett, 2005). According to Zalaquett and Chatters (2012), principals in middle schools do realize that school counselors successfully facilitate students' positive growth academically, socially and personally. However, principals may not perceive their own role in creating a cohesive alliance to support counselors, despite the critical nature of such collaborative support to benefit students.

In like manner, Griffin and Farris (2010) believe that counselors are not aware of how their principals see the potential role of the counselors as collaborators with the administrative team. Meanwhile, the College Board and the National Office for School Counselor Advocacy (NOSCA) in their survey study with the National Association of Secondary School Principals (NASSP) and ASCA (College Board, 2009) emphasized the necessity of effective principal-counselor relationships with the need for school counselors to realize principals' responsibilities and perceptions of possibilities, just as principals need to be aware of counselors' work and possibilities for empowering a team. While counselors seem quite knowledgeable about their own unique roles and duties, ambiguity appears to exist regarding their perception of the role of the principal, especially related to upholding counselors and their school counseling programs (Williams & Wehrman, 2010; Zalaquett & Chatters, 2012).

Often administrators and school counselors are trained separately and do not have many chances to interact or collaborate during their graduate programs (Shoffner & Briggs, 2001; Williams & Wehrman, 2010). Though they are expected to work together, they may not be cognizant of how to cooperate successfully. Being trained independently and from different ideologies, they each possess unique skill sets and distinctive abilities that can complement each other (Williams & Wehrman, 2010). Introducing principals to the role of school counselors during their training programs can enhance the principal's awareness of appropriate duties for school counselors (Amatea & Clark, 2005; Rambo-Igney & Grimes-Smith, 2005).

To date, however, there has been no empirical research on the school counselor's perception of the role of the principal. Shoffner & Briggs (2001) stated, "It is

critical for school personnel to understand and appreciate their different roles and responsibilities so that they can engage in collaborative work that focuses on student learning" (p. 201). To create action steps for an effective coalition between the school counselor and the principal, it seems essential now to gain an understanding of how school counselors view the principal's role to complement the research conducted as to principal perceptions of the counselor's role. Williams and Wehrman (2010) stated, "School counselors have often viewed principals as adversaries rather than as collaborative partners" (p. 112). In order to create a trusting and effective working relationship, both must have an accurate understanding of the other's role and function in the school (Clemens et al., 2009; Williams & Wehrman, 2010).

This study investigated the perceptions that school counselors and principals, both in training and practicing, have of the role of the principal. In addition, the researchers examined the possibility of gender differences related to the perception of the principal's role and responsibilities. Gilligan, Lyons, and Hanmer (1989) brought forward the idea of caring relationships as a priority for women as compared to men. Thus, gender differences might emerge regarding the importance of various principal responsibilities, especially those related to interpersonal connections.

To develop awareness of misunderstandings that may block effective inter-professional collaboration, the goal was to identify any gaps between the principals' stated role and the perceptions of the principals' role identified by the study participants. Thus, the research question explored was: Is there a difference between principals and school counselors (both in training and in practice) in their perception of the role of the principal? The literature review revealed no current studies on this topic and no

instruments to evaluate this possible difference. A difference between the two groups of school counselors and principals may indicate an area that could impede successful teaming. A variation may also exist between the perceptions of those school counselors and principals who are practicing and those who are in training. This discrepancy could illustrate an area that needs to be addressed in principal and school counselor preparation programs and in professional development offerings. Implications for further research were examined as well as the ideas for educating school counselors and principals about how they can work in partnership as leaders in a changing academic environment.

Method

Participants

School counselors and principals, both in training and practicing, from a Rocky Mountain state were surveyed about their perceptions of the principals' roles and responsibilities. A list of current practicing principals and school counselors was obtained from the state school counseling association and the state principals association. School counselors and principals in graduate preparation programs from the same state were also invited to participate. Upon Institutional Review Board (IRB) approval, potential participants were sent an email inviting them to engage in the online survey. A total of 209 respondents initiated the online survey. Due to missing data, 32 participants were eliminated bringing the final total to $N = 177$.

