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An Analysis of the Role of Instructional Leader as Fulfilled by Selected Dupage County Elementary Principals in Accordance with the Illinois School Reform Act of 1985

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AN ANALYSIS OF THE ROLE OF INSTRUCTIONAL LEADER AS FULFILLED
BY SELECTED DUPAGE COUNTY ELEMENTARY PRINCIPALS IN
ACCORDANCE WITH THE ILLINOIS SCHOOL REFORM
ACT OF 1985

by

Lawrence J. Golden

A Dissertation Submitted to the Faculty of the
School of Education of Loyola University of
Chicago in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education
May
1992
In 1985 the Illinois legislature passed a school reform package which included a mandated definition of the principal's role in the school's educational setting. This study focuses upon the impact of that legislation on the elementary principalship in the fulfillment of that role.

The superintendents of all the elementary and unit districts within DuPage County were contacted and requested to provide a principal who was perceived to be an instructional leader. Twenty-one principals were recommended and participated in this study.

The first part of the study analyzed each selected principal's job description to determine the instructional leadership responsibilities required of that principal.

The second part of the study addressed the percentage of time each principal spent fulfilling the respective job description responsibilities associated with instructional leadership.

The third part of the study identified the following six categories of instructional leadership behaviors and the extent to which the principals interviewed exhibit those behaviors: Setting School Goals; Defining the Purpose of School; Supervision Curriculum and Instruction; Coordinating Staff Development; Monitoring Student Performance; and Creating Collegial Relationships.
Among the conclusions derived from this study were the following:

1. The instructional leader performance responsibilities within a job description indicates each board's understanding of the role of the principal as an instructional leader.

2. Each recommended principal reflects the understanding of his superintendent as to what constitutes fulfilling the role of an instructional leader.

3. The majority of the principals did not fulfill the mandate of spending a majority of their time on the improvement of instruction.

4. The time demands of student related activities, building management operations and community relations prohibited a principal from fulfilling an instructional leadership mandate.

5. Principals generally accept the district goals as their school's goals rather than develop a set of goals unique to their school.

6. The improvement of instruction is usually emphasized through a school improvement plan which addresses the remediation of student deficiencies rather than the enhancement of the existing program.

7. District and/or school goals are made available to the teaching staff, rarely communicated to the students, and seldom addressed with parents.
ACKNOWLEDGMENTS

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Finally, the author must express his gratitude and affection to the person who provided the continual support needed to accomplish this task, his wife, Rosalyn.
Lawrence J. Golden, the son of John J. and Josephine M., was born on October 9, 1941 in Chicago, Illinois. He attended Annunciation Grammar School and Gordon Technical High School from which he graduated in 1959. He attended DePaul University from which he received a Bachelor of Arts degree in Psychology in 1964. He attended Northeastern Illinois University from which he received a Master of Arts degree in Guidance and Counseling in 1970. He attended Roosevelt University from which he received a Master of Arts degree in Educational Administration. Lawrence Golden also attended Northern Illinois University, taking course work which lead to the receipt of a Chief School Business Official certificate.

Lawrence J. Golden taught at Gordon Technical High School from 1964 to 1967. Since 1967 he has worked as a teacher, counselor, elementary principal, middle school principal, administrative assistant for the Marquardt School District 15, and currently serves as Superintendent of Schools for the Marquardt School District, DuPage County.
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CHAPTER I
INTRODUCTION

An Historical Perspective

Prior to 1980 there was very little written concerning the politics of education. Politics and education were considered to be separate and distinct entities. However, in the early 80's two factors came into being to make politics and education the focus of school reform. One factor was the research conducted on school effectiveness and the other factor was that of educational reform. The general public began to believe that the public schools of our nation were not adequately preparing their students to function as contributing members of society. People became acutely aware of the ever increasing number of students dropping out of school. These students were unemployable without the basic skills necessary to acquire, much less maintain, even the most elementary positions. Consequently, our poorly educated students became the focus of attention for educators, business leaders, and politicians. Politicians were faced with questions from their constituents regarding the quality of the school system within their area and were forced to answer the question of what they were going to do to improve that school system. Business
leaders came to the stark realization that they had to provide money for on-the-job training for new employees. This training needed to address basic skills not taught or learned in school. It became apparent that the economic growth of our nation would be directly tied to the quality of our public schools and that this quality was projected to be mediocre at best.

Legislators throughout the United States were required to become the educational leaders of our nation. Their emergence was based upon the competition for economic development among the states. Legislators discovered very quickly that good schools are a way to improve the economic climate of a state.

South Carolina Governor Richard Riley stated, "Public education is the cornerstone of a free, democratic, and productive society. For each state to compete effectively with other states and other nations, it is important that we provide a quality educational program for all our citizens."  

Politicians were keenly aware at every level that a major concern of the American people was education, and that one way of maintaining or acquiring a political office was to address

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this concern. In addressing this issue a variety of approaches were utilized within each state to improve education. Some states took a school improvement position when drafting legislation. Connecticut's Effective School Program was developed directly from the effective schools research, specifically that of Edmonds (1979). Colorado's School Improvement Clusters Program based its requirements on Goodlad's research (1975). The Arkansas program for effective teaching utilized mastery teaching, Madeline Hunter's teaching-learning model, and effective teaching research.²

In contrast, other states enacted reform programs which emphasized quantifiable aspects of educational excellence - increased graduation requirements, higher standards, and additional time in school. Expanded student testing in grade to grade promotion requirements was emphasized in Texas. More course requirements and the addition of a seventh period to the high schools were Florida's focus. A high school exit examination and teacher merit pay schedule were pivotal in South Carolina's school reform package.³

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³ Ibid., p. 166.
While these states were enacting programs based either on reform or school improvement, Illinois was undertaking a study under the auspices of the Illinois Commission on the Improvement of Elementary and Secondary Education.

In January of 1985 this special Illinois study group presented its report entitled "Excellence in the Making" to the Illinois General Assembly. Governor Thompson quickly followed this presentation with his proposal of the Illinois Better Schools Program. From that time until mid June of 1985, almost every civic, community and educational organization provided its own study, initiative, or proposal to address issues which were to be incorporated within any legislative educational reform package. A final package of educational reform bills was subsequently enacted by the Illinois General Assembly; and on July 18, 1985, two of the major bills - Senate Bill 730 and House Bill 1070 - were signed into law by Governor Thompson. This reform package included 169 separate topics within 7 general categories. Within the category entitled "Personnel" was topic #62 which read as follows:

"School Boards are required to specify in their formal job description for principals that their primary responsibility is in the improvement of instruction and that a majority of their time shall be spent on curriculum and staff development."

This provision defines the role of the principal as that of an instructional leader with a majority of time (51%) being
allocated to curriculum and staff development. Also, school districts were required to reflect that role and its responsibilities for the improvement of instruction in the principal's job description. This provision had a definite impact upon the administrative practices of Illinois local school districts. With the belief that the principal is the key figure in improving an educational system, it is a worthwhile endeavor to study the ways in which the role of an instructional leader is fulfilled at the elementary level.

**Purpose of Study**

In 1985 the Illinois Legislature passed a school reform package which included 169 reforms. Among these reforms was a mandated definition of the principal's role in the school's educational setting. With that mandate, the principal has a primary responsibility of promoting the improvement of instruction and allocating a majority of time to be spent on curriculum and staff development. In order to affirm that this mandate was being fulfilled, the principal's job description was to be amended to reflect the activities and responsibilities needed to be performed in order to validate the role of an instructional leader. This study is intended to describe the various activities entered into by a representative sample of DuPage County elementary principals in
their attempt to fulfill the role of an instructional leader. Through an analysis of their responses, via the interview process, priorities with respect to activities and responsibilities are established; similarities and differences are noted, along with the level of participation with which each principal is able to perform these designated responsibilities.

**Procedure**

As an elementary superintendent within DuPage County, it was meaningful to select that geographical area from which to draw participants for a study sample. DuPage County enjoys the reputation of providing quality education programs as evidenced by the results published within each district's School Report Card. Therefore, on this basis, it would seem to have principals fulfilling the role of an instructional leader. With the belief that the elementary school organizational structure is the foundation of every child's education, it would therefore be meaningful to select principals of that basic configuration (K-5, K-6) to be studied in fulfilling the role of an instructional leader.

A requirement for participating in this study is the selection of an elementary principal with at least five years experience as a principal. This qualification provides the
opportunity to interview a principal who previously acted in a broader role other than that of a legislatively designated instructional leader. Prior to the passage of SB 730, a principal was not specified by job description to engage in those responsibilities which improved instruction. Also, it was not mandated that an allocation of the majority of the principal's time be spent in performing activities which fulfilled that role.

A telephone survey was conducted of all the DuPage County superintendents who administer a school district utilizing a school configuration of either a K-5 or K-6 organization. Upon review of the DuPage County School Directory it was found that there were 24 districts which have that school configuration; specifically there are 19 elementary districts and 5 unit districts. A participation of at least 80% of the eligible districts was seen as sufficient in order to draw meaningful conclusions. Each superintendent was requested to provide the name of a principal who, in the opinion of that superintendent, was an instructional leader and met the qualifications of the study. Each district forwarded a copy of the amended principal's job description. Using a zero based job description, representative of the effective schools research, each job description was reviewed in order to determine the performance activities which were specified to foster
instructional leadership behavior. (See Appendix A).

With a review of the effective schools research, a list of representative dimensions of an instructional leader's behavior was compiled (See Appendix B.) This list of dimensions was utilized within the interview process to determine how the principal selected, encouraged, promoted, participated, and conducted instructional leadership activities. After the interview was completed the principal was asked to allocate the percentage of time spent on the activities specified in the job description.

The analysis of the principals' responses in fulfilling the leadership role is in narrative form focusing on patterns, trends, similarities and differences.

Assumptions

This study is based on the following assumptions:

1. The revised job description reflects performance responsibilities in accordance with the research on effective schools and instructional leadership.

2. The principals' responses during the interview indicate varying degrees of involvement in fulfilling an instructional leadership role.

3. The allocation of time in the performance of instructional leader responsibilities is less than the required
allocation of 51%.

**Limitations of the Study**

The responses from the interview process are limited to participants of a specific geographical area, i.e., DuPage County. The population from which this sample was drawn is restricted to selected elementary principals having at least five years of experience as a principal. Caution must be taken when generalizations are made so that they only apply to the representative population. Implications should not be extended beyond the sample as a question of reliability would arise. Any conclusions drawn would be limited to the role of the elementary principals with a K-5 or K-6 building within DuPage County and not to elementary principals of other school configurations nor to middle school, junior high or high school principals of that county or any county within the state.

Since each superintendent was contacted through an initial telephone survey for the name of a principal who would qualify for the study, there may be an implied burden placed upon that principal to promote and impart instructional leadership behaviors and activities during the interview process. The researcher must be aware that selection by the superintendent calls into question the possible accuracy of the principals' responses. The principal may be biased in order to present
himself and the district in the most positive light. Activities and levels of participation may be exaggerated or depressed to the benefit of the principal interviewed. Therefore, it would be the responsibility of the researcher to look beyond the responses offered in order to assess the truthfulness of the answers provided.

**Definition of Terms**

In conducting this study it calls for a determination of the principal's role as an instructional leader and if a majority of the principal's time is spent in that capacity. The term "instructional leader" has come to encompass a number of activities. It can broadly be interpreted to include those activities that a principal takes or delegates to others to promote growth in student learning. Generally these activities have centered on setting school wide goals, defining the purpose of schooling, providing the resources for student learning to occur, supervising and evaluating teachers, coordinating staff development programs, and creating collegial relationships with and among teachers. ⁴

Blumberg and Greenfield (1980) conducted a study of eight principals identified as effective by their colleagues. These principals were carefully selected to reflect both the elementary and secondary level and to include both female and male administrators. Among the characteristics of instructional leaders that Blumberg and Greenfield observed were the following: A propensity to set clear goals and to have these goals serve as a continuous source of motivation; a high degree of self-confidence and openness to others; a tolerance for ambiguity; a tendency to test the limits of interpersonal and organizational systems; a sensitivity to the dynamics of power; an analytic perspective; and the ability to be in charge of their jobs. 5

Another study, commissioned by the Florida State Department of Education (Huff, Lake, and Schaalman, 1982), identified the competencies that characterize outstanding elementary and secondary principals in the state of Florida. Huff and her colleagues compiled a list of fourteen competencies consisting of six basic and eight optimal. Their findings complimented those of Blumberg and Greenfield. Beyond the basic

competencies, the effective principal had a clear sense of mission and control, tested the limits in providing needed resources, was persuasive and committed to high standards, used a participatory style, and was not content to maintain the status quo.6

Duckworth and Carnine (1983) wrote of the importance of the building principal providing consistent standards and expectations for teachers. They stressed the conducting of staff meetings, staff development activities, and observation of and consultation with individual teachers for the opportunities to provide these standards and expectations. By these activities the principal would encourage and recognize good work and show determination to remedy poor teaching.7

In essence, the research on instructional leadership seems to necessitate that a building principal, in order to fulfill the role of an instructional leader, needs to communicate a vision of the school's purposes and standards, monitor student


and teacher performance, recognize and reward good work and provide effective staff development programs. These are the dimensions by which the researcher will seek to analyze if the responses of the principal interviewed reflect a fulfillment of the activities which enhance or promote an instructional leadership role.

**Significance of the Study**

Since the State of Illinois, through its legislature, felt obligated to include a specific topic related to the principal and to specify in that topic that the principal be an instructional leader in performing a primary responsibility for improving instruction, it is therefore important to study selected elementary principals of a county that is noted for the quality of its instructional programs. These programs have been identified by the results distributed through the annual school report card. With the premise that these principals are performing the responsibilities necessary to fulfill the role of an instructional leader, it is therefore of interest to all educators as to what kind of activities they engage in and, even more so, the extent to which they are able to perform these instructional responsibilities.
CHAPTER II

REVIEW OF RELATED LITERATURE

The Review of Related Literature focuses on four areas surrounding the role of a principal as an instructional leader. The first area describes the School Reform legislation enacted by five states, Illinois being one of them, which addressed the preparation, training, and responsibilities of a building principal. The second area describes the Effective Schools Research which most often depicted the building principal as the key person providing leadership in the school setting. The third area of study is the research concerning the principal as an instructional leader which encompasses those actions that a principal takes or delegates to others to promote growth in student learning. The fourth area addresses those instruments, such as surveys and rating scales, which have been developed to assess the instructional leadership behaviors of principals.

School Reform Legislation Focusing Upon the Role of the Principal

In the summer of 1985, the Illinois Legislature enacted a "comprehensive school reform package." It contained an overwhelming number of reform mandates such as improving teacher preparation, certification and evaluation; establishing math and science academies; developing reading improvement programs;
involving parents in developing written discipline policies; testing all students in grades 3, 6, 8, and 10 in basic subjects; and a mandate that all school boards declare the improvement of instruction as the primary responsibility of principals and, moreover, that "a majority of the principal's time be spent on curriculum and staff development."  

This reform package was precipitated by the research on school effectiveness and the formulation of school improvement programs across the United States. One of the most critical problems of public education which came out of the school improvement programs was that of the preparation of school leaders, especially principals. As in Illinois, several states initiated programs for developing the leadership and managerial skills of school administrators. The new programs included principal academies and institutes, state sponsored workshops, pilot programs to train administrators, and an increased emphasis on professional development for school leaders. These programs covered a range of topics, from effective management techniques to training for staff evaluation.  

The Education Reform Act enacted in South Carolina mandated

8 The Education Package of 1985: Senate Bill 730, Mandate No. 62.  
major reforms in the selection, training, and evaluation of principals. Beginning with the 1985-86 school year, any candidate wishing to be considered for an appointment as a building principal would have to be assessed for instructional leadership and management capabilities by the Assessment Center of the State Department of Education. This Center would submit a written report to the school board of the district that wishes to make the appointment.

School principals in South Carolina were also included in an incentive program which took the form of a career ladder, with salary incentives and other awards to be made according to the evaluation of each principal's instructional leadership as it specifically related to improved student learning. An evaluation team, including school administrators, teachers, and peers evaluated each principal; evidence of self-improvement through advanced training was also to be considered.¹⁰

Management skills for principals were enacted by the Texas Legislature. Each school district in the state was required to offer inservice training for administrators. This law called for standards to be consistent with models adopted by the State Board of Education. The State Board developed rules and regulations which required participation for all administrators and revised the certification requirements to provide management

training experience to be included in the certification process. House Bill 72 as it was enacted by the Texas Legislature outlined the duties of the principals. The law called for flexibility in accrediting principals who were to be both educational leaders and administrative managers. It allowed the substitution of approved experience in management for some of the educational requirements. Principals, who are to be the instructional leaders within their buildings, are to be given training and assistance in this role under the auspices of the State Board of Education.\textsuperscript{11}

Reform legislation approved by the Tennessee Legislature in 1984 established four career levels for principals, assistant principals and supervisors. The first rung on the ladder was a provisional level which yielded a three year non-renewable administrator's certificate. Candidates for this level must have eight years of experience as a teacher or supervisor, must have been evaluated on administrative competencies, and must have attended an administrator academy at least once every five years.

The next rung, career level one, resulted in a five year, non-renewable certificate and a $4,000 pay supplement. Supervisors needed three years at the provisional level, or three years experience as a supervisor in order to enter career

\textsuperscript{11} \textit{Ibid.}, p. 18.
level one. All principals at this level must have attended an administrator academy at least once every five years.

At career level two, another five year renewable certificate was granted, along with a $7,000 pay supplement and a 12 month contract. The top level, career level three, also yielded a five year renewable certificate. The requirements for entering this level were the same as career level two, and the twelve month contracts included a $7,000 pay supplement.

Principals at levels two and three must have attended a principal's academy at least once every five years in order to maintain their certification.12

Florida, as these other states, has taken a variety of steps to increase the requirements for becoming a principal. By 1986 candidates for the principalship were to be selected according to performance standards and on the results of a written comprehensive examination. Out of state applicants must have served a one year internship before they can become fully certified in Florida. The state has created a Center for Interdisciplinary Advanced Graduate Study for School Principals, and all principals were required to attend a one week summer seminar to learn how to implement and maintain the educational

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reforms mandated by the state.\textsuperscript{13}

As with the Florida legislature, the Illinois legislature, in addition to mandating a principal to act as an instructional leader, requires principals to participate once every two years in a seminar on improving administrative skills and instructional leadership. These seminars are provided by the Illinois State Board of Education in the form of administrative academies. It is evident that the primacy of the principal's role as an instructional leader is well established in the school reform programs being enacted by the state legislatures. From this brief review of selected state school reform programs it seems inevitable that the selection, duties and evaluation of school administrators will change even more in the upcoming years.

\textbf{Effective Schools Research}

 Obviously for both legislators and educators the identification and analysis of instructionally effective schools and their principals became a major focus of attention. Bickel, in the introductory article to a special "Effective Schools" issue of the \textit{Educational Researcher} traced the effective schools movement to several major factors. The first of these factors involved the reaction of many educators towards the pessimistic

appraisals of school effects found in the 1966 Coleman Report.\textsuperscript{14} To counter these assertions of school inadequacy, research sought to demonstrate that differences among schools do make a difference in the achievement of students. Of particular concern in many of the studies was the identification of schools that were unusually effective in teaching basic skills to poor and minority students.\textsuperscript{15}

Bickel outlined the basic tenets of the effective schools' movement as follows:

1) Schools can be identified that are unusually effective in teaching poor and minority children basic skills as measured by standardized tests; 2) the successful schools exhibit characteristics that are correlated with their success and that lie well within the domain of educators to manipulate; 3) the characteristics of successful schools provide a basis for improving schools not deemed to be successful. Implicit in this last assumption is a conviction that the school is an appropriate level to focus educational reform efforts.\textsuperscript{16} Bickel concluded that effective schools have strong instructional leaders and that this characteristic contributes to improved student learning. This conclusion is supported by a number of earlier studies addressing how high achieving schools attain that status.

Weber, in his study of inner-city children in the cities of


\textsuperscript{15} Ibid., p. 3.

\textsuperscript{16} Ibid., p. 4.
New York, Los Angeles and Kansas City found that in successful schools, as evidenced by their scores, the school principal set the tone for the school and assumed responsibility for instruction and the allocation of resources to achieve established school goals.  

In 1976, a study was conducted in California by J.V. Madden entitled "The California School Effectiveness Study" which paralleled Weber's study. This research finding identified five factors that seemed to differentiate effective from less effective schools. In more effective schools:

1) Teachers reported significantly more support; 2) there was an atmosphere conducive to learning; 3) the principal had more impact on educational decision making; 4) there was more evidence of pupil progress monitoring; and 5) there was more emphasis on achievement.

Two years later, 1978, a study was conducted to evaluate the success of the Emergency School Aid Act. Jean Wellisch examined principal behavior in elementary school settings where there had been gains in reading and mathematics. This research centered upon expressing a concern for instruction, communicating that concern to students, teachers, and parents, assuming a responsibility for instruction, and coordinating the

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instructional program. Based upon the conclusions of this research, schools were more likely to show gains in student achievement where instructional programs were extensively coordinated by school leaders.\(^{19}\) Also in 1978, Ron Edmonds published his findings from an extensive analysis of several studies under the title, "Search for Effective Schools." From this research Edmonds concluded that schools and school leadership do make a difference in that effective schools are marked by leaders who:

1) Promote an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the business at hand; 2) Frequently monitor pupil progress; 3) Ensure that it is incumbent upon the staff to be instructionally effective for all pupils; 4) Set clearly stated goals and learning objectives; 5) Develop and communicate a plan for dealing with reading and mathematics achievement problems; and 6) Demonstrate strong leadership with a mix of management and instructional skills.\(^{20}\)

Brookover and Lezotte's contribution to school effectiveness research indicated that there were marked differences in the leadership of effective and ineffective schools. Leaders in the effective schools were more assertive, more effective disciplinarians, and more inclined to assume


responsibility. Emphasis on instruction and student achievement was pervasive in their schools. The principal's concern for achievement was known to both students and teachers as were his high expectations for student performance.21

Michael Rutter conducted a detailed longitudinal analysis of 1500 junior high school age students in 12 London inner city schools. These students were assessed upon entry to school and reassessed at exit three years later. Based upon an analysis of the standardized test scores, schools that exerted a positive influence on pupil progress were identified. Those schools were observed over a two year period along with the conducting of interviews and surveys. The researchers concluded that the influence of the head teacher (principal) was very apparent. School outcomes tended to be better when the curriculum and discipline procedures were agreed upon and supported by the staff acting in concert.22

Edmonds continued to expand his research by conducting the "School Improvement Project" in nine New York City elementary schools. Based upon his earlier findings, five factors associated with school effectiveness had been identified: 1) administrative style, 2) school climate, 3) school wide emphasis


on basic skills, 4) teacher expectations, and 5) continuous
assessment of pupil progress.23

In applying those factors to the nine schools studied under
the "School Improvement Project" these schools were identified
as "improvers." He found that teachers in these improving
schools reported effective within-grade and school-wide
instructional coordination. There was a constant administrative
response to teacher problems and difficulties, and a definite
opportunity for staff interaction on curriculum matters. The
vast majority of teachers in the improving schools reported
effective communications with their principal and the
establishment of an orderly atmosphere in their schools.24 In
a similar group of studies entitled "The New York State
Performance Review" an analysis of the differences in student
achievement appeared to be significantly related to principal
behavior. The principal in the more effective school had
developed and implemented a plan for dealing with reading
problems. He appeared to be everywhere, observing students and
teachers and even urging them to do their best. 25

23 Ronald Edmonds, "Programs of School Improvement:
An Overview," Educational Leadership, Vol., 40, No. 3,
(December, 1982), p. 5.

24 Ibid., pp. 9-10.

25 Stewart C. Purkey and Marshall Smith, "Synthesis
Implications drawn from all these studies indicate that school effectiveness is enhanced by principals who emphasize achievement, set instructional strategies, provide an orderly school atmosphere, and frequently evaluate pupil progress. Coordination of instruction and support of teachers were interwoven throughout each studies' conclusion as characteristics attributable to an effective school. Thus, these results strongly suggest that principals who emphasize instruction are assertive, results oriented, and able to develop and maintain an atmosphere conducive to learning, and contribute to producing positive student outcomes even in a lower socioeconomic learning environment.

Instructional Leadership:

Characteristics, Behaviors, and Activities

Strong leadership has been stressed as the key to the success of a school. In the search for an effective school, leadership behaviors and characteristics are among the main focus of an inquiry. Regardless of which behavior or characteristic is used to describe leadership, it is generally recognized that an effective principal provides direction to the school. The "assessment center" concept has been recognized as one of the most significant techniques for identifying administrative potential. This approach utilized by the NASSP assesses candidates for administrative positions on twelve
dimensions: problem analyses; judgment; organizational ability; decisiveness; sensitivity; range of interests; personal motivation; educational values; stress tolerance; oral communication skill; written communication skill; and leadership.  

The concept of leadership encompasses those actions that a principal takes, or delegates to others, to promote growth in student learning. Prior to 1980, researchers focused on the demographic characteristics of principals such as race, age, sex, physical appearance and size, formal education and years of teaching experience. These studies yielded little information about how principals exercised leadership.

In the early 1980's, research studies began to examine the leadership styles of principals and their capacity for personal interaction. Blumberg and Greenfield studied eight principals identified as effective by their colleagues. These principals were selected to reflect diverse school settings, both elementary and secondary levels. Among the characteristics observed by Blumberg and Greenfield were:

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-- A propensity to set clear goals and to have these goals serve as a continuous source of motivation;
-- A high degree of self confidence and openness to others;
-- A tolerance for ambiguity;
-- A tendency to test the limits of interpersonal and organizational systems;
-- A sensitivity to the dynamics of power;
-- The ability to be in charge of their jobs. 28

Blumberg and Greenfield's initial study (1980) identified vision, initiative, and resourcefulness as three key elements associated with a principal's effectiveness. Given certain features of the role of principal, which derive both from the larger system and from the school itself, Blumberg and Greenfield speculated that several personal qualities characterized the principal who would be an instructional leader:

-- Being highly goal oriented and having a keen sense of clarity regarding instructional and organizational goal;
-- Having a high degree of personal security and a well developed sense of themselves as persons;
-- Having a high tolerance for ambiguity and a marked tendency to test the limits of the interpersonal and organizational systems they encounter;
-- Being inclined to approach problems from a highly analytical perspective and being highly sensitive to the dynamics of power in both the larger systems and in their own school;
-- Being inclined to be pro-active rather than reactive - to be in charge of the job and not let the job be in charge of them;
-- Having a high need to control a situation and low needs

to be controlled by others - they like being in charge of things and initiating action;

-- Having high needs to express warmth and affection toward others, and to receive it - being inclined toward friendliness and good natured fellowship;

-- Having high needs to include others in projects on problem solving, and moderate to high needs to want others to include them. 29

Although there has been only limited study of the specific "qualities of person" presumed to characterize those who would enact an instructional leadership conception of the principalship, current images of that role usually contain three key ideas:

(1) That the effective principal holds an image or vision of what he or she wants to accomplish; (2) That this vision serves as a general guide for the principal as he or she sets about the activities of managing and leading a school; and (3) That the focus of the principal's work activity should be upon matters related to instruction and the classroom performance of teachers. 30

William Rutherford (1985) reinforced these ideas in his summary of the early 1980's educational research on those distinctions which characterize more effective principals. Rutherford noted that effective principals:

(1) have clear, informed visions of what they want their schools to become - visions that focus on students and their needs; (2) translate these visions into goals for their schools and expectations for their teachers; (3)

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29 Ibid., p. 245.

continually monitor student and teacher progress in both formal and informal ways; and (4) intervene with teachers and students in a supportive or corrective manner when it is necessary.31

One attribute which repeatedly surfaced in these studies was that the observed principals were not willing to simply "keep the peace" and maintain a smooth-running organization. They all stressed new ways to effect school improvement with an emphasis on student learning.

A study was commissioned by the Florida State Department of Education to identify the competencies that characterize outstanding elementary and secondary principals - the "water walkers" - in the state. The researchers, Huff, Lake, and Schaalman (1982) compiled a list of fourteen competencies, six basic and eight optimal as a result of this study. Their findings complemented those of Blumberg and Greenfield. Beyond the basic competencies, the effective principal had a clear sense of vision and control, tested the limits in providing needed resources, was persuasive and committed to high standards, used a participatory style, and was not content to maintain the status quo.32 It is important to point out that although there was no systematic basis for principal selection

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32 Huff, Lake, and Schaalman, Principal Differences, pp. 8-11.
in the Blumberg study, its conclusions were supported by the Florida investigation.

Another study that reiterates the statements of the Huff and Associates' study was performed by Persell and Cookson (1982). Persell and Cookson reviewed more than seventy-five research studies and report recurrent behaviors that seem to be associated with strong principals. Their review revealed the following recurrent behaviors: (1) demonstrating a commitment to academic goals; (2) creating a climate of high expectations; (3) functioning as an instructional leader; (4) being a forceful and dynamic leader; (5) consulting effectively with others; (6) creating order and discipline; (7) marshalling resources; (8) using time well; and (9) evaluating student and teacher performance.

Persell presents the question of whether all principals can be equally effective instructional leaders. Perhaps the lesson to be learned from an examination of effective principals relevant to the role of the instructional leader is that the diversity of styles appear to work in different settings.\(^\text{33}\)

Since the uniqueness of each principal's situation makes generalizations about personal characteristics and leadership

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styles difficult, researchers turned their attention to common leadership functions that must be satisfied in the role of an instructional leader.

In an attempt to elaborate on how principals contribute to an effective instruction, Duckworth and Carnine (1983) wrote of the importance of providing consistent standards and expectations for teachers. According to Duckworth, staff meetings, staff development activities, and observation of and consultation with individual teachers provide the opportunities for the principal to reiterate standards as well as to encourage and recognize good work.34

David Dwyer (1983) developed a framework for examining instructional leadership in schools. This framework considered context as well as personal characteristics and functions. Personal, district, and community characteristics influence a principal's behavior which, in turn, affects the school's climate and the organization of instruction. Dwyer determined several fundamental functions which are shared by all who would have an influence on instruction: hiring staff and providing training for the staff, monitoring, exchanging and controlling information, planning, and interacting directly with students

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Gersten and Carnine (1981) identified administrative support functions similar to those of Dwyer's which were considered essential to instructional improvement. Like Dwyer, Gersten and Carnine did not believe that the functions need necessarily be carried out by the principal. Gersten and Carnine presented activities and behaviors that the principal or head teacher should perform in order to promote positive student performance:

- Implement programs of known effectiveness or active involvement in curricular improvement;
- Monitor student performance;
- Monitor teacher performance;
- Provide concrete technical assistance to teachers in the form of inservice programs and/or coaching;
- Demonstrate visible commitment to programs for instructional improvement; and
- Provide emotional support and incentives for teachers. 36

Gersten and Carnine's concept of administrative support functions suggested the possibility of using a team approach. There was a similar proposal discerned in the case studies conducted by Blumberg and Greenfield, but the degree to which a team approach is utilized, still depended on the principal's leadership role.

In spite of a question as to who performs these functions - principal, head teacher, or team - there is agreement that these functions include communicating a vision of the school's purposes and standards, monitoring student and teacher performance, recognizing and rewarding good work, and providing effective staff development programs.

Gersten, Carnine and Green (1982) continued to propose that effective leadership need not all be carried out by the principal. They focused upon instructional support functions as critical to the improvement of teacher performance and student learning. Curriculum specialists, resource teachers, and supervisors were listed as individuals other than principals who could fulfill leadership responsibilities.37

The case for support functions as presented by Gersten, Carnine, and Green (1982) is not without its limitations. This research merely shifts the responsibility for carrying out essential functions from principals to other staff personnel such as specialists, team leaders, or master teachers. In the school setting, the principal - by his position - would have a greater impact than any other staff member upon the educational program. Research has indicated that there is a positive correlation between the instructional leadership ability of the

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principal and the level of student performance. Ernest Boyer stated, "In schools where achievement was high and where there was a clear sense of community, invariably the principal made the difference." Goodlad concurred with Boyer by identifying the principal as the critical element of good schools.

Gilbert Austin, in his review of six studies that examined the characteristics of exemplary schools, concluded that the greatest asset of an exemplary school is its firm leadership; and that among the characteristics common to all six studies were:

- the creation of a sense of direction; the fostering of academic expectations, the recruiting of staff; the possession of a particular competence in one area of the curriculum; and the creation of an effective staff development or inservice program.

Consistent among the instructional support functions has been the establishment of an effective staff development program. It can be assumed that the Illinois legislature was

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well aware of the importance of this support function as it specified its inclusion in the mandate for the improvement of instruction.

Staff Development has been identified as an area of critical importance for the principal in fulfilling the role of an instructional leader. One of the best indicators that a principal is an instructional leader is his role in the development of a school based staff development program.\textsuperscript{41}

Wood and Thompson developed a model to be used to determine if effective staff development practices were evident within a school setting. This model was labeled RPTIM (Readiness, Planning, Training, Implementation and Maintenance) and was based upon ten beliefs. One of these beliefs is that the principal is the key element for the adoption and continued use of new practices and programs.\textsuperscript{42} The belief that the principal is the key element in the establishment of a sound educational program is a reoccurring theme. Joseph Rogus addressed the issue of the principal's role in staff development and affirmed the necessity of his support and commitment to the

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operation of a meaningful process. Rogus addressed the involvement of the staff in the decision making process. Within this decision making process is the establishment of goals and objectives and the activities to accomplish them. The principal is the obvious person to provide the needed resources to adequately address those components. Both formal and informal criteria encompass staff development. The formal component involves the goals, activities, and resources while the informal component involves the principal's day to day staff interactions which would involve substituting for teachers and modeling the curriculum.

Like Rogus, Dwyer concluded that principals exercise leadership skills in conducting their day to day responsibilities. This conclusion was drawn from a five year study conducted by the Far West Laboratory for Educational Research and Development which identified nine categories of routine behavior that principals utilize in effective supervision:

1. goal setting and planning;
2. monitoring;
3. 


44 Ibid., p. 16.

evaluating; (4) communicating; (5) scheduling allocating resources and organizing; (6) staffing; (7) modeling; (8) governing; (9) substituting for staff members. 46

A principal actively involved in these categories seemed to convey to his teaching staff that he was well aware of what went on in the classrooms. A continual and personal interaction with staff focusing on the issues of curriculum and instruction were deemed to have a positive effect on the quality of instruction as evidenced by increased student achievement.

In a similar vein, Barbara McEnvoy found that a principal exercised instructional leadership when he performed the following activities:

Informing teachers of professional activities; disseminating professional and curricular material; focusing staff attention on specific educational issues; soliciting teacher opinion; encouraging experimentation; and recognizing individual teacher accomplishments. 47

McEnvoy concluded that communication about these areas could occur in an incidental fashion. However, in whatever fashion, it conveyed to the teachers the principal's personal interest in the professional growth of each staff member. Teachers seemed very responsive to the information provided. Teachers appreciated this form of attention. Informal supervision of this nature occurring in the familiar

46 Ibid., p. 33.
surroundings of a hallway or lounge conveyed a message of concern and support.

Maran Doggett postulated that encouraging teacher discussion about good teaching practices and exhibiting a knowledge of learning theory were among a principal's leadership behaviors in the promotion of staff development activities at the building level. Doggett recommended the use of faculty meetings, staff correspondence and grade level meetings to encourage teachers to discuss current research on effective teaching strategies. It is obvious that teachers must participate in a dialogue about school effectiveness if a change is to occur. The principal, as an instructional leader, must facilitate this ongoing discussion. Through this discussion material and information are shared among all staff members. Sound teaching practices can be encouraged as well as assistance given to those teachers who need support in implementing new ideas.

In Hall's staff development model, the building principal is required to play a major role. The principal is to participate in the planning, provide administrative support, encourage total staff participation, and provide for the

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professional growth of his teachers.\textsuperscript{49} It is acknowledged by Hall that the principal is an essential component in the development of an effective staff development program. Through the principal's leadership ability, the staff development program provides for improved teacher instruction, an increase in student basic skill development, and the opportunity for a teacher's professional growth.

\textbf{Research Instruments Assessing the Instructional Leadership Behaviors of Principals}

The research on effective principals suggests that strong leadership means that a principal functions as a forceful and dynamic professional through a variety of personal characteristics, including a high energy level, assertiveness, the ability to assume the initiative, an openness to new ideas, a high tolerance for ambiguity, a sense of humor, analytic ability, and a practical stance toward life. Wynn DeBevoise identified the term "instructional leadership" to include those behaviors that a principal takes or delegates to others in order to promote growth in student learning.\textsuperscript{50} The approach of


\textsuperscript{50} Wynn DeBevoise, "Synthesis," pg. 18.
conceptualizing instructional leadership has been to review the school effectiveness studies and identify those characteristics of principals who function in an effective school. From that research lists of the most frequently cited skills, behaviors and characteristics have been used to generate criteria for rating scales to assess a level of instructional leadership.

Shirley Jackson, David Logsdon, and Nancy Taylor developed a school instructional climate survey which was an attempt to assess instructional leadership behaviors by the development of survey questions grouped into the following four categories:

- establishing school goals and standards;
- establishing a positive school climate and expectations for success;
- establishing a curriculum and instruction that emphasized basic skills; and
- establishing coordination linkages and parent community support.51

This survey was administered to eight urban elementary schools, four of which were defined as instructionally effective the other four as instructionally ineffective. This determination was made on the basis of the school's student population being below or above the 50th percentile on a basic skills achievement test. In this study it was found that seven characteristics were evidenced by principals in the so deemed effective schools.

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The principal was visible and interacted with students. The principal was available and assisted teachers in daily problem solving and provided dialogue and feedback after each classroom visitation. The principal recognized student achievement throughout the year. The principal was instrumental in establishing a disciplining policy which was clearly defined and reasonably enforced.  

Two of the more prominent instruments for assessing instructional leadership behavior are Phillip Hallinger's Instructional Management Rating Scale (I.M.R.S.) and The Staff Assessment Questionnaire authored by Richard L. Andrews and Roger Soder.

Hallinger's rating scale was developed from principals' questionnaires, school documents related to curriculum and instruction, and the research studies of school effectiveness. This rating scale contains ten scales representing distinct job functions related to the fulfillment of the role of an instructional leader. These ten scales are divided into the following key dimensions: mission definition, management of curriculum and instruction, and school climate promotion.  

Andrews, in an analysis of student achievement outcomes from the Seattle Public School System, developed four broad areas of strategic interaction which occur between the principal

52 Ibid., p. 70.
and teachers. The performance of principals as perceived by the teachers were used to group schools. Schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibited a higher level of achievement scores in reading and mathematics than did schools operated by average or weak instructional leaders. The four areas of strategic interaction that allow principals to orchestrate the behavior of teachers toward higher student achievement were identified by Andrews and Soder as the principal being a resource provider, instructional resource, communicator, and a visible presence. 54

A comparison of these two instruments and their corresponding dimensions provides the basis for the interview questions formulated for this study as well as the criteria used for the review of each district's job description.

Hallinger established the framing of the school's mission as a priority for the effective principal. This activity is well established in the studies of effective schools. Effective principals have a vision of what the school should be in order to meet the needs of the students. This vision is articulated into a few coordinated goals which are manageable in scope. The principal is the key person to conceptualize these school goals

for the staff. Staff input is obtained and together the goals are developed and instructional strategies set to accomplish those stated goals. Research suggests that a confident, persuasive principal with a clear vision of a school has a better chance of gaining teacher commitment to new policies and programs and the attainment of academic objectives.55

Along with the framing of the school goals is the need to communicate these goals to the school community - students, staff and parents. The principal must ensure that schoolwide policies and practices reinforce the values inherent in the school's mission. The principal defines, strengthens, and articulates those values, beliefs, and cultural strands that give the school its unique identity. By frequently touring the school and visiting classrooms, an effective principal models the desired behavior. Talking with students and staff about student performance signals the principal's personal commitment and interest to what is important and valued. Consistently communicating the importance of academic goals gives a sense of purpose to the activities of the school.56

Like Hallinger, Andrews identified the responsibilities of an effective principal as a visible presence and as a

56 Ibid., pp. 221-222.
communicator. Andrews emphasized that a major responsibility of a principal is to articulate a vision of the school. The principal's day to day behavior communicates a firm understanding of the purpose of schooling and translates that purpose into programs and activities within the school. The concept of 'purposing' was developed by Sergiovanni. "Purposing" refers to the process of emphasizing selective goals and modeling the importance of these goals in such a way that it signals others what is valued in school.

Andrews concluded that effective principals have a clear vision of goals and are strongly oriented to those goals. Clear vision on the part of the principal and active communication of these goals organizes the school activity so that there is a consistency toward the attainment of stated goals. According to Andrews' research, teachers who communicate with perceived instructional leaders practice improved instructional activities in their classrooms. Teachers believe that this communication establishes a clear sense of the direction of the school and of the teaching strategies to be implemented in the classroom.


Andrews identified the need for an effective principal to be a visible presence. Andrews concluded that the presence of the principal in the classrooms and hallways is felt throughout the school. The principal establishes his presence by displaying the behavior that reinforces the values of the school. These values are codified in the behavior pattern of the principal as he protects the school against the external pressures from outside special interest individuals or groups. 60

The visible presence of the principal appears to be most keenly felt when the principal serves as a rewarder for both staff and student accomplishments. Development of a reward system which acknowledges the academic achievements of students and staff is an established practice by principals who are strong instructional leaders. Teachers perceive principals to be a visible presence when they make frequent classroom observations, are accessible to discuss matters dealing with instruction, are regularly seen in the building and are active in staff development activities.

The second of Hallinger's three key dimensions in the assessment of a principal's instructional leadership capability

60 Ibid., p. 12.
is the management of curriculum and instruction. An effective principal must have sufficient knowledge of instructional methods in order to provide valuable critiques of teacher performance. Within these critiques must be the identification of appropriate teaching strategies in order to achieve the school goal of improving student performance.61

Implicit in the implementation of this management process by the principal is the acquisition of the necessary knowledge of curriculum materials in order to satisfactorily coordinate the school's curriculum. This knowledge translates into the ability to coordinate curricular content, sequence, and materials across all grade levels. An effective principal gives priority to and takes responsibility for decisions about the selection of instructional materials.

An effective principal actively pursues the selection and acquisition of those materials appropriate to the instructional program. Through supervisory contact the principal provides support for the curriculum. Feedback is given to both students and teachers through frequent classroom observation. Using a clinical supervision model contributes to the principal's fulfillment of the instructional leader's role. The clinical supervision model provides the opportunity for the principal to coach and counsel in a supportive, non-threatening manner,

61 Hallinger and Murphy, "Assessing," pp. 221-222.
acting more like a "mentor" than a boss.  

This supervisory model incorporates the need for regular conferences with teachers to discuss and review teacher performance. Teachers are encouraged to evaluate their own professional competence and to set goals for their own professional growth.

The Education Package of 1985 stated that a principal is required to evaluate tenured staff members at least once every two years. Formal evaluation of teachers fulfills this legislative requirement; however, it may not adequately promote teacher growth. Evaluation is frequently organized around the needs of a school system to assemble a competent staff to determine who shall be hired, rehired, promoted, granted tenure, or dismissed. In addition, evaluation now fulfills the need to convince the taxpayers that they are getting the most education for their tax dollars. According to Roland Barth, promoting the professional growth of the teaching staff should be the ultimate goal of the principal as a staff developer.  