Participants included 12 principals in training (6.7%), 77 practicing principals (43.5%), 11 school counselors in training (6.2%), and 77 practicing school counselors (43.5%). The breakdown of participants' gender was fairly equal with 86 males (49%)

and 91 (51%) females. Of participants, 40% were employed at an elementary school, 29% at a high school, 20% at a junior high/middle school, 7% at a K-12 school, and 4% responded not applicable, possibly because they were in a preparation program and not currently practicing.

Instrument

Participants completed an online survey with 16 five-point Likert scale items ranging from one (very important) to five (unimportant); an instrument developed by the researchers (see Appendix A). The Perceptions of the Principal's Roles and Responsibilities Questionnaire was developed based on the 2011 Educational Leadership Program Standards (National Policy Board for Educational Administration [NPBEA], 2012). Guided by the standards and drawing from related research (e.g., Leone, Warnimont, & Zimmerman, 2009; Lynch, 2012), the researchers determined three major categories encompassing the principals' roles and corresponding responsibilities.

The first category was Managing School Personnel and was comprised of responsibilities such as hiring and evaluating teachers, counselors and staff, as well as managing personnel issues and conflict resolution. The second category of Parent and Community Collaboration included utilizing community resources and involving parents in the decision making process. The final category of School Climate involved creating a safe learning environment, creating a shared vision of learning, dealing with discipline issues, acting with integrity, and making ethical decisions.

To increase content validity, a former principal and current professor of an educational leadership program was invited to review the survey for accuracy. He

offered several ideas for modifications that were implemented. In addition, a Cronbach alpha of .80 indicated internal consistency of the instrument.

Participants were sent an email consisting of the informed consent and a choice of completing the online survey or not. Participants gave consent by clicking on the link for the online survey. Participants were notified that they could discontinue their participation at any time. The researchers sent a final follow-up email two weeks later reminding potential participants that the survey was still available for completion. The survey was open to participants for a total of four weeks.

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Results

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Concerning the roles and responsibilities of the principal, similarities and differences were discovered between the perceptions of school counselors and principals both in training and practice. Gender similarities and differences were also examined. Descriptive statistics and analysis of variance (ANOVA) were used to analyze the data with results considered significant at the $p < .05$ level. Descriptive statistics for participants' perceived importance of the principals' responsibilities are listed in Table 1, beginning with the most important responsibility. Outcomes are organized according to the main categories of principals' roles and responsibilities: Managing School Personnel, Parent and Community Collaboration, and School Climate.

Managing School Personnel

As established in the 2011 Educational Leadership Program Standards (NPBEA), the role of the principal holds numerous responsibilities to manage school personnel in the endeavor to create a safe and effective learning environment. Of responsibilities, two emerged as significant in this category: communication and

personnel hiring. A 2 (gender) x 4 (profession) ANOVA was calculated with the

responsibility of the principal to manage personnel communication and conflict issues

Table 1

Means and Standard Deviations for the Importance of Principal Responsibilities as Perceived by Principals and School Counselors

Responsibility	M	SD
Creates a Safe Learning Environment	1.1243	.34760
Hires Personnel	1.1356	.35950
Evaluates Personnel	1.1582	.39579
Practices Ethical Principles	1.1582	.39579
Creates a Vision of Learning	1.2147	.46369
Handles Personnel Issues/Conflict	1.4576	.71483
Complies with State National Standards	1.4633	.61242
Handles Disruptive Students	1.5480	.71447
Utilizes Research	1.5537	.69797
Uses Appropriate Models & Principles of Organization	1.6271	.69654
Develops Professional Development	1.6497	.77710
Serves as Curriculum Leader	1.7458	.79615
Involves Parents in Decision-making	1.8305	.77941
Develops Master Schedule	1.9379	.84718
Deals with Attendance Issues	2.1299	.85948
Utilizes Community Resources	2.3107	.82541

Note. N = 177. Responsibilities are in order of importance ranging from 1-5 (very important - unimportant).

revealing a significant difference between gender and profession (school counselors

and principals, both practicing and in training), F(10, 176) = 11.995 p = .0001, η^2 = .176.