In an effort to fulfill both the needs of the legislature in providing accountability and the needs of the educational community in

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62 Andrews and Smith, Instructional, p. 16.
63 The Education Package of 1985; Senate Bill 730, Mandate No. 58.
promoting instruction, a clinical supervision model is frequently used by an effective principal as an evaluation tool. The essential ingredients of clinical supervision, as articulated by Cogan, indicate the establishment of a healthy general supervisory climate, a special supervisory support system called "collegialship," and a cycle of supervision comprising conferences, observations of teachers at work, and pattern analysis. 65

Although clinical supervision has been respected as a supervisory model, the complete application of this model in local school districts is not often practical due to the size of the tenured staff and the time required to complete the evaluation cycle. Nevertheless, since the major form of data collection used in schools is climate observation, the use of pre-conferences prior to observation is utilized in almost all forms of evaluations. 66

Regardless of which model is utilized, there are basic concepts which form the foundation for clinical supervision. Clinical supervision is conceptualized as follows:

A technology for improving instruction; goal oriented, combining school and personal growth needs; a working

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relationship between teachers and supervisors; the establishment of mutual trust; a systematic process that requires a flexible methodology; assuming that the supervisor knows more about instruction and learning than the teacher.\textsuperscript{67}

The most important aspect of this entire process is the relationship between the teacher and the supervisor. In the elementary setting the supervisor is almost always the building principal. With the need to plan a lesson together agreeing upon the activity to be presented, it provides a unique opportunity for the principal to display his knowledge and talents as an instructional leader.

Most evaluation systems apply the same procedures and requirements to tenured and non-tenured teachers. The only difference is that usually non-tenured teachers are evaluated more often during the year and every year. Evaluation of non-tenured teachers has two distinct purposes. The first is to provide administrators with data to be used in making a retention decision. Second, this system provides beginners with the support process that improves teaching skills and gives them a positive image of supervision. More and more schools are accepting the recommendation that goal setting be a part of the evaluation process for non-tenured teachers.

In its most effective format the goal setting process is a

cooperative activity between the principal and the teacher that results in a mutually agreed upon focus. The goals become the core of the evaluation/supervision process.\textsuperscript{68} According to McGreal, regular observations accompanied by pre- and post-conferences are made during a two or three day consecutive visit sequence. At least once each semester student descriptive data are collected from one of the teacher's classes by the principal. At least once each semester for a two or three week period or for a unit of work, all artifacts used or produced by the teacher are collected and reviewed with the principal.\textsuperscript{69}

An evaluation system for teachers must focus on improving instruction. The teachers must be active participants in the goal setting process if it is to be effective. While non-tenured teachers go through the evaluation process continuously, tenured teachers go through the system usually every other year. Extensive contact between principal and teacher in a well developed goal setting system is much more effective in altering classroom behavior than the perfunctory yearly visit.

One of the most critical issues in school administration and instructional supervision is whether the school principal can function effectively as a supervisor of instruction. A key


\textsuperscript{69} Ibid., p. 305.
assumption associated with carrying out this function is that the amount of time spent in systematic observation and supervision of teaching is positively related to increased school productivity and achievement.

In order to establish the primacy of the principal's role as a supervisor of instruction it is essential that the superintendent convey to the principal that the fulfillment of this role is a priority to him. The ways principals spend time, allocate resources, and initiate improvements depend on the goals established for themselves and their schools. Effective principals have a vision of what they want their school to be. Superintendents can shape the composition of the administrative team by selecting principals who share certain visions for schools. However, selection of a principal is only the beginning. Direct superintendent supervision can shape the goals principals attend to, spend time achieving, and use as guides for their interactions with teachers. Superintendents must make their expectations known to the principals and model the behaviors desired. The clear communication of goals by the superintendent increases the time and attention spent reaching the goals that are articulated. When superintendents clearly articulate instructional goals and stress their importance, principals are more likely to work towards those goals and over
Andrews incorporates into his staff assessment questionnaire two very closely related strategic interactions for accomplishing instructional goals. These interactions identify the principal as both a resource provider and an instructional resource. As a resource provider, an effective principal coordinates all of the building, district and community resources in order to achieve the stated vision and goals of the school.

An effective principal writes grants to provide additional money and materials. Workshops and conferences are publicized with notes of encouragement for teachers to attend. Routine administrative tasks, usually assigned to the teaching staff, are minimized. The effective principal seems to be able to blend and balance managerial demands and instructional leadership requirements through effective time management and allocation. It is important to note that an effective principal does not become preoccupied with superficial activities but efficiently satisfies routine organizational demands.

In education, the technology designed to promote student learning is the curriculum and instruction to which students are exposed. A school's organization influences the degree to which principals coordinate and control the work of teachers. Weick indicated that a school's organization is best described as loosely coupled. Consequently, effective principals in "loosely

\[70\] Russell Gersten, Douglas Carnine, and Susan Green, "The Principal," pp. 48-49.


coupled schools" take advantage of symbolic management to tie the system together. An essential component of symbolic management for an effective principal is the necessity for a principal to be out of the office and talking with staff about the goals to be attained. 73

Sergiovanni asserts that school organizations are both loosely and tightly coupled. Conceding that the daily school operation is a complex task, Sergiovanni indicates that in the school operation the effective principal is required to use all of the resources available in order to cope with the complexity of the school operation. 74 Emotional support in the form of praise, recognition, and encouragement is included among the resources employed by an effective principal. Encouragement is viewed by Andrews as a resource to assist both the faculty and students to achieve success. The effective principal demonstrates the ability to motivate staff members by acquiring a knowledge of their strengths and weaknesses and providing the necessary information about instructional resources that may be of assistance to the improvement of their instruction.

According to Andrews, in order for a principal to be an instructional resource the principal needs to be actively


engaged in the improvement of classroom activities that enhance learning. In fulfilling the need to be a source of instructional material, the principal must be knowledgeable about teaching and convey that knowledge to the staff at every opportunity. In order to acquire this knowledge, the principal must attend conferences and consistently review journals and periodicals for new developments in the strategies for improving instruction.\footnote{Andrews, "The Illinois Principal," p. 12.} This premise was developed based upon previous studies and their conclusions. As was indicated in Austin's study of exemplary schools, the effective principal shows a working knowledge of and participates in instructional activities.\footnote{Gilbert T. Austin, "Exemplary Schools and the Search for Effectiveness," \textit{Educational Leadership}, Vol. 37, No. 1, (1979), p. 11.} Lipham (1981) stated that the foremost function of the principal is to improve a teacher's capacity to instruct and a student's ability to learn. Lipham concluded that principals must do more than just "know about" the instructional program; they must be intimately involved in its development, implementation, evaluation and refinement.\footnote{James M. Lipham, \textit{Effective Principal, Effective School}, NASSP, (Virginia 1981), p. 11.}

It is therefore an obvious requirement that an instructional leader have sufficient knowledge to understand and
evaluate curricular innovations. This knowledge provides the principal with an understanding of effective teaching methods so that through conferences such as those involved in the clinical supervision process teachers can be assisted in improving their performance. By becoming proficient in the use of the clinical supervision model an effective principal demonstrates the ability to recognize and reinforce effective instructional strategies. Using the clinical supervision model, the effective principal supervises the staff with a focus on the improvement of instruction. In teacher conferences the principal assesses the teaching act using student outcomes that are directly related to instructional issues. An importance is conveyed by the principal for student learning objectives to be directly related to the instructional program developed by the teacher.

Hallinger incorporates the promotion of instructional improvement and staff development into a broader leadership dimension. This instructional leadership dimension concerns the principal's role in establishing a climate of high expectations for student achievement. Hallinger asserts that as the school's instructional leader, the principal plays a key role in establishing a climate in which effective instruction can take place.78

An effective principal reinforces high expectations by

78 Hallinger and Murphy, "Assessing," p. 226.
establishing academic standards and incentives for student learning. These incentives are school wide in nature, including the use of assemblies, honor rolls, and honor societies to recognize students for academic achievement, academic improvement, citizenship and attendance.

A school learning climate encompasses the policies and procedures which govern the students and staff. The effective principal takes an active role in establishing clear guidelines concerning the school rules and policies regarding promotion, homework, absenteeism and grading. In addition, policy areas such as student grouping, grading, reporting, and classroom instructional practices are developed which focus upon the establishment of high staff and student expectations. The belief that all students can succeed in school permeates the actions of an effective principal.79

An essential ingredient in the development of a positive school learning climate is the protection of instructional time and the establishment of an orderly school environment. An effective principal limits outside interruptions of classroom instructional time, such as the entry of tardy students, public address announcements and student visits. The creation of an orderly and disciplined atmosphere is enhanced by a principal who monitors internal activities and handles staff and student

concerns promptly. Simplifying administrative tasks of teachers and, whenever possible, easing pressures on teachers that interfere with instructional time, are attributes which an effective principal exhibits. These activities all contribute to the creation of a productive environment for students and staff. Andrews summarized his research on the dimension of instructional leadership by stating that gains and losses in student test scores are directly related to teachers' perceptions of their principal's leadership. This conclusion was drawn from data gathered over a three year period of time using a population of 100 schools. Teachers from 100 schools were requested to select the most important dimensions of an instructional leader. Teachers first selected the need for a principal to be a visible presence in the school. In the school's selected for the study, 78% of the teachers said they would go to the principal with instructional concerns. They want the principal in their classrooms to see what they are doing and to provide them with assistance. The second most important dimension was that a principal provide the resources to help teachers instruct. Teachers indicated that when they go to an effective principal with an idea, that principal knows about resources to promote that idea. A third important dimension was providing and promoting staff development. Over and over it was indicated by the teaching staff that principals viewed as instructional leaders arrange for their staff members to be staff developers for others in the school. The fourth
most important dimension was the continual encouragement by the principal for teachers to use different instructional strategies. This encouragement occurred in both individual conference, grade level meetings, and faculty meetings. The principal stressed using new instructional strategies to meet the needs of the student population. Although the principal is removed from the direct instruction of students, the teachers' perception of their environment and particularly the principal is so important that as Andrews' research indicates, it has a measurable impact on student learning.  

The data obtained through the review of related literature provides the basis for the critique of the principal's job description submitted as a part of this study. Dr. Andrews' Zero Based Job Description Profile categorized performance responsibilities. (See Appendix A). Also, as a result of the literature review, a list of questions reflecting instructional leadership behaviors, activities, and characteristics, constitute the interview conducted with principals selected for this study. (See Appendix B).

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Part A - Elementary Principal Job Descriptions

In Part A of this chapter, each job description submitted by a school district is reviewed. This review analyzes the performance responsibilities specified to be performed by the principal.

This analysis indicates the number of responsibilities assigned to the role of the principal as an instructional leader. Each responsibility is analyzed in order to determine to what degree the literature components of the instructional leadership behaviors, characteristics, and activities are included within its content.

District A divides its elementary principal job description into two major components. One specifies the role of the principal as an instructional leader; the other specifies the general administrative responsibilities of the principal. The instructional leadership component has six responsibilities as opposed to eleven responsibilities for general administration. The instructional leadership responsibilities are as follows:

-- Maintains a positive school climate;
-- Participates in professional activities and organizations leading to improved professional growth;
-- Assumes the responsibility for the improvement of instruction and the revision of instructional programs through classroom visitations, conferences, and inservice meetings;

-- Evaluates personnel in accordance with the district's teacher evaluation procedure;

-- Leads the staff in the implementation of the district's procedures for evaluating student progress and communicates this information to parents; and

-- Assumes responsibilities as an administrative representative on curriculum committees.

Although several of the areas are indicative of the role of an instructional leader, noticeably absent are the establishment of a mission statement for the school and a specific reference to a staff development responsibility. Although the job description specifies the promotion of a positive school climate, it does not establish any standards which focus on achievement. Also, there is no reference to the setting of student expectations. The area of staff development and the subsequent participation of the principal in curriculum development are vaguely addressed.

District B does not divide its elementary principal responsibilities into any designated sections, but instead lists twenty-nine duties and responsibilities which need to be fulfilled by the building principal. However, the job description does specify a job goal which is as follows:

To provide leadership for the staff to maintain and develop quality programs that will create an environment in which boys and girls achieve appropriate educational goals in an efficient and effective manner.
Of the twenty-nine duties and responsibilities the following seven relate to the fulfillment of an instructional leadership role:

-- To establish and maintain an effective learning climate in school;

-- To establish and implement guidelines for student conduct and discipline;

-- To supervise the certificated, non-certificated and volunteer persons functioning in the school;

-- To evaluate and counsel all staff members regarding their individual and group performance;

-- To conduct regular staff meetings and inservice programs including policy changes, new programs, and the like;

-- To keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field; and

-- To assist the central office in selecting staff personnel.

This job description neither requires the establishment of a mission statement nor is there any reference to the establishment of goals, much less the communication of these goals to staff, students, and parents. There is no reference to the curriculum component of the state mandate which places a responsibility upon the principal to coordinate the instructional programs with the purpose of improving student performance. Although there is a reference to the establishment of an effective learning climate, no mention is made of the
responsibility to set achievement standards or student/staff expectations. The job description does provide for the establishment of an orderly atmosphere with its reference to proper student conduct; however, once again, there is no focus on the creation of a productive working environment which promotes instructional improvement and staff development.

District C does not divide its elementary principal job description into any specific sections or components, but chooses to list twenty-two performance responsibilities which are required of the elementary building principal. This description has a stated job goal which is as follows:

Provide leadership for the staff to maintain and develop quality programs that will create an environment in which boys and girls achieve appropriate educational goals in an efficient and effective manner, majority of time to be spent in instructional leadership activities.

Of the twenty-two performance responsibilities, nine address components which would classify as responsibilities promoting the instructional leadership role of the building principal. These nine are as follows:

-- Establishes and maintains an effective learning environment in school;

-- Supervises the certificated, non-certificated, and volunteer persons functioning in the school;

-- Supervises the implementation of all school activities;

-- Orientates newly assigned staff members and assists in their professional development;

-- Implements and supervises the school's special education program;
-- Evaluates and counsels all staff members regarding their individual and group performance;

-- Cooperates with college and university officials regarding student teaching training;

-- Conducts regular staff meetings and inservice programs; and

-- Assists central office in the selection and assignment of personnel.

This job description bears a striking resemblance to the job description of District B. It would appear that this job description, as well as that of District B, may be one which is provided by one of the professional associations such as the Illinois Association of School Boards. District C's job description is lacking in the establishment of a mission statement for a school. The job description fails to indicate that goals should be established that reflect the improvement of instruction. The area of curriculum and instruction is not referenced; there is little, if any, stated obligation on the principal's part to know the curriculum and appropriate instructional techniques. Coordination of the instructional programs within grade levels and across grade levels is not mentioned. Although there is a reference to evaluating staff, there is no mention of the fact that this evaluation as well as any supervision should focus on improving teacher performance and student achievement. The job description's reference to the supervision of school activities relates to student programs as opposed to instructional improvement. As with District B,
there is a reference to the establishment of an effective learning climate; however, once again, there is no reference to the setting of standards which focus on achievement and there is no setting of expectations for either student or teacher performance. The principal as an instructional resource is not listed in any one of these responsibilities, nor is there any emphasis on the principal as a communicator or visible presence.

District D has no job goal specified for its building principal, and does not divide any of the responsibilities into specific sections. However, the job description lists nineteen duties, powers, and responsibilities which the building principal is to perform. Of those nineteen responsibilities the following eight are related to the fulfillment of an instructional leadership role:

--- Exercises general supervisory responsibility over teachers, aides, secretaries, students, and custodians assigned to the building;

--- Observes and evaluates, at frequent intervals, the teaching performance of the certificated personnel assigned to the building;

--- Meets with teachers in conference to discuss their performance, current trends in instruction, and new materials;

--- Organizes the educational program of the school so that it is consistent with the program goals, curriculum, and procedures of educational accountability which have been decided upon at the district and board of education levels;

--- Upholds as a primary responsibility the improvement of instruction, with the majority of time devoted to
curriculum and staff development;

-- Investigates the records and achievement of each student to determine their proper grade and program placement;

-- Consults with the classroom teacher to determine promotions, retentions, and demotions of students;

-- Submits recommendations to the superintendent concerning the appointment, retention, promotion, and assignment of all personnel assigned to the building.

Among the eight references to instructional leadership responsibilities, it is interesting to note that there is a reference to the improvement of instruction with the majority of time devoted to curriculum and staff development. Although it is clearly specified, there are no other corroborating statements regarding the extent to which the principal is to participate in curriculum and staff development. As with the previous job descriptions, there is no provision for the development of a mission statement and the establishment of goals for the school. Also, there is no reference to the promoting of a positive school climate. One reference does reflect an investigation of the records and achievement of each student; however, this reference appears to be for the purpose of determining their proper grade and program placement. There is no reference to the setting of standards focusing on student achievement, nor to the setting of expectations. Evaluation is identified with a requirement to meet with teachers in conference to discuss their performance, current trends and new materials. There is a reference under this responsibility to
another policy which does focus upon current trends in instruction and new materials, thus implying that there should be an involvement by the building principal with the staff in order to improve instruction. This job description does make reference to specific responsibilities which have been found to be included in the fulfillment of an instructional leadership role. However, there is no reference as to the requirement that the principal be an instructional resource for his staff. There is mention of the supervision of teachers, aides, and other personnel. However, there is a failure to indicate that this supervision involves using strategies that focus on the improvement of instruction. Although there is a reference to the investigation of records, it appears that this investigation specifically relates to the retention or demotion of students. There is an emphasis on the negative aspect of a student's performance as opposed to the positive aspect.

District E has a list of twenty-three performance responsibilities. It has a specified job goal which is as follows:

By use of leadership, supervisory and administrative skills to manage the assigned school, promote the educational development of each student.

Of the twenty-three performance responsibilities, ten are related to the fulfillment of an instructional leadership role; those ten are as follows:
--- Supervises the school's educational program;

--- Assists in the development, revisions and evaluation of the curriculum;

--- Supervises all professional, administrative, and non-certificated personnel assigned to the school;

--- Assists in the recruiting, screening, hiring, training, and assigning of the school's professional staff;

--- Evaluates and counsels all staff members regarding their individual and group performances;

--- Budgets school time to provide for the efficient conduct of school instruction and business;

--- Assists in the inservice orientation and training of teachers, with special responsibility for staff administrative procedures and instructions;

--- Makes recommendations concerning the school's administration and instruction;

--- Consults regularly with and coordinates the services of the resource personnel; and

--- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

This job description has a familiar note in the phrasing of many of its performance responsibilities. The phrasing indicates the possibility that this job description is representative of one provided by a professional organization such as the Illinois Association of School Boards. However, it is notable that among these ten responsibilities is the requirement that recommendations are to be made concerning the school's administration and instruction. Although vague, it does specify instructional recommendations. It is noteworthy
that there is no reference to the involvement in staff development activities. Although there is a section within this job description which relates to inservice activities, that activity refers to acquainting new teachers with the administrative policies and procedures of the building and the district. One of the responsibilities does reflect the principal assisting in curriculum development, revision, and evaluation. However, it does not clearly define the evaluation and reinforcement of appropriate instructional strategies. Another responsibility indicates supervising the school's instructional program. There, too, is a failure to identify that this supervision of staff should focus upon using strategies that promote the improvement of instruction. There is little or no reference to the use of student outcomes in order to assess the educational program. There is a lack of a defined mission as well as a failure to indicate that goals should be established for a school much less communication of these goals to students, staff, and parents. This job description does not include the requirement of promoting a positive school climate. Needless to say, with the failure to include such a responsibility, there is no reference to the setting of standards focusing on student achievement and the setting of expectations for teachers and staff.

District F has fifteen responsibilities and duties outlined for the building principal. They are not separated
into any specific area of responsibility. As opposed to a job goal, this district has designated a role for the building principal. That role is as follows:

To plan, organize, and evaluate school related programs and personnel in accordance with Board of Education policies and procedures.

Of the fifteen responsibilities and duties outlined, six relate to those responsibilities and duties of an instructional leader. They are as follows:

-- To spend at least 50% of his/her time in leading the staff in planned improvement of instruction;

-- To establish and select suitable evaluation criteria and to supervise the evaluation of the school program and staff;

-- To organize all programs in the school;

-- To formulate plans to secure and improve school programs and recommend such plans to the superintendent and/or assistant superintendent;

-- To lead the staff in planned improvement of instruction and to establish and select suitable evaluation criteria and supervise the evaluation of the school program and staff; and

-- To plan faculty meetings and assign duties and responsibilities to faculty members which include committee appointments.

This job description addresses the improvement of instruction. At least 50% of the principal's time is to be spent in the improvement of instruction. However, the state mandate does require a majority of time, or 51%. Of the seven responsibilities, the majority of these responsibilities do reflect a focus on the instructional program. In addition,
there is a requirement to secure and maintain an improved school program and to recommend this program to the superintendent. There is also the specific requirement to evaluate the staff in accordance with the planned improvement of instruction. This job description does focus on curriculum and instruction. There is also the implication that the instructional program is coordinated so that the central office is aware of the activities of the teachers within this building. Also, there is a reference to suitable evaluation criteria and that suitable evaluation criteria will focus upon the improvement of instruction. This job description places a responsibility on the building principal to be an instructional leader. However, the promoting of a positive school climate is not specifically delineated nor is the setting of standards focusing on student achievement. The element of a staff development program is not referenced in any of these performance responsibilities. In addition, there is no requirement to communicate the improvement plan in effect to the students and parents. All of the communication evolving around the improved school program and/or planned improvement of instruction relates to communication in or among the building staff and district personnel. The need to communicate goals and student outcomes to all members of the community is one of the responsibilities of an instructional leader as a communicator and instructional resource.

District G has nine duties and responsibilities
outlined for this elementary principal. Under each of the nine
duties and responsibilities is a list of activities in order to
adequately fulfill that specific responsibility. The nine
responsibilities/duties are as follows:

-- The building administrator is to possess and communicate a vision of the school mission;

-- The building administrator is to set high expectations for staff and students;

-- The building administrator is to demonstrate knowledge of the school curriculum and instructional program;

-- The building administrator is to supervise the teaching process and monitor student progress;

-- The building administrator is to promote a positive school climate and inter-personal relationships among students, community and staff members;

-- The building administrator is to demonstrate effective communication skills;

-- The building administrator is to demonstrate planning and organizational skills;

-- The building administrator is to demonstrate skill in making decisions; and

-- The building administrator is to improve professionally and provide the staff with opportunities for professional improvement.

This job description indicates that the building administrator is responsible for the establishment of a staff development program, and is to demonstrate professional improvement to the staff as well as to encourage professional improvement for the staff. This job description addresses the principal's responsibility for staff development. There is a requirement for the building administrator to develop a vision
of what the school could be for students and to work with staff and parents to establish the goals for the school in order to enact that vision. The job description further specifies that the building administrator is to set high expectations for staff and students. There is a focus on the curriculum as one of the activities under the setting of high expectations for the staff and students. Some of these curricular activities require that the administrator assures that every program has a clear cut statement of objectives and that every program is evaluated from the standpoint of student growth. Effective articulation is required in each subject area and the responsibility for this articulation falls to the building principal. The job description specifies as a major responsibility the supervision of the teaching process and the monitoring of student progress. Within the requirement to supervise the teaching process is also the added requirement that the building administrator demonstrates knowledge of instructional methods, techniques and materials necessary to implement the school curriculum. Also within the requirement to monitor student progress is that of the building principal's need to promote increased student academic learning time.

District H has the job description of the elementary principal divided into six distinct areas. Two of those areas relate to instructional leadership and staff development. In addition, another area relates to personal and professional
activities of the building principal. Thus three of the six areas of this job description are related to the instructional leadership role. Although there is no job goal or role designated, there is a primary responsibility placed as an introduction to the job description:

The primary responsibility of the school principal is improvement of instruction.

The primary responsibility of the elementary principal as indicated within this job description is a paraphrase of the mandate regarding the role of the building principal as an instructional leader. In the job description there are three specific areas that relate to the role of an instructional leader. Within each area are approximately four to ten performance indicators which indicate how that area of responsibility is to be fulfilled. The first area is specifically defined as instructional leadership, which specifies that a majority of time needs to be spent in planning, coordinating, operating, and evaluating the instructional program. Among the performance indicators which are used to assess this area of responsibility are the following:

-- Supervision of personnel with the goal of improvement of instruction and advancement of student achievement;

-- Development and implementation of clearly articulated statement of mission;

-- Monitoring supervision and evaluation of teacher implementation of district curriculum expectation;

-- Establishment and maintenance of high standards and expectations for the principal, students, and staff;
-- Maintenance of a school climate which is safe, orderly, properly maintained, purposeful and conducive to both teacher and learning;

-- Contribution to the development and accomplishment of building and district goals; and

-- Involvement of the instructional staff in the review, refinement, development and implementation of curriculum.

Two other areas relate specifically to instructional leadership. One area is that of staff development. This job description has a specific component which recognizes the need for planning, organization, facilitation, and implementation of a comprehensive program of staff development directed toward the improvement of professional skills. Among the performance indicators used to assess this responsibility are the following:

-- Involvement of staff in the planning of professional growth activities focusing upon the improvement of instruction; and

-- Supervision, observation and evaluation of all personnel assigned to the building in a manner conducive to the improvement of instruction and professional growth.

The third area relates to personal and professional responsibilities to be fulfilled by the building principal. The job description requires that the principal demonstrate a continual personal and professional effort in providing effective leadership for students, staff and parents. Included within the performance indicators in order to assess this area of responsibility are the participation in workshops, conferences, and other activities designed to maintain knowledge
and skills regarding instructional improvement, and the establishment of annual personal and professional goals focusing upon effective leadership characteristics and specific job performance target areas. Also, the need to establish lines of clear and open communication between parents, staff, and the students are clearly outlined under community relations. There is an emphasis placed on communication for both the principal and staff members; this communication is to be clear and concise between the parents, students, staff, and administration.

This job description outlines the duties and responsibilities needed to be fulfilled by an instructional leader. It places an emphasis upon the principal as a communicator, requiring that the principal demonstrate the ability to evaluate and deal effectively with others. It also indicates that the principal needs to be a visible presence, working cooperatively with the staff and the community to develop clear goals that relate to the district's mission statement. Within this job description is the requirement to blend the school's goals with those of the district's. There is a coordination of activities so that one set of goals logically follows from the other. Throughout the entire job description is the continual emphasis on the improvement of instruction and advancement of student achievement. This is evident within the instructional leadership section as well as within the staff development section. The building principal is held accountable
for the improvement of instruction within the school setting.

District I has a job goal for its elementary principal which is as follows:

To serve as the educational leader in the building, with primary responsibility for improvement of instruction. To accomplish this goal a majority of time shall be devoted to curriculum activities, staff development and establishing clear lines of communication with parents and teachers regarding school goals, accomplishments, practices, and policies.

There are thirty-one performance responsibilities outlined for the building principal, with no specific sections assigned to instructional leadership, staff development, or general administration. Among the thirty-one performance responsibilities are seven which relate to the fulfillment of an instructional leadership role; these seven are as follows:

--- Establishes and maintains an effective educational and learning climate by formulating, carrying-out, and communicating the educational goals of the school district and the individual school;

--- Evaluates all personnel assigned to the building;

--- Encourages each staff member to develop a program of professional growth and to participate in district inservice activities;

--- Participates in the study and review of courses of study, curriculum guides, and major changes in text and time schedules in the school and makes recommendations regarding same;

--- Evaluates curriculum through the district testing program and other methods;

--- Promotes staff morale; and

--- Provides for professional growth.

Although the job goal is well stated with respect to
fulfilling the state mandate regarding the role of an instructional leader, the few performance responsibilities outlined among the thirty-one performance responsibilities are brief as to how this role is to be fulfilled. The first performance area related to instructional leadership does provide for the establishment and maintenance of an effective educational and learning climate. It also indicates that there is a requirement to formulate, carry-out, and communicate district and school goals. The framing of a set of goals for the school in accordance with district goals is a requirement placed upon the building principal. There is an added requirement to encourage professional growth, both for the principal and the teacher. There is a reference for the need to participate in district inservice activities. Rather than the formulation of a staff development program, there is a specified relationship between professional growth and inservice activities. Inservice activities are of a one day duration, usually focusing on an area of concern or difficulty. Staff development is a continual program in order to improve a teacher's classroom performance. The job goal of this district does include the necessity for a majority of time to be devoted to staff development, curriculum activities, and establishing lines of communication. The area of staff development is, at best, implied without any specific reference. There is no mention of the setting of high expectations for the staff or for
the student body. Also, there is a requirement to participate in curriculum activities but not to demonstrate any knowledge of the school curriculum and the instructional program.

School District J has no job goal or role responsibility designated for its elementary principals. Within its job description are seven areas of major responsibility, and two of these areas have a relationship to fulfilling the instructional leadership role; those areas are personnel, and curriculum and instruction. Within the personnel section are four performance indicators and within the Curriculum and Instruction section are six performance indicators. Therefore there are nine performance indicators out of a total of thirty-two within the entire job description relating to instructional leadership. In the area of personnel the performance responsibilities are as follows:

-- Assist in the recruitment, selection, placement, and evaluation of staff assigned to the building;

-- Conduct a system of staff evaluation consistent with the contractual agreement;

-- Follow-up evaluative activities with inservice and other assistance designed to help each staff member improve the quality of his performance; and

-- Encourage each staff member to develop skills in self-evaluation and self-management by objectives.

In the area of Curriculum and Instruction, the principal performance responsibilities are as follows:

-- Supervise the scheduling and provision of curricular and extracurricular programs;
-- Identify needed support services to facilitate learning;

-- Prepare an annual report for the assistant superintendent for curriculum & instruction, indicating the accomplishments of the school;

-- Identify problems to be worked on and improvement goals as perceived by the principal and staff;

-- Establish a school environment conducive to teaching and learning; and

-- Communicate with the public about programs and services of the school.

These areas touch on the responsibilities related to fulfilling an instructional leadership role. The evaluation of staff appears to reflect an evaluation procedure which is in compliance with the district's negotiated contractual agreement. The contractual agreement outlines the procedural responsibilities of a building principal primarily when a teacher receives an unsatisfactory rating. The focus of this instrument and its accompanying procedures address weaknesses and remediation as opposed to strengths and the continual improvement of staff performance. An inservice activity is mentioned, but only as follow-up in the evaluation process, again reaffirming the focus on teacher weaknesses. There is no mention of a staff development program, either at the building level or at the district level. Staff members are to be encouraged by the building principal to develop skills in self-evaluation and self-management by objectives. This responsibility is procedural in nature and does not necessarily
provide for the building principal to reinforce appropriate instructional strategies. The focus of the principal appears to be to identify the weaknesses and deficiencies of the teacher and provide remediation. This focus is unquestionably negative and does not lend itself to the development of a collegial relationship fostering positive teacher morale.

In the area of curriculum and instruction these responsibilities are perfunctory in nature. There is a focus on the establishment of an internal communication system which is under the principal's supervision. However, the communication system does not specifically delineate what items are to be communicated and to whom. There is a reference to communicating with the public about programs and services. However, this communication relates to the student activities rather than to the communication of a mission statement and subsequent school goals. There is no reference to the formulation of a clear vision on the principal's part of what the school should be for students. Also, there is no requirement for the principal to work with the staff and parents to establish goals for the school. The question of establishing high expectations for both students and staff is never mentioned, nor does the job description require that the building principal demonstrate a working knowledge of the school curriculum and instructional program. Although there is a requirement to supervise and evaluate the staff, this
requirement is not directed toward student achievement and improving teacher performance, but identifying those teachers who may be in need of remediation. Student progress is not addressed under curriculum and instruction and is not addressed under any one of the other areas of responsibility.

District K has no job goal nor role of the principal delineated. There are twenty-six performance responsibilities outlined within the job description under the general title of Elementary Principal Performance Responsibilities. Of these twenty-six there are seven that can be associated with the role of an instructional leader. Those seven are:

-- To evaluate periodically the effectiveness of the total school program;

-- To upgrade the total school program continuously to meet the changing needs of the students;

-- To work cooperatively with the superintendent's administrative staff in curriculum, personnel, and business;

-- To work with staff members in such a manner as to help them with their professional and personal problems;

-- To evaluate staff;

-- To provide opportunities for the orientation of the new staff members and for the maximum growth of both inexperienced and experienced staff members; and

-- To be involved in the planning of inservice workshops, institute programs, and open house programs.

This job description fails to require the building principal to articulate a vision for the school by the formulation of a mission statement and accompanying school goals
to fulfill that mission statement. There is no reference to the managing of curriculum and instruction; the principal is not required to coordinate the instructional program. There is a statement that the principal is to evaluate staff. However, there is no stated purpose for which that evaluation takes place. Supervision is required in a perfunctory manner. Staff development is not referred to in any context other than the provision of opportunities for new staff orientation and for the maximum growth of both experienced and inexperienced staff members. There is no detailed reference to a staff development program. The building principal is to be involved in inservice workshops and institute programs. The focus of this involvement by its definition is centered upon activities of one day duration and does not imply a commitment to a continual staff development program. The need for the building principal to be a visible presence is not specified in any one of the seven performance responsibilities which are related to instructional leadership. Communication with the parents is identified as a responsibility for the building principal through the convening of parent committee meetings or parent conferences. There is no designated responsibility for the building principal to clearly communicate the obligations of the teaching staff for student learning to the students or their parents.

District L's job description has a stated job goal for its elementary principal. This job goal is as follows:
To manage assigned school by use of leadership, supervisory and administrative skills so as to promote the educational development of each student. Thus the primary responsibility is to develop and work with staff in improving the curriculum and instruction of the assigned school.

The performance responsibilities of the elementary building principal are not divided into any specific area, but are listed as nineteen responsibilities. Of those nineteen, six are related to the fulfillment of an instructional leadership role. Those six performance responsibilities are as follows:

-- To establish and maintain an effective learning environment;
-- To supervise the school's teaching process;
-- To evaluate and counsel all staff members regarding their individual and group performance;
-- To assist in the formulation of curriculum and other objectives for the school program;
-- To recommend the removal of a teacher whose work is unsatisfactory according to established procedures; and
-- To assist in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.

This job description, although having a job goal, does not specify that the majority of time for the building principal be spent in the area of curriculum and staff development. There is no reference to the establishment and maintenance of a staff development program. Neither is there any reference to an involvement in institute day programs or inservice activities. The establishment of a mission statement for the school with subsequent school goals is not delineated within this job
description. There is a reference to assisting in the formulation of the curriculum and other objectives for the school program. However, there is no specific reference to managing the curriculum. This reference implies attendance as directed by the central office on district wide curriculum committees. There is no obligation on the part of the building principal to know the curriculum, nor is there an obligation to coordinate the instructional program. The principal's supervisory responsibility is stated with respect to the teaching process; yet there is no delineation that this supervision should emphasize the improvement of teacher performance and student achievement. Evaluation is indicated in two areas, one of which specifies the need to recommend the removal of a teacher whose work is unsatisfactory; the other is in a more general sense requiring the evaluating of the school's professional staff. The evaluation component in this job description is a summative component which emphasizes the weaknesses of the teacher and the subsequent recommendation for dismissal or placement in a remediation program. With respect to the establishment of an effective learning climate and the formulation of curriculum activities, there is no notation regarding the setting of standards focusing on student achievement, nor is there the requirement to set both teacher and student expectations. The promotion of instructional improvement and staff development is not mentioned in this job
District M has a job goal which is as follows:

The primary responsibility of the principal is to improve instruction.

The performance responsibilities for this job description are divided into seven sections. Two of these sections relate to instructional leadership; one is identified as an instructional leadership section, the other is identified as professional responsibilities. Under the instructional leadership section are the following performance indicators:

-- Spending the majority of the principal's time on curriculum and staff development through both formal and informal activities;

-- Keeping informed of new techniques and research in the field of education;

-- Working with the administrative and school staff to revise and improve the curriculum;

-- Providing personal assistance to teachers in their endeavors to improve the instructional program;

-- Providing the impetus in guidance for implementation of regular, special and innovative programs;

-- Keeping the community, Board of Education, and administrative staff knowledgeable of educational programs of the school; and

-- Evaluating all certified staff in accordance with district policies and regulations.

The area of professional responsibilities includes the following job performance responsibility:

-- To seek new and better methods of improving the instructional and managerial programs of the school by
participating in inservice workshops, seminars, conferences, and graduate courses;

This job description does place a requirement on the building principal to be an instructional leader. It requires a majority of the principal's time to be spent on curriculum and staff development through formal and informal activities. There is a requirement to work with the school staff in order to revise and improve the curriculum and to evaluate the certified staff. The monitoring of student progress is not indicated in any of the performance responsibilities nor is the promotion of a school climate specifically designated. Although there is an emphasis on improving the instructional program, there is a doubt as to whether this is predicated on increasing teacher performance or advancing student achievement. There is no obligation to develop a mission statement for the school, nor is there the requirement to establish school goals. The building principal is to work cooperatively with the staff in an effort to improve the curriculum. The responsibility of the building principal to seek new and better methods of improving the instructional program indicates that there is an emphasis on the importance of improving the instructional program.

School District N has no job goal nor principal's role delineated in its job description. It has, under duties and responsibilities, nine areas of performance. Two of those areas are associated with the fulfillment of an instructional
leadership role. Those performance responsibilities are as follows:

-- Within the limits of general policies, plans, and administrative procedures, the principal is responsible for the detailed organization of the school program, for the assignment of duties for staff members, and for the administration of the instructional program.

-- The principal is to evaluate the performance of each member of the instructional staff in accordance with the established plan and shall report the evaluation to the assistant superintendent as required.

This job description does not delineate any of the specific activities and behaviors which would fulfill the principal's role as an instructional leader. There is no mention of the development of a mission statement for the school. Also, no formulation of school goals is specified. There is no reference to the management of curriculum and there is no obligation on the principal's part to know the curriculum and to coordinate the instructional program. There is mention of the evaluation procedure, but with no specific reference to its focus being the improvement of teacher performance and student achievement. There is no requirement to monitor student progress for the purpose of advancing student achievement. Consequently, there is no direction for setting standards focusing on student achievement or establishing performance expectations for both faculty and staff.

School District O has no job goal nor role of the elementary principal specified. It does, however, indicate eighteen functions of the school principal. Of those eighteen
functions, six are responsibilities which can be related to the fulfillment of the role of an instructional leader. Those six functions are:

-- Be responsible for all organization, administration, and supervision within the building assigned;

-- Be responsible for the establishment of personal and teacher job targets which will serve to clarify educational objectives, establish priorities, and operational strategies;

-- Recommend and manage available human resources at the building level by assisting in the selection and evaluation of building personnel, orientation, inservice programs, and nurturing of staff leadership to increase instructional effectiveness;

-- Involve teachers, students and parents in the decision making process;

-- Assign and supervise certificated personnel in the building and evaluate their work as a part of a continuing program of improved instruction and staff development; and

-- Plan, appraise and evaluate the instructional program and take an active interest in professional organizations and promote the professional improvement of the staff.

This job description does define responsibilities which relate to staff development and a program of improved instruction. Reference is made to the supervision of the teaching staff with a focus on improving instruction. It is interesting to note that this is separated from the component of evaluation; however, evaluation is specifically related to the instructional program. In addition, there is the requirement to establish job targets with the teaching staff related to educational objectives and operational strategies. The job
description indicates that the building principal is required to know the curriculum and instructional techniques. The management of the curriculum and instructional program is well documented within this job description. The building principal in this district is required to create a productive working environment as evidenced by those job functions which promote instructional improvement and staff development. The building principal is required to take an active interest in professional organizations and promote the professional improvement of his staff. An area which is not addressed is the development of a mission statement for the school and framing accompanying school goals in order to accomplish that mission.

School District P has no stated job goal nor role of the building principal specified. It does, however, have an introductory statement preceding the specific duties of the principal. That introductory statement is as follows:

The school principal is the executive head and the educational leader of the school assigned. In general the principal is primarily concerned with the improvement of instruction and the majority of the time shall be spent on curriculum and staff development.

Of the seventeen specific duties outlined in this job description, only three relate in some fashion to the fulfillment of an instructional leadership role. Those three are as follows:

-- The principal shall direct the work of all supervisory personnel and shall meet with them for consultation
concerning the progress of teachers, pupils, and the school program;

-- The principal shall supervise the methods of instruction, modes of discipline and fitness of the teachers for the work in which they are in charge. The principal shall evaluate all teachers and other personnel under his/her jurisdiction.

-- The principal shall act in an advisory capacity to the superintendent in all matters pertaining to the building curricula and staff.

Although this job description indicates that the principal is primarily concerned with the improvement of instruction and that the majority of time shall be spent on curriculum and staff development, there is no indication of any of these responsibilities within the body of the job description. There is little, if any, reference to the management of curriculum and instruction. There is no reference to the principal acquiring a knowledge of the curriculum, much less coordinating instructional programs within the school. There is reference to supervision and evaluation; however, this supervision is broadened to address not only methods of instruction but modes of discipline and fitness of teachers. The phrasing "fitness of teachers" does indicate a focus on weaknesses or those teachers who would be unfit. The improvement of instruction is not addressed in a positive sense. There is no reference to the principal's responsibility for promoting a positive school climate. In the same vein, there is no delineation of a requirement for the principal to set standards which focus on student achievement and improving
teacher performance. Setting expectations for the staff and student body is not indicated in any element within this job description. There is no reference to the development of a mission statement which focuses upon improving instruction; nor is there a requirement to develop a set of goals which would accomplish that stated mission.

District Q has a stated primary responsibility for its elementary school principals included within the job description. The primary responsibility is:

To improve the quality of instruction for students in the district by providing instructional leadership in the establishment, implementation, communication, and evaluation of the instructional program.

Within the body of the job description are six general areas of responsibility. One of those six is the area of instructional leadership, which has eleven performance responsibilities; those eleven are as follows:

-- Assess the needs of the school program;
-- Establish goals for the year related to the program;
-- Provide resources and materials for implementing the curriculum;
-- Evaluate the instructional program;
-- Monitor student progress;
-- Set standards for the instructional program;
-- Coordinate the school's instructional program;
-- Participate in district curriculum planning;
-- Promote opportunities for staff development;
-- Keep abreast of changes and developments in the profession; and

-- Supervise teachers and guide the teacher learning process.

This job description addresses several of the characteristics associated with the fulfillment of the role of an instructional leader. Although each responsibility is briefly stated, it does encompass the substance of those characteristics which have been outlined in the literature on instructional leadership behaviors, activities, and characteristics. The only area which is not addressed is the requirement to establish a mission statement for the school. However, goals are to be established for the year related to the school program. Of special note is that there is a setting of standards for the instructional program and the coordinating of instructional programs within the school.

School District R has no job role or specified job goal for the elementary building principal. However, there is a preface to the principal's duties and responsibilities with a summary statement. That statement is as follows:

At the direction of the superintendent the principal provides instructional leadership to staff, including staff development, curriculum planning, review and implementation, and professional development. Administers the building after school hours use and the safety and welfare of both students and staff.

The principal's duties and responsibilities are only seven. Of these seven, three are related to the fulfillment of the role of an instructional leader; they are as follows:
-- Provides instructional leadership for staff development and evaluation, curriculum review, planning and evaluation, student instruction and progress, and professional development;

-- Counsels staff, students and parents to ensure proper development and growth; and

-- Participates in professional growth and development activities through attendance at local, state, national, and district meetings as well as reading professional journals.