The means showed that practicing principals (M = 1.5) rated this responsibility as more

important than practicing school counselors (M = 2.0), while overall, male participants

(M = 2.2) viewed this as less important than female participants (M = 1.3).

Exploring the principals' responsibility to select and hire personnel, a one-way

ANOVA indicated a significant difference of this responsibility between the professions

(school counselors and principals, both practicing and in training), $F(3, 173) = 4.122$, $p =$ .007, $\eta = .067$. Further Tukey post hoc analysis suggested that practicing principals (M = 1.0) viewed the responsibility of selecting and hiring staff as a very important function of their role, while practicing school counselors (M = 1.2) viewed this as important, albeit they did not perceive it to be as important as practicing principals.

A 2 (gender) x 4 (profession) ANOVA revealed a significant difference between gender and principals' responsibility to provide quality professional development, $F(1, 177) = 11.887$, $p = .001$, $\eta^2 = .066$. The means revealed that female participants (M = 1.5) viewed the principals' design of quality professional development as a more important task for the principal than their male counterparts (M = 1.8). Additionally, this 2 x 4 ANOVA analysis indicated a significant difference between the professions and principals' responsibility to provide quality professional development, $F(3, 177) = 4.816$, $p = .003$, $\eta^2 = .079$; however, further Tukey post hoc analysis demonstrated no significance.

A one-way ANOVA comparing professions and the responsibility of evaluating teachers, counselors, paraprofessionals and other staff revealed no significant difference, $F(3, 177) = 2.327$, $p = .076$, $\eta = .039$. Yet, all professions viewed evaluation as an important task of the principal (combined M = 1.2).

Parent and Community Collaboration

The NPBEA (2011) deems the collaboration of family and community as a relevant responsibility of the principal. Such collaboration includes involving parents in the decision making process as key leaders in their child's education. The next analysis examined the perception that principals and school counselors both in training and

practice had of the principals' responsibility of involving parents. Employing one-way ANOVA, a significant difference between genders was found, $F(1, 177) = 8.236$, $p = .005$, $\eta = .045$. The male participants' mean (M = 2.0) was significantly higher than the mean for female participants (M = 1.7). These findings suggest that female school counselors, in practice and training, as well as female principals in practice and training, more so than their male counterparts, believed that involving parents is an important responsibility of the principal.

Additionally, a one-way ANOVA found no significant difference between professions and their beliefs about principals' responsibility to utilize community resources, such as youth services and outside support agencies, $F(3, 177) = 2.344$, $p = .075$, $\eta = .039$. Yet, practicing school counselors (M = 2.5) viewed this as less important than practicing principals (M = 2.2). This could be because school counselors view utilizing community resources as a part of their duties.

School Climate

Another essential domain is the school climate and the principals' responsibility to create a safe learning environment (NPBEA, 2011). Part of crafting a safe climate is the principals' responsibility to handle disruptive students. A 2 (gender) x 4 (profession) ANOVA revealed a significant difference between gender and principals' responsibility to handle disruptive students, $F(1, 176) = .5.654$, $p = .019$, $\eta^2 = .032$. The means displayed that female principals and school counselors both in training and practice (M = 1.4) deemed this as more critical than male principals and school counselors both in training and practice (M = 1.7). The results illustrated that female participants

considered disciplining students as a more vital responsibility of the principal, compared to male participants.

Although not significant, all professions viewed the principals' responsibility of dealing with attendance concerns as important (combined M = 2.1), although not "very important." Similarly, albeit not significant, all participants agreed that designing a clear vision for the school (combined M = 1.3), establishing a supportive environment for both students and staff (combined M = 1.1), and acting ethically (combined M = 1.2) were important responsibilities of the principal to the functioning of the school.