This job description is very brief in its delineation of the responsibilities of the principal. Those areas which relate to instructional leadership are very broad in their presentation. They lack specific reference of the necessity to know the curriculum and to be able to inform teachers of the appropriate methods of instruction. The job description fails to address the coordination of instructional programs in detail and although there is a reference to supervision and evaluation, this reference is in a very indirect fashion. Evaluation is specified in the area of staff development and in the general area regarding planning. The job description does not clearly state that evaluation relates to the teaching staff. In fact, the word "counsels" is used in relation to the staff. With respect to the promotion of professional growth and development activities, it specifies the reading of professional journals without going into any delineation of staff development activities or inservice programs. This job description was developed using broad references without any specific direction as to how the elementary principal would accomplish the task of
being an instructional leader for the school.

School District S has a position goal for the elementary principal. That position goal is:

To serve as an instructional leader of the school; the primary responsibility is the improvement of instruction.

The job description contains five general areas, two of which can be related to instructional leadership. One is specifically referenced as the responsibilities of an instructional leader; the other is referenced as the performance responsibilities of a supervisor. The instructional leader performance responsibilities are:

-- Organize and evaluate the instructional program of the school in conformance with program goals, curriculum guides, and procedures of educational accountability decided at the district level;

-- Encourage members of the teaching staff to participate in the development of the instructional program within the school and school district;

-- Direct the classification and assignment of all pupils;

-- Keep informed of new techniques and research in the field of education;

-- Spend the majority of time on curriculum and staff development through both formal and informal activities, establishing clear lines of communication regarding school goals, accomplishments, practices, and policies with parents and teachers. Staff development includes teacher evaluation and supervision of staff members; and

-- Maintain a positive educational and learning climate.

The following job responsibilities are indicated to be performed by the building principal as a supervisor:
-- Supervise and evaluate all certified personnel and help provide for their professional growth;

-- Exercise general supervision and evaluation of all classified personnel; and

-- Work with the assistant superintendent in the appointment, retention, promotion, and assignment of all personnel assigned to the attendance center.

In this job description there is a reference to school goals and to communicate those goals to parents and teachers. There is a reference to staff development which includes teacher evaluation and the supervision of staff members. There is a specific reference to maintaining a positive educational and learning climate. It is interesting to note that there is an evaluation of the educational program in conformance with program goals and that there would appear to be a staff development program operating within the school as well as the school district.

District T divides its job description of the elementary principal into eight distinct categories. Two of the categories relate to instructional leadership and staff development. Another area relates to personal and professional activities of the building principal. This job description bears a striking resemblance to that of District H. Both of these districts serve parts of the same village. It should be noted that they are often involved in joint educational ventures such as pre-school screening programs and summer school programs. For District T there is no job goal provided.
However, there is a statement placed as an introduction to the category of instructional leadership. It reads as follows:

Allocate a majority of time to provide active instructional leadership to plan, operate, and evaluate the educational program. The needs of the students, staff and the community should be the focus of this ongoing effort to improve instruction.

The primary responsibility of the elementary principal, as indicated within this job description, is a paraphrase of the mandate regarding the fulfillment of the role of instructional leader by the building principal. Under instructional leadership there are four specific responsibilities that relate to the role of an instructional leader:

-- Analyze current research and practice, building and district test data, student and staff characteristics, and new legislation in terms of program evaluation, modification and development.

-- Establish and maintain a positive and effective educational and learning climate in the school.

-- Actively involve the instructional staff in the review, refinement, development and implementation of curriculum.

-- Assist teachers in the review, selection, development and use of instructional materials to support the educational program.

Two other categories relate to the fulfillment of an instructional leadership role. One area is that of staff development responsibilities. This job description has a specific component that recognizes the need for implementing and maintaining a staff development program. Among the performance indicators used to assess the fulfillment of this responsibility
are the following:

-- Develop an ongoing staff development program for all building personnel which will address individual building and district needs.

-- Involve the staff in planning professional growth activities focused on the characteristics of effective instruction.

-- Implement a program of supervision, observation, and evaluation of staff in a manner conducive to improvement of instruction and professional growth.

The third category relates to personal and professional responsibilities to be fulfilled by the building principal. There is a requirement that the principal demonstrate a continual personal and professional effort in providing effective leadership for students, staff and parents. Of special note is the need to establish yearly goals for the principal's own professional development which are to focus upon effective leadership characteristics and are to be designed in order to maintain skill and knowledge regarding the improvement of instruction.

Of the remaining five categories, a section under community/public relations requires the establishment of goals for a community, school based program. In addition, these goals are to be communicated to the school community at large. As a segment under the category of general administration, there is a requirement that the building principal is to develop and implement building rules and regulations in order to provide for the effective operation of the school. These building rules
and regulations are to be communicated to the staff, students and community. An additional note relates to the development of goals and plans in order to implement building and district objectives.

This job description outlines the duties and responsibilities to be fulfilled by an instructional leader. Within its various categories an emphasis is placed upon the principal as a communicator, requiring that the principal demonstrate the ability to evaluate and deal effectively with others. There is a requirement that the principal work cooperatively with the staff and the community to develop clear goals that relate to the district's operation. Unfortunately, nowhere within this job description is it required that the school develop a mission statement. This is indeed unusual because within this job description is the requirement for the principal to blend the school goals with those of the district.

As with the companion job description of District H, there is a continual emphasis on the improvement of instruction and the advancement of student achievement. This is evident within the instructional leadership section as well as within the staff development section. It is conceivable that both District H and District T work together in order to formulate a job description reflecting the duties and responsibilities to be fulfilled by an instructional leader.

District U has six categories outlined for the building
principal. Unlike the other job descriptions, which are divided into areas of instructional leadership, staff development, and general administration, this job description divides the performance responsibilities of the building principal into the following areas: educational, technical, human, symbolic, cultural and, of course, the ever present "other." Within each one of these categories are from three to ten performance indicators. This job description does have a stated job goal which is as follows:

To ensure the education of each student to mastery of the district level learner objectives by serving as a model and productive change agent who encourages creativity and originality; to function as the instructional leader of the building, and to devote more than fifty percent of his time to the various aspects of instructional leadership.

Under the educational category are the following performance responsibilities which relate to instructional leadership:

-- Creates a climate conducive to learning.

-- Participates in the selection, supervision and evaluation of all certified and classified staff concerned with instruction and learning.

-- Provides an effective staff development program which results in improved instructional quality.

-- Provides timely progress reports to the superintendent regarding the status of teaching and learning activities in the building.

-- Participates in professional growth activities and is knowledgeable of the latest research affecting teaching and learning.

-- Facilitates and encourages professional growth opportunities among the staff.
-- Establishes and implements clear instructional goals.

-- Plans, implements and evaluates the learning objectives and instructional strategies that comprise the instructional goals.

-- Establishes appropriate expectations for teachers and engages in direct supervision to ensure that those expectations are being met.

Under the category entitled "human" is a performance responsibility which requires that the building principal promote the recognition of staff accomplishments - both publicly and privately. It is indeed noteworthy that this is the only job description of the twenty-one districts which specifically requires that a building principal recognize teacher accomplishments. Under another area entitled "symbolic" is the requirement to communicate the mission of the school to staff, students, and parents and to model effective teaching and learning behaviors for staff, students, and parents. The area entitled "cultural" is the requirement of the building principal to recognize those who contribute to the accomplishment of the school's mission. In addition, the job description specifically requires that the building principal develop and articulate a vivid, unified vision of that school.

This job description indicates that the building principal is responsible for the establishment of a staff development program and is to demonstrate professional improvement to the staff as well as encouraging professional improvement for the staff. The principal's responsibility for
staff development is addressed. Also, the building principal is to develop a vision of what the school should be and develop this vision in accordance with effective school research. A requirement is placed on the building principal to communicate this vision to both the staff and parents. Curriculum is identified as a priority with constant revisions and modifications to improve instruction. A major responsibility of the building principal is to supervise the teaching process and to monitor student performance. Within this requirement of supervision is also the necessity that the building principal model effective instructional techniques. The only area that has been left unaddressed is that of the establishment of a building staff development plan.

In accordance with the Illinois School Reform Act of 1985, each principal needs to fulfill the role of an instructional leader. The primary responsibility of the principal is the improvement of instruction through curriculum and staff development activities. Charts 1 through 3 reveal that fifteen districts of the twenty-one districts stipulate that the principal has a primary responsibility for the improvement of instruction. Six districts, C, F, I, P, T and U require that the principal spend a majority of the time on curriculum and staff development activities.

Supervising and evaluating the certificated staff is mentioned in all twenty-one job descriptions, although only
seven districts, H, I, O, Q, S, T and U expanded this requirement to include the instructional program with an emphasis on measuring the learning objectives and instructional strategies utilized to achieve those objectives.

Reference to the curriculum responsibility is made in fourteen districts of the twenty-one; and in six of those fourteen districts, there is a further elaboration for the need to coordinate the instructional program. Seven districts failed to include any reference for the need of the principal to manage the curriculum and the instructional program. Those districts who made no mention of this responsibility are B, C, D, K, N, P and R.

Staff development responsibilities are articulated in nine job descriptions. A further elaboration is made to incorporate the improvement of instruction as a specific goal in six of those nine job descriptions. Three other district job descriptions mention the improvement of instruction, without any reference to its accomplishment through staff development activities. Only one district, S, makes mention of the establishment of a building staff development plan. It is of note that staff development is mentioned specifically in the mandate and that only twelve of twenty-one districts include any reference to this requirement as a responsibility to be fulfilled by the principal.

Studies of instructionally effective schools indicate
that effective schools have a clearly defined mission, i.e., to improve student achievement. An instructional leader needs to have a clear vision of what the school is to be and how to achieve that goal. It is interesting that only three districts have a requirement for the principal to develop a school mission statement. Seven districts, G, H, I, Q, S, T and U specifically require the setting of school goals. The communication of these goals is required in six of the seven districts: G, H, I, Q, S and T. It may be inferred that in District U there is an implication that communication take place; however, it is not clearly stipulated.

The principal as an instructional leader plays a major part in establishing a climate in which effective instruction can occur. The climate of a school is defined as the expectations and beliefs of the principal and staff. High expectations of student performance within an orderly environment are beliefs which an effective principal needs to have and to share with the staff of the building. These beliefs are reinforced by the behavior and actions of the principal. Nine districts indicate that the principal is to promote a positive school climate; five districts require that standards are set for the students to achieve during a school year; five districts stipulate that the principal is to monitor student progress; three districts indicate that the principal is to encourage student achievement; and only two districts require
the establishment of an orderly and safe environment. Districts G and H have all of these responsibilities clearly indicated, while Districts A, B, I, Q, T and U have two of these responsibilities mentioned. Districts D, L, and O have one responsibility identified in this category, while seven districts make no mention of any responsibility relating to the promotion of a positive school climate.

The category fostering the creation of collegial relationships has only one district, U, requiring the principal to recognize staff achievements and support teacher leadership behaviors. The remaining twenty districts do not include this responsibility in any part of their job descriptions.

As Chart 3 indicates, of a total of nineteen characteristics and behaviors identified by the research as associated with the principal fulfilling the role of instructional leader, District U has the highest number - at fourteen - followed by Districts G and H with twelve. From this chart it can be determined what emphasis a district has placed upon the principal to fulfill the role of an instructional leader. Looking at the extremes of the chart, it is found that greatest emphasis is placed by Districts U, G, H, and T; whereas the least specified emphasis on these responsibilities is placed by Districts K, N, P, and J.
I. Develops a School Mission Statement
   A. Sets School Goals
   B. Communicates Goals to Teachers, Parents and Students

II. Manages Curriculum and Instruction
   A. Required to know Curriculum and Effective Instructional Techniques
   B. Coordinates Instructional Programs
   C. Supervises and Evaluates the Instructional Program/Staff

III. Coordinates Staff Development Activities
   A. Emphasizes the Improvement of Instruction
   B. Establishes a Building Staff Development Plan

IV. Promotes a Positive School Climate
   A. Sets Standards Focusing on Student Achievement
   B. Monitors Student Performance
   C. Provides an Orderly and Safe School Environment
   D. Encourages Student Achievement

V. Creates Collegial Relationships
   A. Recognizes Staff Achievements
   B. Encourages and Supports Teacher Leadership

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DISTRIBUTED ELEMENTARY PRINCIPAL JOB DESCRIPTIONS

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X | X |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X |
CHART 2

I. DEVELOPS A SCHOOL MISSION STATEMENT
   A. Sets School Goals
   B. Communicates Goals to Teachers, Parents and Students

II. MANAGES CURRICULUM AND INSTRUCTION
   A. Required to know Curriculum and Effective Instructional Techniques
   B. Coordinates Instructional Programs
   C. Supervises and Evaluates the Instructional Program/Staff

III. COORDINATES STAFF DEVELOPMENT ACTIVITIES
   A. Emphasizes the Improvement of Instruction
   B. Establishes a Building Staff Development Plan

IV. PROMOTES A POSITIVE SCHOOL CLIMATE
   A. Sets Standards Focusing on Student Achievement
   B. Monitors Student Performance
   C. Provides an Orderly and Safe School Environment
   D. Encourages Student Achievement

V. CREATES COLLEGIAL RELATIONSHIPS
   A. Recognizes Staff Achievements
   B. Encourages and Supports Teacher Leadership

A TOTAL OF TWENTY-ONE DISTRICTS RESPONDED

This chart lists the total number of districts which included the descriptors of instructional leadership.

<table>
<thead>
<tr>
<th>PERFORMANCE DESCRIPTORS</th>
<th>DISTRICT TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a specific statement that the Principal is to be an instructional leader</td>
<td>15</td>
</tr>
<tr>
<td>I. Develops a School Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>A. Sets School Goals</td>
<td>7</td>
</tr>
<tr>
<td>B. Communicates Goals to Teachers, Parents and Students</td>
<td>6</td>
</tr>
<tr>
<td>II. Manages Curriculum and Instruction</td>
<td>7</td>
</tr>
<tr>
<td>A. Required to know Curriculum and Effective Instructional Techniques</td>
<td>14</td>
</tr>
<tr>
<td>B. Coordinates Instructional Programs</td>
<td>8</td>
</tr>
<tr>
<td>C. Supervises and Evaluates the Instructional Program/Staff</td>
<td>21</td>
</tr>
<tr>
<td>III. Coordinates Staff Development Activities</td>
<td>9</td>
</tr>
<tr>
<td>A. Emphasizes the Improvement of Instruction</td>
<td>9</td>
</tr>
<tr>
<td>B. Establishes a Building Staff Development Plan</td>
<td>1</td>
</tr>
<tr>
<td>IV. Promotes a Positive School Climate</td>
<td>9</td>
</tr>
<tr>
<td>A. Sets Standards Focusing on Student Achievement</td>
<td>5</td>
</tr>
<tr>
<td>B. Monitors Student Performance</td>
<td>6</td>
</tr>
<tr>
<td>C. Provides an Orderly and Safe School Environment</td>
<td>2</td>
</tr>
<tr>
<td>D. Encourages Student Achievement</td>
<td>3</td>
</tr>
<tr>
<td>V. Creates Collegial Relationships</td>
<td>0</td>
</tr>
<tr>
<td>A. Recognizes Staff Achievements</td>
<td>1</td>
</tr>
<tr>
<td>B. Encourages and Supports Teacher Leadership</td>
<td>1</td>
</tr>
</tbody>
</table>
CHART 3

This chart lists the number of instructional leadership descriptors included in each district's respective job description and the percentage of time each principal allocated to the fulfillment of those descriptors.

<table>
<thead>
<tr>
<th>District</th>
<th>Instructional Leadership Performance Descriptors</th>
<th>Percentage of Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7</td>
<td>55%</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>35%</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>32%</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>55%</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>35%</td>
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<tr>
<td>G</td>
<td>12</td>
<td>45%</td>
</tr>
<tr>
<td>H</td>
<td>12</td>
<td>55%</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>36%</td>
</tr>
<tr>
<td>J</td>
<td>2</td>
<td>55%</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>L</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>M</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>54%</td>
</tr>
<tr>
<td>O</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
<td>60%</td>
</tr>
<tr>
<td>Q</td>
<td>9</td>
<td>51%</td>
</tr>
<tr>
<td>R</td>
<td>5</td>
<td>45%</td>
</tr>
<tr>
<td>S</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>T</td>
<td>11</td>
<td>45%</td>
</tr>
<tr>
<td>U</td>
<td>14</td>
<td>40%</td>
</tr>
</tbody>
</table>
Part B - Percentage of Time Each Principal Allocates to Instructional Leadership Responsibilities

A principal is required to allocate a "majority" of time to fulfilling the role of an instructional leader. The state mandate dictates that this requirement be fulfilled by the principal through the improvement of instruction. The mandate further specifies that improvement of instruction is to take place through curriculum and staff development activities.

Each job description submitted as a part of this dissertation is reviewed in accordance with the research on behaviors and activities which promote the instructional leadership of principals. The job descriptions' performance responsibilities are placed into eight categories. These eight categories were developed as a result of Dr. Andrews' research in the Seattle Public Schools and are condensed into the following four dimensions of the principal's role:

Dimension A: Educational Program Improvement includes all those activities designed to improve the instructional program of the school. Dimension B: School/Community Relations includes those tasks that link the school to the parents and the school's community. Dimension C: Student Related Activities and Services includes all those tasks that a principal must do to provide students with activities and counseling services to handle discipline problems. Dimension D: Building Management Operations and District Relations includes those responsibilities necessary to maintain the building on a day to day basis.
As a part of the interview process, the principal was asked to estimate the percentage of time allocated to each category and subsequently to each role dimension.

Dimension A reflects those activities which an instructional leader needs to fulfill. It designates those responsibilities designed to improve the instructional program of a school.

Chart 3 displays the number of instructional leadership performance indicators contained with each district's job description and the percentage of time each principal allocates to the fulfillment of those descriptors within that district.

Nine principals indicate that more than fifty percent of their time is spent in those instructional leadership activities specified within their own job description. The percentages among principals ranged from exactly fifty-one percent to a high of eighty percent. The remaining twelve principals of this sample indicate that fifty percent or less of their time is spent in performing instructional leadership responsibilities. These percentages range from fifty percent to a low of thirty-two percent.

Consequently twelve principals out of the sample of twenty-one are technically not in compliance with the state mandate regarding the requirement to spend a majority of time
on instructional activities.

Dimension C, Student Related Services and Activities, has the second highest percentage of time spent by the principals, i.e., nine principals mark this dimension. One principal places this dimension equal in percentage to the Instructional Leadership dimension, while three other principals matched it with either the dimensions of Building Management Operations or Community Relations.

Building Management Operations and Community Relations are ranked first in percentage by two principals over Educational Program Improvement. Four principals place this dimension, D, Building Management Operations, second in percentage to that of Educational Program Improvement. Three principals place Building Management Operations second, equal in percentage allocation to that of Student Related Services.

Community Relations Activities has the least amount of time allocated to it by the principals. Nineteen principals indicate that ten percent or less of their time is spent on activities involving Community Relations. One principal places Community Relations second to the Educational Program activity, while another principal ties this dimension with Student Related services.

In comparing the four dimensions, nineteen principals spend the greatest portion of their time on Educational
Improvement. However, only nine of these principals indicate that they spend a majority of their time on Educational Improvement activities. Student Services responsibilities are listed second in order of time allocated, with Building Management Operations third. Community Relations have the least amount indicated by the principals.

In reviewing Chart 3 it is noted that of the six districts having the greatest number of instructional leadership descriptors included within their job description, only two of those principals indicate that they spend a majority of their time in fulfilling instructional leadership responsibilities. Of the seven districts with the least number of specified instructional leadership responsibilities within their job description, five district principals indicate that a majority of their time is spent on instructional activities. This number includes the principal with the highest allocation of time listed - eighty percent.

The remaining eight districts and their principals clustered between four and seven descriptors within their job descriptions and indicate a range of percentages from thirty-five to fifty-five in the fulfillment of the instructional leadership role.