Discussion

Results uncovered several similarities in perceptions of the role of the principal between principals and school counselors both in training and practice. Such similarities may offer a foundation for common ground and understandings that may lead to comfortable interactions and enhanced collaborations. While similarities were found in two categories: Managing School Personnel and School Climate, differences emerged in all three categories.

Similarities

In the category of Managing School Personnel, both school counselors and principals (practicing and in training) viewed evaluating school personnel as an important responsibility of the principal. Evaluation is usually an expected responsibility of supervisors to help everyone build on strengths and improve. As noted in the standards (NPBEA, 2011), principals build a successful school community by supporting the professional growth of staff who can then implement best practices. Meanwhile, school counselors can complement the role of the principal by recognizing

needs related to psychological well-being and help staff members obtain needed assistance to be their best professionally and personally.

In the category of School Climate, all participants agreed that creating a safe school climate was an essential responsibility of the principal. Both principals and school counselors (practicing and in training) consider establishing a supportive environment for both students and staff as crucial to the functioning of the school setting. In a study of 29 schools, MacNeil, Prater, and Busch (2009) found that higher achieving schools possess significantly healthier school climates, compared to lower achieving schools. As the participants in our study, the teachers in their study believed that the principal is the key component of influencing the school climate. MacNeil et al. (2009) further proposed that principals could impact the school climate by designing a clear vision for the school and establishing a foundation that remains solid in times of turmoil.

Yet, with their interpersonal connections among students and staff, school counselors often realize overt and covert matters that may threaten a safe climate. Therefore, school counselors can team with principals to ensure a preventive approach which addresses issues before they become problems. By doing so, school counselors can demonstrate the essential nature of a collaborative leadership team which includes the counselor.

Also in the category of School Climate, all participants viewed the principals' responsibility of dealing with attendance concerns as important, although not "very important." This lower level of importance could be because participants view other responsibilities as more important for the principal to perform to ensure an effective

learning environment for all students. Attendance may be considered more a managerial duty which does effect the school climate but can be handled by someone other than the principal, once policy and procedures are established.

The School Climate category includes the principal's role as a person of integrity who makes sound ethical decisions; all participants agreed of the importance of this responsibility. The NBPEA (2011) emphasizes the importance of ethical decision making, noting that the principal sets the tone for interaction amongst all members of the school community. Thus, it is fundamental that the principal act with integrity. The principal can stimulate a healthy climate based on ethical principles by mirroring concern for all school members, including staff, students, and parents (NBPEA, 2011).

With extensive background knowledge and skills related to confidentiality, integrity, and ethical decision making, school counselors need to inform principals as to the counselor's abilities. School counselors can alert principals and all staff members as to the counselor's willingness to consult and collaborate regarding ethical dilemmas and sensitive issues. When situations such as deaths, violence, and drug searches occur, the counselor can be an essential member of the collaborative team.

Overall, this study brought forward a number of important similarities among participants who deemed a supportive environment for growth and learning as crucial. However, differences did emerge which illustrate the need for collaborative work in preparation programs and ongoing professional development.

Differences

Across professions. This study confirmed that there are several significant disparities between principals' and school counselors' perceptions of the role of the

principal. Certain responsibilities encompassed in the Managing School Personnel category, such as handling personnel communication issues and hiring staff, were both viewed as more important by practicing principals than practicing school counselors. This difference between practicing school counselors and principals may illustrate that principals realize the importance of their responsibility to construct an effective learning environment. A key piece to orchestrating this setting is the selection and nurturing of staff (NBPEA, 2011) whose collegial interactions can create an effective learning community. This difference suggests that school counselors might benefit from being educated on the role of the principal, while principals can be made aware of counselors' contributing knowledge and skills. Principals can be reminded of their overarching role to develop a sustainable school climate and how each of their responsibilities interacts to construct this vision built with top notch staff.