Figures 1 through 21 are illustrations of the exact percentage that each principal allocates to each of the
categories and subsequently to each of the four dimensions. Figures 22 through 25 provide a summary of the principals' percentages within each dimension.
Figure 1

TIME SPENT BY DIMENSION
DISTRICT A

% OF TIME SPENT

<table>
<thead>
<tr>
<th>Categories</th>
<th>Allocated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Programmatic Improvement</td>
<td>25%</td>
</tr>
<tr>
<td>2. Personnel Selection and Evaluation</td>
<td>25%</td>
</tr>
<tr>
<td>3. Community Relations</td>
<td>10%</td>
</tr>
<tr>
<td>4. School Management</td>
<td>10%</td>
</tr>
<tr>
<td>5. Student Services</td>
<td>15%</td>
</tr>
<tr>
<td>6. Supervision of Students</td>
<td>05%</td>
</tr>
<tr>
<td>7. District, State, and Federal Coordination</td>
<td>05%</td>
</tr>
<tr>
<td>8. Professional Preparation</td>
<td>05%</td>
</tr>
</tbody>
</table>

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Allocated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Educational Program Improvement Activities (1 + 2 + 8)</td>
<td>55%</td>
</tr>
<tr>
<td>B. Community Relations Activities (3)</td>
<td>10%</td>
</tr>
<tr>
<td>C. Student Related Services &amp; Activities (5 + 6)</td>
<td>20%</td>
</tr>
<tr>
<td>D. Building Management Operations and District Relations (4 + 7)</td>
<td>20%</td>
</tr>
</tbody>
</table>

TOTAL: 100%
Figure 2
TIME SPENT BY DIMENSION
DISTRICT B

% OF TIME SPENT

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Programmatic Improvement</td>
<td>10 %</td>
</tr>
<tr>
<td>2. Personnel Selection and Evaluation</td>
<td>15 %</td>
</tr>
<tr>
<td>3. Community Relations</td>
<td>10 %</td>
</tr>
<tr>
<td>4. School Management</td>
<td>20 %</td>
</tr>
<tr>
<td>5. Student Services</td>
<td>10 %</td>
</tr>
<tr>
<td>6. Supervision of Students</td>
<td>05 %</td>
</tr>
<tr>
<td>7. District, State, and Federal Coordination</td>
<td>20 %</td>
</tr>
<tr>
<td>8. Professional Preparation</td>
<td>10 %</td>
</tr>
</tbody>
</table>

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities 
   \((1 + 2 + 8)\)
   \[35 \%\]

B. Community Relations Activities \((3)\)
   \[10 \%\]

C. Student Related Services & Activities \((5 + 6)\)
   \[15 \%\]

D. Building Management Operations and District Relations \((4 + 7)\)
   \[40 \%\]

TOTAL: \[100\%\]
Figure 3
TIME SPENT BY DIMENSION
DISTRICT C

% OF TIME SPENT

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   \((1 + 2 + 8)\)
B. Community Relations Activities \((3)\)
C. Student Related Services & Activities \((5 + 6)\)
D. Building Management Operations and District Relations \((4 + 7)\)

TOTAL: 100%
Figure 4
TIME SPENT BY DIMENSION DISTRICT D

% OF TIME SPENT

<table>
<thead>
<tr>
<th>DIMENSION A</th>
<th>DIMENSION B</th>
<th>DIMENSION C</th>
<th>DIMENSION D</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>10</td>
<td>32</td>
<td>26</td>
</tr>
</tbody>
</table>

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

ALLOCATED TIME

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11 %</td>
</tr>
<tr>
<td>2</td>
<td>21 %</td>
</tr>
<tr>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td>4</td>
<td>16 %</td>
</tr>
<tr>
<td>5</td>
<td>21 %</td>
</tr>
<tr>
<td>6</td>
<td>11 %</td>
</tr>
<tr>
<td>7</td>
<td>10 %</td>
</tr>
<tr>
<td>8</td>
<td>0 %</td>
</tr>
</tbody>
</table>

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities (1 + 2 + 8)
B. Community Relations Activities (3)
C. Student Related Services & Activities (5 + 6)
D. Building Management Operations and District Relations (4 + 7)

TOTAL: 100%
Figure 5

TIME SPENT BY DIMENSION DISTRICT E

% OF TIME SPENT

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

ALLOCATED TIME

10%
40%
20%
05%
10%
05%
05%

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   \( (1 + 2 + 8) \)

B. Community Relations Activities \( (3) \)

C. Student Related Services & Activities \( (5 + 6) \)

D. Building Management Operations and District
   Relations \( (4 + 7) \)

TOTAL: 100%
Figure 6
TIME SPENT BY DIMENSION
DISTRICT F

% OF TIME SPENT

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Programmatic Improvement</td>
<td>15 %</td>
</tr>
<tr>
<td>Personnel Selection and Evaluation</td>
<td>15 %</td>
</tr>
<tr>
<td>Community Relations</td>
<td>10 %</td>
</tr>
<tr>
<td>School Management</td>
<td>10 %</td>
</tr>
<tr>
<td>Student Services</td>
<td>15 %</td>
</tr>
<tr>
<td>Supervision of Students</td>
<td>15 %</td>
</tr>
<tr>
<td>District, State, and Federal Coordination</td>
<td>15 %</td>
</tr>
<tr>
<td>Professional Preparation</td>
<td>05 %</td>
</tr>
</tbody>
</table>

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

<table>
<thead>
<tr>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

TOTAL:

<table>
<thead>
<tr>
<th>A. Educational Program Improvement Activities (1 + 2 + 8)</th>
<th>35 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Community Relations Activities (3)</td>
<td>10 %</td>
</tr>
<tr>
<td>C. Student Related Services &amp; Activities (5 + 6)</td>
<td>30 %</td>
</tr>
<tr>
<td>D. Building Management Operations and District Relations (4 + 7)</td>
<td>25 %</td>
</tr>
</tbody>
</table>
Figure 7
TIME SPENT BY DIMENSION
DISTRICT G

% OF TIME SPENT

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

ALLOCATED TIME

EDUCATIONAL PROGRAMMATIC IMPROVEMENT
15%
PERSONNEL SELECTION AND EVALUATION
20%
COMMUNITY RELATIONS
15%
SCHOOL MANAGEMENT
15%
STUDENT SERVICES
13%
SUPERVISION OF STUDENTS
12%
DISTRICT, STATE, AND FEDERAL COORDINATION
0%
PROFESSIONAL PREPARATION
10%

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   \((1 + 2 + 8)\)
   45%
B. Community Relations Activities \((3)\)
   15%
C. Student Related Services & Activities \((5 + 6)\)
   25%
D. Building Management Operations and District Relations \((4 + 7)\)
   15%

TOTAL: 100%
Figure 8
TIME SPENT BY DIMENSION
DISTRICT H

% OF TIME SPENT

CATEGORIES
1. Educational Programmatic Improvement
   ALLOCATED TIME 30 %
2. Personnel Selection and Evaluation
   20 %
3. Community Relations
   10 %
4. School Management
   05 %
5. Student Services
   15 %
6. Supervision of Students
   10 %
7. District, State, and Federal Coordination
   05 %
8. Professional Preparation
   05 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   (1 + 2 + 8)
   ALLOCATED TIME 55 %
B. Community Relations Activities (3)
   10 %
C. Student Related Services & Activities (5 + 6)
   25 %
D. Building Management Operations and District Relations (4 + 7)
   10 %

TOTAL: 100%
Figure 9

TIME SPENT BY DIMENSION
DISTRICT I

% OF TIME SPENT

---

CATEGORIES

1. Educational Programmatic Improvement
   
2. Personnel Selection and Evaluation
   
3. Community Relations
   
4. School Management
   
5. Student Services
   
6. Supervision of Students
   
7. District, State, and Federal Coordination
   
8. Professional Preparation

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   \((1 + 2 + 8)\)
   
B. Community Relations Activities \((3)\)
   
C. Student Related Services & Activities \((5 + 6)\)
   
D. Building Management Operations and District Relations \((4 + 7)\)

TOTAL: 100%
Figure 10
TIME SPENT BY DIMENSION
DISTRICT J

% OF TIME SPENT

CATEGORIES

1. Educational Programmatic Improvement
   ALLOCATED TIME
   30 %

2. Personnel Selection and Evaluation
   15 %

3. Community Relations
   10 %

4. School Management
   10 %

5. Student Services
   15 %

6. Supervision of Students
   05 %

7. District, State, and Federal Coordination
   05 %

8. Professional Preparation
   10 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   (1 + 2 + 8)
   ALLOCATED TIME
   55 %

B. Community Relations Activities (3)
   10 %

C. Student Related Services & Activities (5 + 6)
   20 %

D. Building Management Operations and District Relations (4 + 7)
   15 %

TOTAL:
100%
Figure 11

TIME SPENT BY DIMENSION DISTRICT K

% OF TIME SPENT

DIMENSION A DIMENSION B DIMENSION C DIMENSION D

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   (1 + 2 + 8)
B. Community Relations Activities (3)
C. Student Related Services & Activities (5 + 6)
D. Building Management Operations and District Relations (4 + 7)

TOTAL:

ALLOCATED TIME

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocated Time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>05%</td>
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<tr>
<td>4</td>
<td>01%</td>
</tr>
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<td>5</td>
<td>07%</td>
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<td>03%</td>
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<td>7</td>
<td>04%</td>
</tr>
<tr>
<td>8</td>
<td>05%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<tbody>
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<td>4</td>
<td>01%</td>
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<tr>
<td>5</td>
<td>07%</td>
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<td>6</td>
<td>03%</td>
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<tr>
<td>7</td>
<td>04%</td>
</tr>
<tr>
<td>8</td>
<td>05%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 12

TIME SPENT BY DIMENSION
DISTRICT L

% OF TIME SPENT

- CATEGORY 8
- CATEGORY 7
- CATEGORY 6
- CATEGORY 5
- CATEGORY 4
- CATEGORY 3
- CATEGORY 2
- CATEGORY 1

CATEGORIES

1. Educational Programmatic Improvement
   Allocated Time: 10%

2. Personnel Selection and Evaluation
   Allocated Time: 20%

3. Community Relations
   Allocated Time: 10%

4. School Management
   Allocated Time: 15%

5. Student Services
   Allocated Time: 20%

6. Supervision of Students
   Allocated Time: 15%

7. District, State, and Federal Coordination
   Allocated Time: 10%

8. Professional Preparation
   Allocated Time: 10%

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   (1 + 2 + 8)
   Allocated Time: 40%

B. Community Relations Activities (3)
   Allocated Time: 10%

C. Student Related Services & Activities (5 + 6)
   Allocated Time: 25%

D. Building Management Operations and District Relations (4 + 7)
   Allocated Time: 25%

TOTAL: 100%
Figure 13

TIME SPENT BY DIMENSION DISTRICT M

% OF TIME SPENT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY 1</td>
<td>20 %</td>
</tr>
<tr>
<td>CATEGORY 2</td>
<td>15 %</td>
</tr>
<tr>
<td>CATEGORY 3</td>
<td>20 %</td>
</tr>
<tr>
<td>CATEGORY 4</td>
<td>10 %</td>
</tr>
<tr>
<td>CATEGORY 5</td>
<td>10 %</td>
</tr>
<tr>
<td>CATEGORY 6</td>
<td>10 %</td>
</tr>
<tr>
<td>CATEGORY 7</td>
<td>05 %</td>
</tr>
<tr>
<td>CATEGORY 8</td>
<td>40 %</td>
</tr>
</tbody>
</table>

ALLOCATED TIME

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities (1 + 2 + 8)
B. Community Relations Activities (3)
C. Student Related Services & Activities (5 + 6)
D. Building Management Operations and District Relations (4 + 7)

TOTAL: 100%
Figure 14
TIME SPENT BY DIMENSION
DISTRICT N

% OF TIME SPENT

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Programmatic Improvement</td>
<td>27 %</td>
</tr>
<tr>
<td>2. Personnel Selection and Evaluation</td>
<td>25 %</td>
</tr>
<tr>
<td>3. Community Relations</td>
<td>10 %</td>
</tr>
<tr>
<td>4. School Management</td>
<td>10 %</td>
</tr>
<tr>
<td>5. Student Services</td>
<td>15 %</td>
</tr>
<tr>
<td>6. Supervision of Students</td>
<td>10 %</td>
</tr>
<tr>
<td>7. District, State, and Federal Coordination</td>
<td>01 %</td>
</tr>
<tr>
<td>8. Professional Preparation</td>
<td>02 %</td>
</tr>
</tbody>
</table>

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

<table>
<thead>
<tr>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Educational Program Improvement Activities (1 + 2 + 8)</td>
</tr>
<tr>
<td>B. Community Relations Activities (3)</td>
</tr>
<tr>
<td>C. Student Related Services &amp; Activities (5 + 6)</td>
</tr>
<tr>
<td>D. Building Management Operations and District Relations (4 + 7)</td>
</tr>
</tbody>
</table>

TOTAL: 100%
### Categories

1. Educational Programmatic Improvement
   - Allocated Time: 20%
2. Personnel Selection and Evaluation
   - Allocated Time: 20%
3. Community Relations
   - Allocated Time: 10%
4. School Management
   - Allocated Time: 10%
5. Student Services
   - Allocated Time: 07%
6. Supervision of Students
   - Allocated Time: 08%
7. District, State, and Federal Coordination
   - Allocated Time: 10%
8. Professional Preparation
   - Allocated Time: 15%

### Dimensions of the Role of the Principal

A. Educational Program Improvement Activities
   - (1 + 2 + 8)
   - Allocated Time: 55%
B. Community Relations Activities
   - (3)
   - Allocated Time: 10%
C. Student Related Services & Activities
   - (5 + 6)
   - Allocated Time: 15%
D. Building Management Operations and District Relations
   - (4 + 7)
   - Allocated Time: 20%

**Total:** 100%
Figure 16

TIME SPENT BY DIMENSION
DISTRICT P

% OF TIME SPENT

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>CATEGORY 2</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>0</td>
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<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

CATEGORIES

1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   \((1 + 2 + 8)\)

B. Community Relations Activities \((3)\)

C. Student Related Services & Activities \((5 + 6)\)

D. Building Management Operations and District Relations \((4 + 7)\)

TOTAL: 100%
Figure 17
TIME SPENT BY DIMENSION
DISTRICT Q

% OF TIME SPENT

CATEGORIES
1. Educational Programmatic Improvement
   ALLOCATED TIME
   31 %
2. Personnel Selection and Evaluation
   15 %
3. Community Relations
   09 %
4. School Management
   20 %
5. Student Services
   05 %
6. Supervision of Students
   05 %
7. District, State, and Federal Coordination
   10 %
8. Professional Preparation
   05 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   (1 + 2 + 8)
   ALLOCATED TIME
   51 %
B. Community Relations Activities (3)
   09 %
C. Student Related Services & Activities (5 + 6)
   10 %
D. Building Management Operations and District Relations (4 + 7)
   30 %

TOTAL:
100%
Figure 18

TIME SPENT BY DIMENSION
DISTRICT R

% OF TIME SPENT

CATEGORIES

1. Educational Programmatic Improvement
   ALLOCATED TIME
   20 %

2. Personnel Selection and Evaluation
   20 %

3. Community Relations
   20 %

4. School Management
   05 %

5. Student Services
   15 %

6. Supervision of Students
   05 %

7. District, State, and Federal Coordination
   10 %

8. Professional Preparation
   05 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities
   (1 + 2 + 8)
   45 %

B. Community Relations Activities (3)
   20 %

C. Student Related Services & Activities (5 + 6)
   20 %

D. Building Management Operations and District
   Relations (4 + 7)
   15 %

TOTAL:
   100%
Figure 19
TIME SPENT BY DIMENSION
DISTRICT S

% OF TIME SPENT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ALLOCATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY 8</td>
<td>20%</td>
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<tr>
<td>CATEGORY 7</td>
<td>25%</td>
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<tr>
<td>CATEGORY 6</td>
<td>10%</td>
</tr>
<tr>
<td>CATEGORY 5</td>
<td>05%</td>
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CATEGORIES
1. Educational Programmatic Improvement
2. Personnel Selection and Evaluation
3. Community Relations
4. School Management
5. Student Services
6. Supervision of Students
7. District, State, and Federal Coordination
8. Professional Preparation

DIMENSIONS OF THE ROLE OF THE PRINCIPAL

A. Educational Program Improvement Activities (1 + 2 + 8)
B. Community Relations Activities (3)
C. Student Related Services & Activities (5 + 6)
D. Building Management Operations and District Relations (4 + 7)

TOTAL: 100%
Figure 20
TIME SPENT BY DIMENSION
DISTRICT T

% OF TIME SPENT

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<td>7. District, State, and Federal Coordination</td>
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<td>8. Professional Preparation</td>
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DIMENSIONS OF THE ROLE OF THE PRINCIPAL

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<th>ALLOCATED TIME</th>
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<td>45 %</td>
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A. Educational Program Improvement Activities
   \((1 + 2 + 8)\)

B. Community Relations Activities \((3)\)

C. Student Related Services & Activities \((5 + 6)\)

D. Building Management Operations and District Relations \((4 + 7)\)

TOTAL: 100 %
Figure 21
TIME SPENT BY DIMENSION
DISTRICT U

% OF TIME SPENT

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DIMENSIONS OF THE ROLE OF THE PRINCIPAL

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<td>C.</td>
<td>25 %</td>
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<tr>
<td>D.</td>
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TOTAL: 100%
TIME SPENT – DIMENSION A
DISTRICT COMPOSITE
EDUCATIONAL PROGRAM
IMPROVEMENT ACTIVITIES

% OF TIME SPENT

DISTRICTS

CATEGORY 8
CATEGORY 2
CATEGORY 1
TIME SPENT – DIMENSION C
DISTRICT COMPOSITE
STUDENT RELATED SERVICES AND ACTIVITIES

% OF TIME SPENT

DISTRICTS

CATEGORY 6
CATEGORY 5

Figure 24
TIME SPENT – DIMENSION D
DISTRICT COMPOSITE
BUILDING MANAGEMENT OPERATIONS
AND DISTRICT RELATIONS

% OF TIME SPENT

DISTRICTS

CATEGORY 7
CATEGORY 4

Figure 25
Part C - Principals' Responses to Questions

Reflecting An Involvement in Fulfiling
the Role of an Instructional Leader

After analyzing the respective job descriptions for instructional leader performance indicators, and after receiving from each principal the percentage allocation of time spent on each job related responsibility, an interview with each of the selected principals was conducted to gain an understanding of those responsibilities which are entered into by the principal in an attempt to fulfill the role of an instructional leader. As has been indicated, DuPage County was selected as the geographical region from which to draw this sample because it enjoys the reputation of providing quality education as evidenced by scores of the annual school report cards required by the State.

Each of the elementary and unit district superintendents was contacted to secure the name of a principal who was fulfilling the role an instructional leader and who had at least five years experience as a building principal. After talking with each of the superintendents, the participation of twenty-one principals resulted, a number that is sufficiently representative to draw meaningful conclusion from the study.
### CHART FOUR

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<td>F</td>
<td>23</td>
<td>355</td>
<td>16</td>
<td>09</td>
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</tbody>
</table>

**Summary**

- **District Type:**
  - K-6 (7)
  - K-5 (14)

- **# Certified Staff:**
  - 22 (Avg.)
  - 20 (K-6)
  - 23 (K-5)

- **Student Enrollment:**
  - 363 (Avg.)
  - 364 (K-6)
  - 362 (K-5)

- **Years in Education:**
  - 22 (Avg.)
  - 23 (K-6)
  - 22 (K-5)

- **Years as Principal:**
  - 11 (Avg.)
  - 14 (K-6)
  - 09 (K-5)
A summary of Chart Four, which reflects the demographics of the sample interviewed, is as follows: There are fourteen male principals and seven female principals. There are fourteen elementary schools with a K-5 configuration and seven elementary schools with a K-6 configuration. The K-6 student enrollment averages 364 and 362 for K-5. The average size of the certified staff for K-6 is 23 and the average size for the K-5 is 22. The principals interviewed have sixteen Master's Degrees, two Certificates of Advanced Study, two Doctorates in Education, and one Ph.D.

The years of experiences in education averages twenty-two years, and the years as a building principal averages approximately twelve. All but four of the twenty-one principals have responsibilities over and above that of the building principal, either in curriculum or specific district assignments. Only four individuals have assistance at the elementary building level. All of the superintendents who were contacted were male and fourteen of them recommended a male principal as an example of an instructional leader. It is surprising that there were not more female principals recommended than seven. The literature indicates that female principals are more inclined to become involved in curriculum and instruction than are their male counterparts and thus more likely to be instructional leaders. It would be interesting to
investigate how many districts even had female principals. However, these principals were the subjects recommended for this study and, as such, it is necessary that the interview questions be presented to them. The verification for their selection is the superintendents' knowledge and understanding of what an instructional leader does. Unfortunately, this may call into question a concern that the superintendent may not be aware of the role and responsibilities of an instructional leader.
I. Setting School Goals

**Question A: Is a set of school goals annually developed? If so, please describe the process.**

Only eleven principals of the twenty-one interviewed have specific school goals. Those eleven principals develop their school goals using either a survey or a questionnaire. All of these principals indicate that a consensus on the selection of goals is arrived at through faculty meeting discussions. Nine of the eleven principals indicate that their goals are directly influenced by the needs of the teaching staff. The other two principals indicate that their goals are more directly influenced by the central office; however, they do indicate that the staff provided input into the formulation of these goals through discussions at a general faculty meeting.

The school goals of these eleven principals primarily address curriculum and the use of new instructional strategies. Five school goals focus upon the implementation of cooperative learning techniques within the classroom. Four other goals respectively address the implementation of a new reading program, the development of a gifted curriculum, the incorporation of higher level thinking skills within the curriculum, and the fostering of a positive learning climate within the school by an increased use of the learning center.
Another two goals focus on the incorporation of math manipulatives into the existing mathematics program.

The process utilized in developing these school goals is through the use of questionnaires, surveys, and faculty discussions. The principal coordinates the list of topics and it is through faculty consensus that a specific goal is established. With two principals the process was more administratively focused, i.e., a closer coordination with the established district goals. Although limited to district goals, these principals feel that their staffs had sufficient input to qualify these goals as specific goals.

The remaining ten principals of the twenty-one interviewed indicate that they follow the district generated goals which are established by either the board of education and central office or the central office with input from the building principals. Three of these principals are implementing new curricular adoptions, while seven are focusing on curriculum modifications in preparation for the IGAP testing program. These seven principals discuss realignment of the curriculum in order to improve student test scores. It is obvious to this researcher that the Illinois Goal Assessment Program plays a role in the establishment of both district and school goals.

The research in instructional leadership indicates that the principal must take the lead in formulating, coordinating,
and implementing the goals of the school. An effective principal plays a major role in conceptualizing school goals. A major responsibility of the principal is to obtain staff input as to the types of goals to be established. Teacher input is a necessity in order to create an atmosphere where goals are enthusiastically pursued and ultimately accomplished.

It is noteworthy that eleven principals of the twenty-one have specific school goals; and that two of these eleven utilize the already established district goals as a blueprint for their school goals. Thus, with at least twelve principals, their faculties are presented with goals established by someone else.

An effective principal establishes the relevance of the staff's activities to the improvement of student performance. Developing a set of goals particular to a school and staff reflects this relevance. Only nine principals have seen the need to establish a set of school goals. It is surprising that the remaining twelve who were identified by their superintendents as instructional leaders have not developed goals that are particular and unique to their own individual school.
Question B: Is there a defined emphasis on the improvement of student performance in these goals?

Six principals indicate that there is a defined emphasis on the improvement of student performance. It is interesting to note that these principals, for the most part, use the district goals as school goals and that the development of a school improvement plan is required. The Illinois State Board of Education requires each district to develop local assessment tests to be administered at the third, sixth, and eighth grade levels in the areas of mathematics, language arts and reading. Students failing to achieve a seventy percent mastery of the objectives included within these tests must have a remediation plan in place for the following year. This procedure is included in a school improvement plan which is required for each school by the Illinois State Board of Education. These principals use the execution of the remediation component as a goal for that school year. It is the responsibility of the principal to ensure that each student who fails to master an objective be remediated and subsequently master the required curricular content. Four of these six principals indicate that attendance in a summer program is an alternative to a student who continues to fail in achieving mastery. However, no principal indicates that a child is
formally retained if he fails to master the required objectives.

Of those eleven principals who have curriculum and instruction enhancement as a component of a school goal, five indicate that adopting new textbooks and implementing new instructional strategies provide the basis for improving student achievement. One principal stresses inservice activities in the teaching of reading as a means to improve teaching skills and thus promote a higher level of student achievement. The other four principals list inservice writing activities, integrating the learning center into the regular classroom program, developing higher level thinking skills, and adopting a whole language approach to reading as curricular and instructional ways of improving student performance. They indicate that by these activities, over time, students improve in their learning ability. Three cite an increase in their standardized test scores as a means of supporting this belief.

Of the remaining ten principals within the sample who use district goals as a blueprint for their school goals. Six of these principals indicate that preparing for the IGAP tests serves as a school goal and improves student performance. They equate student performance as reported by the school report card scores. Three principals attribute an improvement in the curriculum as teachers realign content in preparation for the testing. They also indicate that teachers improve their
classroom environment by the creation of displays and bulletin boards which promote effective test taking procedures. These displays and bulletin boards are identified as prompts and are permissible under the Illinois Goal Assessment Program guidelines. However, they must be developed as a part of the curriculum and have been displayed prior to the actual administration of the IGAP tests. This modification of the curriculum is a tactic by which principals can utilize a legitimate approach to enhancing student test scores. One principal indicates, as an example of a prompt, the listing of sequential procedures to be utilized in developing expository, narrative, and pervasive writing experiences by the students.

Two of the principals who utilize district goals did not indicate any specific focus on improvement of instruction within their interviews. It was interesting to note in these two interviews that principals had a difficult time grasping exactly what is meant by "improvement of student performance." Invariably the conclusion of these interviews focused on the school report cards and standardized test scores. The higher the score the better the school is educating its students. Public accountability through the publication of these scores was mentioned by a number of principals as a reason for modifying classroom procedures, components of the curriculum, and modes of instruction.
From the principals' responses there appears to be a preoccupation with raising student test scores and, in so doing, they rationalize that there is an improvement in student performance. The formulation of procedures to prepare students to effectively take tests results in short term gains and can be best equated with "cramming" the night before an exam. Without question, in terms of accountability, accurate test scores must be addressed by educators. However, there is a need to balance this public accountability and meeting the demands of improving instructional programs through effective curriculum planning and staff development. According to Hallinger, the effective principal frames school goals in a manner that increases student instruction and performance. Instructional strategies need to be based upon a sound curriculum, not upon achieving higher test scores.
Question C: Describe the means by which these goals are communicated to the students, parents, and teaching staff.

Only eight principals indicate that there is an attempt at meaningful communication of either district or school goals to the students. Three of the eight principals utilize class discussions prior to the issuing of report cards as a way of communicating to students. These discussions focus on how successful students were in achieving passing grades, not on the school goals, unless grades are the focus of a goal. No principal indicates a goal of that nature. It is unfortunate that students do not seem to be included in any "real" discussion relating to the goals of the school. The remaining five principals indicate that generally goals are addressed through parent conferences with students present. However, the primary emphasis of these conferences is on the performance of the students according to the report card grade. A portion of each conference does address the standardized testing program and how the student is performing in relation to his test scores. Report cards as a measurement of student performance dominates both the class discussion and the parent conference.

Ten principals indicate that goals are communicated to the parents. Four of the ten principals indicate that during the PTA general meetings and in the PTA newsletter there are
references to the goals. Articles on curriculum and instruction inform the parents of a new reading series or the utilization of math manipulatives and cooperative learning techniques as goals for the staff to accomplish.

Twelve principals indicate that goals are communicated to the teachers. This communication primarily occurs in an informal fashion, either during faculty meetings or grade level meetings. Three principals indicate that as a part of their opening day remarks there are references to the goals for that year. Another three principals indicate that the institute day program is constructed around the goals of the district. Newsletter articles authored by the principal state the goals for the school. Again, three principals indicate that goals are definitely stated at the beginning of the year and that there is some summarization of their success included in the final edition.

As a formal and necessary requirement, communication is viewed by only eight principals as a necessity. Communication of goals to parents is viewed as a secondary consideration and is more of a courtesy than a requirement. The goals of the school or district are generally not included in the communication to the students. Conversation with students evolves around their quarterly report card grade or their ability to perform as indicated on standardized tests.
As the goal of an instructional leader is to improve student performance, it is important that the students be aware of the need to perform to the best of their ability. Unfortunately, students are uninformed of the requirements that are being placed upon them. It appears that neither the principal nor the teachers feel that students need to be aware of the reason for being in school, i.e., to perform to the best of their ability. According to Andrews, a principal must persuade others of the value of school and its goals. It is a necessity that all members of the school community - the students, parents, and faculty - attempt to achieve these goals. There must be a sense of commitment for attaining the goals of the school and district. Communication signals what is of importance in the school and district. It is unfortunate that principals feel that communication occurs naturally and filters down to the students. No matter how excellent the goals of a district or school are, if the students and teachers are unaware of them, then they only serve to fulfill the need to have them.
II. Defining the Purpose of School

Question A: How do you portray learning to the students as the most important reason for being in school?

Ten principals indicate that they portray the importance of learning to students by behavior that says school is a place to learn. Among these behaviors they list being punctual for school and rare absenteeism as the type of behavior that emphasizes the importance of school. Five of these ten indicate that they spend time each quarter visiting classrooms and talking about the importance of grades and the need to do well in school. Two of these ten principals visit the third and sixth grades specifically during standardized testing to stress the importance of doing well. They place a responsibility on the students to do well for both themselves and the school. One principal indicates that he utilizes the testing week as a source of competition. He states that he fosters competition among his school and the others in the district for the best scores.

On a more traditional basis, six principals indicate the use of assemblies for recognition of those students who have excelled in school. They feel that this type of an activity sends a message to the student body that having good grades
should be admired and worked toward. Certificates and personal correspondence to students are mentioned by all twenty-one principals as a vehicle for acknowledging achievement and stressing the importance of learning.

One principal indicates that he teaches classes as a means of conveying the message that school is important and that learning is the responsibility of the students.

Twelve principals of the twenty-one interviewed indicate that they establish the importance of school through conversations and discussions with teachers. Conversations regarding curriculum and instruction stress sound content and reliable teaching strategies. Three principals encourage their teachers to talk with the students about their effort and applying themselves at school. The end of one grading period and the beginning of another serve as the times for these discussions.

With five principals the following individual comments were given as responses to this question: "Stress an emphasis on giving homework every night to the students;" "Hiring qualified staff as teachers;" "Review report cards and make written comments;" "Review all remediation plans for students in accordance with the school improvement plan;" "Limit classroom interruptions to protect instructional time."

As an instructional leader it is necessary for the
principal to model school goals and the behavior which is needed to achieve those goals. The principal, by his behavior, signals to everyone what is of importance and value. In response to this question, principals indicate a number of ways by which they model this behavior. Visibly spending time with students and presiding over assemblies are the most frequent means by which this activity occurs. Having individual conversations with teachers as well as emphasizing the importance of school goals at grade level and faculty meetings is most important in order to place before the teaching staff and the student body the mission of the school and its goals. It is necessary for a principal to consistently place importance on learning and to do so on a regular basis through conversations with teachers and students. It is interesting to note that only one principal indicates that selecting qualified staff is a means of portraying that learning is important. That response indicates a more defined insight into what exactly an instructional leader needs to do. Also, one principal indicates the importance of protecting instructional time by limiting classroom interference. Through this effort it becomes obvious to the students and teachers that the principal believes that the classroom is a place where learning occurs, and it is the responsibility of both the students and the teachers to work towards that end. It is unfortunate that there is not a further
elaboration by any principal on the selection of staff and the interview process. As the literature has indicated, an effective leader is deliberate in the selection of staff for the school and uses that selection as an opportunity to outline the school goals and the principal's expectations in accomplishing those goals.

In general the principals' responses to this question were a cursory effort to address the more traditional ways in which learning is stressed with the student body. It was hoped that those individuals identified as instructional leaders would have a broader knowledge of the activities that would be needed to fulfill this task. In the need to communicate the value of learning to parents and students, principals generally assume this communication takes place. They lack insight into how a commitment is generated in order to improve student learning.
Question B: How are students encouraged to set high standards for themselves?

During the twenty-one principal interviews it was obvious that the principals utilize similar methods in encouraging students to set high standards. Nineteen principals indicate that they work with the teaching staff in order to set standards with the students. Teacher discussion is most often presented as the vehicle for this encouragement. Most of this discussion is centered around the fact that students are at school to learn. Slogans are utilized by a number of principals with their teaching staff and student body. "Partners in Excellence" is used by one principal to provide an incentive for students to do their very best. Eleven principals indicate that they encourage their teachers to review cumulative folders prior to the start of the school year in order to set levels of performance for the students to achieve during that year.

For nine principals their school improvement plan provides the focus for setting levels of performance. As has been indicated in two other questions, there is a required remediation process for those students who have been deficient based upon the prior year's local assessment test. Teachers in the fourth grade of an elementary school are required to address those students in need of remediation. Principals indicate that
implementing this process is a means by which students set levels to achieve. Although they are not considered high standards of achievement, they are considered to be levels of achievement commensurate with that student's specific ability.

Seven principals indicate that displays and bulletin boards are a means for encouraging students to achieve. These displays and bulletin boards are available and evident in both classrooms and building hallways. Two principals give specific names to their bulletin board, i.e., Wall of Fame, Prime Board. These displays reflect high honor roll students, students who receive recognition at a grade level, and students who participate in special projects such as Science Fair and Problem Solving competition. The honor roll as a basis for awards assemblies is utilized and coordinated by seventeen of the building principals. The purpose for these assemblies is to recognize students who have achieved and to encourage all students to do their best.

Grade level recognition and classroom recognition are encouraged by four principals through bulletin boards and teacher units such as student of the month.

Public address announcements are mentioned as a means of providing continual reinforcement for those students who have excelled. These announcements are offered by six principals and are made following the report card distribution.
Parent conferences are noted by only one building principal as a vehicle for setting high standards for students. Another principal adds "Lesson design with stated daily objectives" as a means to continually place achievement before the teachers and subsequently before the students. Setting high standards for students to achieve is a part of establishing a climate in which effective instruction can take place. As the literature has stated, instructional leaders set expectations, they model the kinds of behavior they desire, and they participate in activities with teachers which foster student improvement.

A school climate can be defined as the expectations and beliefs of the people within that school. Although the principal is but one of many people in the school setting, he can exert a definite influence upon the school's learning climate. The setting of high expectations should be a by-product of the principal's daily behavior. According to Hallinger, as an instructional leader the principal must clarify role expectations for the staff and the student body. He needs to develop incentives for learning that are school wide in nature, including award ceremonies, certificates of achievement, and press releases regarding student achievement.

In response to this question, it would appear that all twenty-one principals are involved in the traditional practices
for encouraging students to set high standards for themselves. Whether that is the case depends upon how the interviewer interprets the climate, tone, and physical setting of the building. The physical setting of each principal's building is obvious and subject to little interpretation. However, it is noteworthy that only four principals of the twenty-one interviewed made any reference to the establishment of a positive climate. Also, only one principal made any reference to those activities which would set a positive tone for both students and parents.
Question C: How does the staff communicate its expectations of student performance to students and parents?

Nineteen principals indicate that the staff communicates their expectations of student performance by class discussions addressing the importance of students doing well in school. The most frequent reasons the staff lists for students doing well evolve around preparing for the next grade and making their parents "proud." Conferences are used to discuss grades and student performance. These conferences occur at least twice a year in conjunction with the marking periods.

All of the principals interviewed mention the use of assemblies as a way of establishing expectations of performance. Awards, certificates, and the development of an honor roll list are symbols that both the staff and principals utilize to convey performance expectations.

One principal uses a detention program for students who fail to complete their work. He feels that although a negative reinforcement, the establishment of such a program conveys his expectations for student performance. In a similar vein, another principal has established an assertive discipline program. He feels that this program helps to create an orderly environment which keeps the students on task. To him its underlying premise is that students are at school to learn.
One principal sends notes to her students on their good work. These notes take the form of "happy-grams." She also sets aside time periodically during the lunch hour to meet with students and discuss how they are doing in class.

Communication of the staff's expectations to the parents is usually addressed through open house programs, orientation programs, PTA meetings, telephone calls, parent conferences, newsletters, and performance statements provided within the parent handbook. It is unusual that no principal elaborated on the use of the parent/student handbook as a vehicle for student communication. It seems that the handbook is more for the parents awareness than for the students' information.

Two principals indicate that they require their teachers to use a weekly notebook to reflect the assignments completed and the grades received. Parents are required to sign this notebook and return it to the teacher.

Open house programs and parent conferences address how a student is doing in school and what the teacher expects of him. Principals often cite these two activities as the most reliable means of communicating with the parents.

All of the principals interviewed use assemblies for the purpose of acknowledging performance and reinforcing standards. However, these assemblies are usually held each
quarter or each semester. It is necessary that reinforcement of this type and more importantly student motivation occur daily. Student and parent conferences occur on a pre-arranged schedule, and no principal had a requirement to conduct a conference with either parent or student when that student failed to meet expectations. Telephone calls are encouraged yet they are not as effective as a face to face conference.

It is unfortunate that not one principal communicated a belief that all students can learn. Failure to make this statement or even any similar statement indicates that the principals assume a passive role in communicating their expectations of student performance. They expect students to intrinsically develop a desire to learn.
Question D: Do you maintain a set of instructional/promotional standards for each grade level aside from the state mandates learner objectives?

Of the twenty-one principals interviewed, seventeen do not have required instructional/promotional standards for their students. Several of these principals speak about standards being enforced in the junior high of their districts, but no one had such standards at his school.

Of those seventeen, two principals indicate that there is a retention policy not a promotion policy. This policy is for the kindergarten and first grade students. Enactment of this type of policy is based upon the degree of readiness and the maturity level of the student in question. Both principals indicate that parents' approval is required for the enforcement of this policy.

The other fifteen principals with no required standards indicate that mastery of the curriculum is expected and that one year's growth is expected to take place with each student in all subject areas. However, in the event that one year's growth does not occur, the student is still advanced to the succeeding grade. Six of these principals also indicate that a curriculum review takes place to identify if the scope and sequence of the
curriculum needs to be modified. Two principals of these six stated that the local assessment test mandated by Senate Bill 730 was too difficult and that was the major reason for students failing to master learner objectives and achieve one year's growth. Mathematics is the content area cited by these two principals where this difficulty regularly occurs.

The four remaining principals of the sample indicate that they do have a set of standards in place. Two principals have exit level objectives based upon the curricula of mathematics, reading, and science. These standards are applicable to grades three through five/six. One principal retains students on the basis of failing to meet these objectives. Parental approval is not required as a part of this policy. However, there is an appeal process to the superintendent. The other principal does not retain students as a result of failing to meet exit objectives, but chooses to provide individual remediation for that student the following year. This format mirrors the learner objectives requirement but is in addition to it. Thus, in all likelihood, there may be two independent remediation plans for students in that school. The third principal indicates that there is a promotion standard required in mathematics at the intermediate level and that poor scores may result in an out of level grade placement. In that case students may be required to attend another math group in
either another classroom or at another grade level. The fourth principal indicates that he has instructional standards in reading and mathematics. This principal has developed a building leadership team composed of grade level representatives. It was as a result of this team's initiative that these objectives were developed and implemented. These objectives are communicated to the students at the beginning of the year and students may be retained following parent conferences if these objectives are not met. However, parent consent is required for retention.

An instructional leader focuses the staff on setting achievable academic goals. Establishing levels of performance in terms of these goals is a most appropriate way of measuring the effectiveness of the instructional program. The principals interviewed possess a somewhat vague concept of what the standards of achievement for their school are. These standards are predicated upon a "supposed" one year of growth which generally occurs over a period of time.

Good educational practice, as cited repeatedly in the literature, points out that enforcement of standards requires parental consent. Parents and teachers must work as partners in the education of the students. Teachers must be recognized for their knowledge in making decisions regarding student performance. Principals must supply the needed support for
these decisions to be made. Instructional leaders must set standards and establish consequences if school is to be a meaningful experience for students. This information did not reveal that these practical concerns were being addressed. In fact, it was apparent that instructional programs were revised as a result of standardized test scores as opposed to the development of a meaningful curriculum.
Question E: In what ways are student achievements recognized?

Of the twenty-one principals interviewed, nine indicate that classroom displays and bulletin boards are the most prominent way of recognizing student achievement. Five principals mention providing articles for a local newspaper and/or the district newsletter. These articles reflect contest winners such as the Tribune Spelling Bee and the Gifted and Talented Problem Solving Competition. Other frequently utilized techniques involve certificates and awards signed by the principal. For primary students the use of the public address system is viewed as an important source of recognition. Two principals especially noted that primary students are thrilled to hear their names mentioned over the system.

One principal conducts a "gold star" program for students who achieve the high honor roll. This achievement makes them eligible for a school field trip if they maintain their standing for three of the four quarters.

One principal establishes a special day of recognition for students deemed exceptional by virtue of their grades. These students usually have a pizza party or ice cream party as a part of that "special" day.

Another principal conducts a monthly lunch meeting with
students based upon attaining honor roll status; and still
another principal establishes an award entitled Principal's
Attitude Toward Learning (PAL). Students are recommended for
this award by their teachers based upon successfully completing
class assignments and putting forth extra effort.

The principals interviewed have established a number of
ways by which student achievements are recognized. They have
encouraged teachers to establish a reward system and in several
instances have put their own personal touch on that system. As
instructional leaders they have promoted recognition and praise
among their staffs. They have sought to display a personal
interest in acknowledging student accomplishment. This area of
responsibility seems to be one which all the principals
emphasize in their interactions with students and staff.
III. **Supervising Curriculum and Instruction**

**Question A: Describe the evaluation process presently utilized in your district.**

Fifteen of the twenty-one principals interviewed indicate that the evaluation process presently utilized within their districts has been developed by an evaluation committee composed of teachers and administrators. The other six principals interviewed indicate that their process is a product of negotiations and that this procedure and the evaluation form are included within the negotiated agreement. Also, two of these six principals indicate that there has been a grievance filed in regard to the application of the evaluation procedure. Both grievances were in respect to the timeliness of the evaluation following observations. Both were sustained by an arbitrator.

All twenty-one principals indicate that there is a separate procedure for evaluating tenure and non-tenured staff. Non tenured staff is evaluated at least twice a year, with a formal conference accompanying each evaluation. The purpose of these evaluations is summative in nature and is intended to determine if that teacher will be reemployed for the following
year. Goal setting is included in this format. However, goal setting is not viewed by the principals as that relevant to the process, but a requirement of the evaluation procedure. For the tenured staffs six principals evaluate their staffs every two years with a summative evaluation instrument. With this type of instrument a rating must be assigned to the teacher's performance. The requirement of a rating is necessitated by the School Reform Act of 1985; and with the giving of an "unsatisfactory" rating, that teacher is then placed on a remediation plan for the following school year. For these six principals the alternate year or, as it is sometimes referred to, the off year has a formative goal setting process as an evaluation component. These principals list the following topics as formative goals: implement classroom management techniques; implement instructional objectives in mathematics; professional growth activities such as attending workshops in cooperative learning; staff development activities evolving around reading, creative writing and mathematics; curriculum development in the areas of creative writing and selected teaching strategies to improve the students' scores on the IGAP tests.

Six of the remaining principals evaluate their tenured staffs every year using a formative goal setting component as a part of the process. Unlike the non-tenured staff this goal
component has greater significance in its implementation and accomplishment for tenured staff. With all of these principals a narrative form is utilized in evaluating goals. They indicate that this formative component requires more dialogue with the staff and takes a greater period of time to complete than a traditional summative evaluation. Goals are usually developed around an instructional strategy or a new curriculum adoption, i.e., whole language approach to reading.

In both the summative and formative process ten principals indicate that a clinical supervision model is employed. There is always at least one pre-arranged observation or series of observations established by the teacher and principal. Two of these ten principals use the Madeline Hunter approach as a component of their clinical supervision model.

Nine principals still continue to use only the traditional summative instrument with their tenured staffs. Four of these nine principals employ a checklist rather than a narrative in their assessment. The reason most often given for this procedure is due to the larger size of the staff and lack of administrative assistance within the building.

Notably two principals require artifacts to be presented by their teachers as a part of the evaluation process. This requirement extends to both tenured and non-tenured staff.
Four principals receive assistance in the evaluation procedure from either other principals or central office staff. This assistance is made available to verify the placement of a tenured teacher on a remediation plan and/or to recommend a probationary teacher for tenure.

According to Andrews and Soder, a principal needs to be a resource person providing information and materials to assist teachers in planning effective lessons. It is disappointing that more principals do not utilize the formative goal setting component in their evaluation plan. Using a goal setting format places the principal in a less threatening role and presents an opportunity to become a resource for the teacher. The principal enters into a partnership with the teacher, ensuring that lesson plans meet stated instructional objectives. Evaluation becomes a more supportive and enlightening experience as opposed to an adversarial encounter. Through the principal's involvement in developing lessons an obvious concern for improving the instructional effectiveness is exhibited. Not only are these views germane to the role of the principal as a supervisor, but they also reflect the current emphasis on creating a collegial relationship between the principal and teacher.
Question B: How are the stated school goals incorporated into the evaluation plan?