As for Parent and Community Collaboration, the principal's use of community resources was seen as a less essential duty by school counselors than by principals. Perhaps school counselors consider this as more a part of their duties than the principal. Traditionally, school counselors have been responsible for providing direct and in-direct services to students, listed under the Delivery System in the American School Counselor Model (ASCA, 2012). Included in the delivery of these services is the expectation to consult and collaborate with outside community resources. As the 2011 Educational Leadership Program Standards (NBPEA) highlight, it is the responsibility of the principal to be knowledgeable about outside community resources. Although this difference did not generate statistical significance, this could be an area for

development in which principals and school counselors could learn to work together in establishing successful community partnerships.

Across gender. Results revealed some noteworthy differences between males and females amongst both school counselors and principals. Specifically, female participants rated the principal's function of dealing with personnel communication and conflict issues as more important than male participants. Male school counselors in training in particular viewed this task of little importance to the principal's role. Perhaps these different perspectives hail from stereotypes of traditional male principals and female counselors, the "parents" of the school. Often, the traditional role assigns communication and conflict soothing to female figures, while male figures manage disruptions and problems (Taylor & Setters, 2011).

In-keeping with stereotypical gender roles (Taylor & Setters, 2011), it was more critical to female participants than male participants that the principal handle disruptive students. While females may perceive a safe climate including few threats of violence, males may perceive such disruptions as *boys being boys*. Traditionally, females work harder than males to establish harmony and comfortable relationships. Conflict resolution certainly can be a discussion point among collaborative team members.

Additionally, females placed more of an emphasis on principals involving parents in the school learning community than males. Each of these responsibilities features a relationship either with school personnel, students, and/or parents. As purported by Gilligan et al. (1989) in their seminal work, females seem to place a higher value on enhancing relationships than males. In a present day study on gender differences in socio-emotional functioning, Romer, Ravitch, Tom, Merrell, and Wesley (2011) found

that parents, teachers, and students rated female students as possessing more empathy and problem solving skills. Parallel to these findings, a study by Latu, Stewart, Myers, Lisco, Estes, and Donahue (2011) indicated that from a young age, females exhibit more skills to develop and enhance relationships.

In summary, it seems that female participants in this study perceived the roles and responsibilities of the principal in their entirety as essential to the functioning of the school environment. Females may hold a more holistic view and welcome collaboration without feeling threatened. With the increase of the number of females becoming principals, collaboration may occur naturally. Further research may want to concentrate on what creates perception differences between genders and how to realize, manage, or change those perceptions.

Implications

Similar to previous findings that indicated that principals might benefit from being introduced to the appropriate roles of school counselors (Amatea & Clark, 2005; Carnes-Holt et al., 2012; Rambo-Igney & Grimes-Smith, 2005), school counselors could profit from being educated on the roles and responsibilities of the principal. Understanding perceptions of principals can assist school counselors in better comprehending the function of the principal. Familiarizing school counselors with the roles and responsibilities of the principal can be facilitated as part of school counselor preparation programs. Counselor Educators can design lessons that acquaint school counseling students with the principal's leadership functions in the school. Lesson designs can incorporate teaming with educational leadership programs to engage

principals and school counselors in dialogue about their respective roles and practice collaborating.

Increasing partnership between practicing principals and school counselors is imperative (Armstrong et al., 2010; Janson et al., 2008; Militello & Janson, 2007). Teaching these educational leaders how to join forces boosts students'chances of progressing towards optimal success. The unique training and specializations of the principal and the school counselor are a winning combination, if they are taught how to act as a team.

Educational institutions may wish to create professional development workshops that bring school counselors and principals together, enabling school counselors and principals to learn more about each other and how to collaborate. Already, principals and counselors use research to inform their decisions, thereby exhibiting a commitment to evidence-based practices and ethical decision-making. Thus, in addition to counselors assisting the principal to establish an ethical climate, utilizing research to inform decisions can be a basis for collaboration.

Educational facilities may benefit from utilizing the Principal-School Counselor Toolkit developed by the College Board's National Office for School Counselor Advocacy, ASCA, and the National Association of Secondary School Principals (College Board, 2011). This tool kit guides principals and school counselors through various activities on relationship enhancement, communication, trust and respect, leadership, and collaborative planning. In addition, the toolkit offers opportunities for advanced practice between school counselors and principals, leading them through various scenarios and problem solving simulations.

Limitations

As with all research, there were limitations to this study. The researchers looked only at the perceptions of school counselors and principals in one state in the Rocky Mountain region. It cannot be assumed that all school counselors and principals would respond in the same manner. Future research may want to conduct a national survey to gain an understanding of how other school counselors and principals view the role of the principal.

Conclusion

The wave of educational reform is not new, and the age of accountability is here to stay (Wilkerson, 2010; Zalaquett & Chatters, 2012). To remain current with the drive for student achievement, school counselors and principals need to recognize that they are both educational leaders. Because of this, they must form an alliance and commitment to work together towards student success. This entails learning more about each other's roles and responsibilities to forge a partnership. Principals and school counselors offer unique and specialized methods for attaining student achievement and educating them about their different perspectives augments their ability to work effectively together.

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Biographical Statements

Amanda Cisler, M.Ed., LPC, NCC is a former middle school counselor from an urban school setting in the eastern United States. Amanda's research interests include advocating for the appropriate use of school counselors, increasing collaboration between school counselors and principals, mental health access for all students, and providing support services to children from addicted families in the school setting. Currently, she is a doctoral student in the Counselor Education Program at the University of Wyoming and a research assistant at the Wyoming Survey & Analysis Center.

Mary Alice Bruce, Ph.D., LPC, NCC is a former school counselor and mathematics teacher in rural, inner-city, and international work settings. Mary Alice's research interests include spirituality across the lifespan, mentoring relationships and mentoring programs, as well as group work and the creation of caring learning communities. Currently, she is a professor of counseling and the school counseling program coordinator in the Department of Professional Studies, of which she is chair, at the University of Wyoming.

Appendix A

Perceptions of the Principal's Roles and Responsibilities Questionnaire

This survey attempts to understand school counselors' and principals', both in training and practicing, perceptions of the importance of the roles and responsibilities of the principal.

Section 1

Directions: Please rate your perception on how important you believe the following roles and responsibilities are for the principal.

Question	Very Important	Important	Moderately Important	Of Little Importance	Un-important
1. Selects and hires teachers, counselors paraprofessionals and other staff	1	2	3	4	5
2. Evaluates teachers, counselors, paraprofessionals and other staff	1	2	3	4	5
3. Develops a Master schedule for teachers, counselors, paraprofessionals and other staff	1	2	3	4	5
4. Establishes a safe and supportive learning environment	1	2	3	4	5
5. Deals with disruptive students	1	2	3	4	5
6. Complies with state and national standards	1	2	3	4	5
7. Serves as curriculum leader	1	2	3	4	5
8. Deals with attendance issues	1	2	3	4	5
9. Utilizes community resources, such as youth services and outside support agencies	1	2	3	4	5

Question	Very Important	Important	Moderately Important	Of Little Importance	Un-important
10. Involves parents in the decision making process	1	2	3	4	5
11. Develops quality professional development opportunities	1	2	3	4	5
12. Manages personnel issues such as communication concerns and resolving conflict	1	2	3	4	5
13. Uses appropriate models and principles of organizational development and management	1	2	3	4	5
14. Creates a vision of learning for the school that promotes the success of all students	1	2	3	4	5
15. Utilizes research to inform decisions	1	2	3	4	5
16. Makes decisions based on ethical principles	1	2	3	4	5

Section 2

Directions: Please answer the following demographic questions.

1. What is your gender? Please circle one.   Male   Female
2. Are you in training or currently practicing as a principal? Please circle one.   Training   Practicing
3. Please circle your total years of experience as an educator in a K-12 educational setting.   0   1-5   6-10   11-15   16-20   20+
4. Which of the following best describes your school? Please circle one.   Elementary   Junior High /Middle   High School   K-12 Campus   N/A
5. If applicable, what is the size of your school? _____