Only six principals of the twenty-one interviewed indicate that school goals are incorporated into their evaluation plan. The other fifteen principals indicate that when goals are included in the evaluation process they are based upon the willingness of the teacher to incorporate them or are usually addressed in observations and subsequent discussions - but not included in the narrative component or checklist component reflecting a teacher's performance. For ten principals it was difficult to include school goals because they had no goals unique to their school. However, they did have district goals which could serve as the basis for the school's activities, but in their case these goals were not mentioned.

For those six principals who have school goals, they serve as a basis for the development of teacher goals especially as a part of the formative evaluation plan. Three of these principals indicate that invariably for those teachers working on a school goal there will be a positive rating for that activity. All of these principals indicate that the implementation of a school goal will rarely incur a negative response; in fact, one principal indicates that it takes the form of "extra credit" and thus enhances the overall evaluation
It is unfortunate that only six principals have school goals. Teachers need to be focused on meaningful and achievable goals. These goals need to address the most practical aspects of their jobs. The needs of a specific teaching staff may be different than the needs of a multi-school district. Each school should develop a mission statement to articulate the goals to address those needs. It is the principal's responsibility to develop a vision of what that school should be. This vision assists in mobilizing the staff efforts, energy, and resources to accomplish that mission and to attain the desired academic objectives of the staff. Being able to put into place a plan to conceptualize that vision is one of the more significant characteristics of an instructional leader.

If a principal ignores these views or relegates them to a low priority, the net result would be a conflict in goal attainment. If the stated school goals are not part of the evaluation plan, on what is the evaluation based? As stated, goals give direction to efforts. A harmonious relationship must exist among all goals within a school. There was inadequate recognition of this point among fifteen of those principals interviewed.
Question C: How is teacher supervision conducted within your building?

All of the principals interviewed indicate that they are visible to the staff and view this visibility as a part of teacher supervision. Their responses to this question include management by walking around the building to a stipulated component of the teacher evaluation plan. Visibility in the form of being present in the hallway, cafeteria, during bus supervision, and assemblies is seemingly a step in the right direction. However, being visible is the opportunity to express a commitment to the school goals. Being present but silent on the importance of accomplishing school goals is meaningless.

Two principals indicate that they are present at grade level meetings and incorporate a "sharing" time for exchanging instructional strategies among teachers at their general faculty meeting. Four principals utilize conference and informal conversation as methods to communicate the obligations of teachers for student learning.

Visiting classrooms and substituting for teachers are behaviors exhibited by four of the principals interviewed. They use this time to gain a first hand experience of what is taking place in the classroom. Substituting provides an opportunity for the principal to use that teacher's lesson plan and thus get
a feel for how the teacher approaches the instructional act.

It appears that all of the principals interviewed attempt to provide support for the teachers by maintaining an ongoing personal contact. However, this contact does not seem to advance a discussion about curriculum or instructional strategies. Several principals do indicate that they visit classes and observe instruction, but no principal made mention of providing the teacher with feedback on what he/she saw taking place.

Instructional leaders need to talk constantly with their staffs about the instructional program. This conversation should be in a supportive and non-threatening environment. It should provide teachers with suggestions on how to improve their presentations. Unfortunately, no principal linked the formative goal setting component and the use of a clinical supervision model to the supervisory process. This failure to make a meaningful link indeed is an example of a missed opportunity to supervise for a purpose.

Supervision of instruction requires visibility of the principal in the school. Principals can utilize both formal and informal assessment procedures to monitor instruction. The formal process involves the adherence to school law and whatever provisions of a negotiated agreement are applicable. To fulfill the role of an instructional leader, a clinical supervision
model provides an opportunity to utilize a formative goal setting component. It is likely that an improvement in instruction can more readily occur if the principal and teacher work together as partners on mutually agreed upon goals.
Question D: What is your role in coordinating the curriculum across the school's grade levels?

All of the principals interviewed stated that observations and subsequent evaluations are used to verify that the teachers are following the approved curriculum and presenting its components according to a pre-arranged pacing schedule.

Lesson plans are reviewed by eleven of the twenty-one principals as a means to determine if the appropriate content is being taught. Faculty meetings address curriculum items that relate to the realignment of content for the IGAP testing. Nine principals indicate that the curricular areas of math, reading and creative writing have received special attention as a result of mandated state testing. Grade level meetings are conducted by thirteen principals to focus upon the curriculum of the third and sixth grade. This activity, too, is in preparation for the IGAP testing.

For all twenty-one principals, curriculum study and adoption is accomplished by district curriculum committees. These committees are composed of teachers, administrators, and possibly parents; usually a central office staff member is the chair. Twelve principals indicate that selection to this kind of a committee is either a rotation process for all the
principals of the district or if a specific principal has a special interest then that principal will definitely be a member or chair the committee.

Five principals indicate that they have a passive role in coordinating the curriculum as there are specialists for separate curricular areas to fulfill that responsibility, i.e., reading specialists.

Only one principal connects the coordination of the curriculum to the required learner objectives and the school improvement plan. He indicates that each grade level exchanges curriculum notes with the grade level preceding and succeeding it. These notes reflect an emphasis on the learner objectives and special consideration is given to the remediation of student deficiencies. This principal monitors this exchange in order to verify the successful remediation of the student.

Another principal emphasizes peer coaching with his staff. He provides release time for staff members to discuss the curriculum; the then substitutes or secures substitutes for teachers to observe other classes.

One principal indicates that each year all the principals of the district meet to review the scope and sequence of the curriculum in selected areas. Then under the supervision of the curriculum director they each select a grade level to chair for the purpose of modifying elements of that curriculum.
This activity evolves from the need to modify the curriculum in preparation for the IGAP testing.

Supervising the curriculum and instruction is the primary method by which a principal fulfills an instructional leadership role. All of the principals interviewed possess a knowledge of the curriculum but, with few exceptions, the responsibility for making decisions concerning the curriculum is left to a committee or central office person. Individual adjustments by principals are either not made or not admitted. It seems that these principals do not move out of the parameters placed upon them regarding the teaching of an approved curriculum in accordance with district sanctioned instructional guidelines. As noted, only one principal actively coordinates curricular content, sequence, and materials across grade levels. All the other principals leave that either to the central office, a committee, or to their individual teachers to do it among themselves within a grade level. Unfortunately, these principals have failed to exercise the opportunity to coordinate a relevant instructional program for their schools.

As an instructional leader it is necessary to promote a high degree of curriculum continuity across grade levels. This continuity establishes the foundation for school goals as well as for teacher goals. Through this coordination a teacher is made aware of previous grade experiences and made aware of the
expectations of future grades. Teachers are subsequently able to plan and set goals based upon where students have come from and where they are expected to be. It is easy to see why some principals have problems establishing school goals or actively engaging in formative goal setting. They lack the necessary knowledge to either initiate or participate in the activity.

It is surprising that the majority of the principals interviewed assumed a passive role in coordinating the school's curriculum. They generally relinquished this responsibility to curriculum specialists, or a group of teachers representing the district staff.

As stated in the literature, an effective principal pursues the selection and acquisition of those materials appropriate to the instructional program. The responses provided by the principals interviewed indicate a noticeable lack of attention to fulfilling this aspect of the instructional leader's role.
IV. STAFF DEVELOPMENT

Question A: What is your role in the district staff development plan mandated by SB 730?

Sixteen principals are involved in the district staff development plan. Their involvement varies from chairing the district committee to facilitating the administration of a needs assessment survey. Three principals indicate an involvement in their own unique school staff development plan, while two principals express a limited involvement in a district or school plan. These two principals have plans which are developed as a result of a negotiated agreement with the teachers. Therefore, the membership, representation and parameters of that plan are well defined independent of the principal's role.

Eighteen of the twenty-one principals interviewed have a staff development plan which evolves through a district committee. This committee is composed of teachers and administrators. Activities for the committee's consideration are selected primarily through the administration of a district needs assessment. Three of the remaining twenty-one principals use the same or similar approach; however, their final plan is arrived at with input from the teachers.
The staff development plans are implemented in a variety of ways. Twelve principals indicate that the institute day program is the most often used mechanism for conducting staff development activities. Five principals indicate that coursework, seminars, and workshops are the heart and soul of their program. Two principals use general faculty meetings and grade level meetings for addressing staff development issues. They perceive their efforts as being a continuous program based upon the sharing of information by the teachers. Two other principals stated that they have a school based staff development program whereby teachers decide what areas to investigate. These two principals then coordinate their efforts by gathering resources based upon an assessment. These resources may include speakers and materials for institute days or faculty meetings.

One principal states that staff development occurs every Thursday for one hour. That time is set aside by the district for each school to conduct a meeting which focuses on staff development issues. Teachers are to talk about the curriculum and/or successful instructional strategies. Often this time is used for discussing the IGAP testing program and teacher complaints regarding the curriculum or district.

The twenty-one principals interviewed were asked to
describe their role in the plan in one word. Five principals characterize themselves as a "facilitator." Another five principals describe themselves as a "coordinator." Four principals refer to themselves as a "tabulator." Three principals indicate that they are "resource" people. Two principals indicate that they are "implementors" and two principals indicate a minimal or non-involvement in the plan.

None of the principals interviewed stressed a role in the staff development plan which included follow-up and observation of the staff development activities. It appears that almost all of the principals view the staff development program and its activities in a microcosm. They appear to characterize these activities as a one day event and, in many respects, do not make a connection to the ongoing educational program.

Principals interviewed as a part of the study generally view staff development as an activity conducted at the district level. They participate at the building level as either a dispenser of information or scheduler of activities. Unfortunately the focus of their staff development efforts is more of an inservice or one day occurrence.

It is noteworthy that the influence of the teacher's union is only felt by two principals in the development of their staff development programs. As the activities of a staff
development program should promote better instructional strategies, staff development is not deemed important enough by the teacher unions of nineteen districts to include in their contracts.

It is very unfortunate that a majority of the principals interviewed exhibit only a literal compliance to the mandate regarding staff development responsibilities. This responsibility is specifically defined in the mandate as to occupying the majority of a principal's time. Similar to the coordination of curriculum, the conducting of staff development activities is a low priority left to the district office or a subcommittee of teachers.

As the literature has indicated, a principal is in the key position to facilitate an improvement in the educational program. It is a shameful abuse of that position if this activity is not even attempted.
Question B: Do you have a staff development plan tailored for your school?

Eighteen principals indicate that they do not have a specific staff development plan for their school. Sixteen of these principals follow the district's staff development plan and monitor its implementation. According to these principals monitoring includes some of the following responsibilities: scheduling teachers to attend sessions; acting as a group facilitator or chair; arranging for speakers' refreshments and accommodations. Two of the remaining principals within this category indicate that the district's staff development plan centers around the selection of coursework. It is their belief that selection of courses, seminars, and workshops constitute a school plan because the principal approves the teacher's attendance. However, in reality it is a district plan and the coursework follows the district's perspective - not necessarily the needs of an individual school.

Three principals indicate that they operate a specific staff development plan for their schools. One principal has the teachers' select an area for improvement and/or investigation. With central office approval, selected areas may be outside of the district's plan parameters. This year critical thinking skills and cooperative learning techniques are specific areas of
importance to this school's staff. Another principal has received approval for one of the four institute days to be set aside so that her teachers may select activities pertinent to that staff's interest and desire. The third principal indicates that the staff development plan in effect for his school is based upon that school's needs assessment. Teachers prioritize the areas of interest and then through the implementation of a building budget speakers are secured to address the identified activities as a part of the institute day program.

It is unfortunate that for eighteen principals the needs of individual schools are not more often incorporated into the planning stage for a district's staff development program. In meeting the needs of each school the staff development program is reduced to its lowest common denominator and thus all of the activities selected by that school's staff will be meaningful and appropriate to both the staff and its student body. This activity is the essence of local control and site based management. It is possible that principals are avoiding curriculum and staff development responsibilities because they lack the necessary knowledge regarding good teaching practices or learning theory.
Question C: How do either one of these plans address the requirement of improving instruction in your school?

Twelve principals indicate that their staff development plans address the improvement of instruction. Three of these twelve principals feel that preparing for the IGAP tests lead to a more accurate representation of student achievement and thus improve the instructional level of the teaching staff. They seem to equate teachers preparing for the IGAP test as improving the level of instruction presented to the students. Four of these principals feel that teachers reviewing the curriculum as a part of the staff development program makes the content more meaningful and understandable for the students. In the estimation of these principals, their students are better able to grasp and apply that material. The remaining five principals in this category view the efforts of their staff in modeling new strategies and presenting new curriculum as improving instruction. They indicate that institute day programs give teachers time to share ideas on effective teaching strategies. Teachers discussing curriculum and their unique approach to teaching a particular unit naturally leads to improving the level of instruction.

Four other principals took a similar perspective that conducting a staff development program, the content of which was
mutually agreed upon by the teachers, will affect the instructional program in a positive manner. They feel that teachers have the insight to promote the most practical and appropriate techniques and will willingly share their ideas and materials.

Two principals express the opinion that their staff development plans did not formally address the element of improving the instructional program; however, this improvement will naturally occur from the activities of the plan. Two other principals whose staff development plans focus primarily on the selection of courses, feel that because their teachers are required to share the information gained from those courses that an improvement in the overall instruction of the school occurs.

Only one principal openly requires his teachers to experiment with the activities presented as a part of their staff development program. This experimentation is to validate the effectiveness of the activities. Effectiveness to this principal is exhibited in higher achievement scores and student interest.

The majority of the principals interviewed believe that improved instruction will somehow naturally occur from teachers taking classes and attending institute day programs. There is a noticeable lack of follow-up in the assessment and monitoring of the application of these courses and the content of institute
day programs to the daily operations of the classroom.

As the literature has indicated, staff development is not a one day activity but an ongoing continual process. These principals, for whatever reason, have failed to grasp the essence of the instructional leadership role which is to improve teacher instruction through the sharing of information and material on sound teaching practices. This sharing of material requires more than just one day.
Question D: Is your staff encouraged to initiate as well as participate in the activities outlined within your staff development plan?

Ten principals indicate that their teachers initiate staff development activities by completing the needs assessment questionnaire annually required by the district. The teachers select the activities for the staff development programs through a consensus. This tabulation is handled in all of the districts by either the central office or the district staff development committee. All of these ten principals indicate that their teachers then participate in the activities through attending institute day programs. No principal mentioned any follow-up measures to judge the effectiveness of these institute day programs. It is expected that as an instructional leader a principal would visit classes to observe the teaching of the curriculum presented and/or the instructional strategies discussed at these institute day programs. However, not one of the principals interviewed mentioned this point.

Seven principals believe that attendance at workshops and conferences reflect their teachers' participation in the staff development program. For these principals teachers request money in order to attend classes; it is the responsibility of the principal to approve these courses for
reimbursement. Four of these principals indicate that the scope of this coursework is defined by the district, i.e., math manipulatives workshop, cooperative learning conferences. The remaining two principals in this category indicate that any course requested, as long as there is money within the budget, will in all likelihood be approved.

Two principals stated that they have a school based program. However, one of these principals freely admits that his program is a school action plan derived directly from the district's staff development program. His teachers select from the institute day agenda those sessions that they wish to attend. In this principal's view, this is a school based program. However, this process reflects a district rather than a school based perspective. The other principal in this category follows a similar pattern of involvement. However, she allows alternate forms of activities as substitutes for required attendance at the prescribed institute day program. The alternate forms of activities must be in the same categories as those already determined to be presented at their institute day.

Only one principal indicates that the formative goal setting component of his district's evaluation plan can serve as a source of teacher initiation and participation within the district's staff development plan. He indicates that he actively encourages his teachers to experiment with new
instructional strategies as the basis for a mutually agreed upon goal. Although the scope of these instructional strategies is governed by the district's plan, he indicates that he does approve variations, i.e., using hands on science materials.

One principal encourages his teachers to team teach as a way of providing positive support for the experimentation of new strategies. He feels that teachers will have a sense of security if there are two or more involved in a project. However, all activities must be approved by him and be within the parameters of the district's staff development program.

Although there is participation by all of the teachers in the various staff development programs, there is very limited initiation on an individual building basis. The agenda or list of activities is developed outside of the individual school. Only two principals encourage their teachers to initiate activities or attend workshops as a direct result of their desire to focus upon a perceived need. These principals reflect the characteristic of expanding the limits of their authority and thus seizing the moment. The other nineteen principals accept the parameters placed upon them and do little to influence or change them.
V. Monitoring Student Performance

Question A: What are the procedures and practices for monitoring student progress?

Of the twenty-one principal responses, the most frequent practice for monitoring student progress is the principal's review of report cards. Ten principals indicate that their review of report cards is their primary vehicle for monitoring student progress. In addition, written comments are provided by two of those principals regarding student performance. Eight principals indicate that a review of standardized test scores and IGAP scores are ways of providing an effective monitoring system in order to track progress. A review of all students who fail two or more subjects is identified by three principals as a way in which they maintain an understanding of how well their students are doing in school.

Several unique practices are maintained by principals as a means of emphasizing to the teaching staff that monitoring student progress is important. One building principal has a "Principles of Challenge" program by which that principal requests a teacher to support her grades by an assessment of
strengths and weaknesses of the child. Another principal has incorporated into the faculty agenda an item entitled "Kid Talk" whereby specific students are discussed; referrals for special assistance usually follows this discussion. Another principal indicates that any student who is four months below an expected level of performance is reviewed by all the teachers who instruct him. An "at risk" form is utilized by another building principal for the purpose of identifying those students who are significantly below grade level.

Two building principals have established Teacher Assistance Teams which are to track each student identified through the standardized testing program as failing to perform at grade level. These teams are staffed by the psychologist, social worker, and reading specialist. Upon further discussion with this principal, it seems as if this specific team approach focuses more on special education identification than on the performance of a regular classroom student. Similar to the "Principles of Challenge" program, another principal conducts a program entitled "Prove Me Wrong" whereby that principal requires the classroom teacher to present her rationale for a student's placement in the areas of reading and math.

It is the responsibility of an instructional leader to develop systematic procedures for reviewing student performance. Several accepted practices involve a review of report cards and
standardized tests. Principals need to use this performance information to assess the school's instructional programs and its progress toward accomplishing the school's goals. For the principals interviewed, progress is determined by a passing grade and/or an acceptable grade level score. There was no mention of correlating student progress with the attainment of school goals. In fact, school goals were not mentioned.

Only three principals actually design a program to identify a student's performance which is either above or below levels of performance. Several principals use student reviews as a means for identifying those students in need of special education. Unfortunately, the majority of principals interviewed use the monitoring of student progress as a means to establish higher standardized test scores as opposed to an assessment of the progress towards school goals. Apparently school goals are second in priority to standardized test scores. If this is a correct assumption, then a principal can save time by not working on either school or district goals. More importantly, if it is true, myopia reigns.
Question B: How are the results of the standardized testing program used in making curricular decisions?

Of the twenty-one principals interviewed, eleven principals indicate that the standardized testing program and the Illinois Goal Assessment scores dictate modifications to the curriculum. Five other principals indicate that an item analysis is conducted on each standardized test by each grade level; on the basis of how the curriculum matches with standardized testing program, there is a modification to the curriculum.

With seventeen of the twenty-one principals, the information gained regarding the IGAP scores and the standardized testing program is funneled through the district office and then to a district curriculum committee. Based upon the quality of these test scores, this curriculum committee then addresses the curriculum modifications needed. At grades three and six there is a sharing of material, especially in the area of mathematics and language arts, in order to vary their curriculum.

It is unfortunate, but overwhelmingly principals indicate that the focus of the curriculum is realigned in order to present the most pertinent information in a timely fashion to
ensure the most successful test scores. In three districts it was indicated that the focus now is to "teach for the test."
The curriculum of these elementary school districts is now being driven by the Illinois Goal Assessment Program.

It seems that the principals interviewed are fulfilling their responsibility of monitoring the curriculum more for favorable test scores for the public's consumption than for curricular enhancement to improve the school's learning environment.

Standardized test results are to be used for the identification of students whose performance is either above or below an expected grade level. This knowledge should then translate into programs for student enrichment or remediation. Although several principals did indicate that an item analysis was conducted, it was not to determine the areas of strength and weakness within the school's instructional program but to enhance the productivity of higher test scores.
Question C: How are these test results used in evaluating the instructional program?

Five principals indicate that an informal evaluation of the instructional program takes place by the teaching staff; as a result of this informal evaluation, recommendations are made to the curriculum director through a standing committee. Unfortunately this evaluation usually evolves around the Illinois Goal Assessment Program and the instructional strategies which would assist in understanding the test questions. Eight principals indicate that there is a reluctance to enter into the instructional arena as teachers are rather steadfast in the way in which they approach the material in the classroom. In taking this perspective, these eight principals have abdicated their role as an instructional leader in failing to supervise the instructional program. Four building principals indicate that the district office establishes the instructional approach through the offering of stipends for workshops and seminars. Areas which are identified by these principals include cooperative learning, whole language approach to reading, and the use of math manipulatives. One principal indicates that the district emphasizes higher level thinking skills as a result of the five year gifted plan.

Eight building principals returned to the issue of
standardized testing and IGAP testing. Two principals indicate that poor IGAP scores changed the reading focus to a whole language approach. It would appear that teachers on an informal basis are coming together in order to modify both their instructional approaches and the curriculum in order to adequately prepare for the state tests. One building principal indicates that teachers in grade three team with teachers in grade two, and that teachers in grade six team with teachers in grade five in order to provide an extended preparation for state testing. In all of these instances, the activities relating to the curriculum and the instructional strategies employed are being utilized to improve test scores. This movement seems to be emanating from the teaching staff as poor scores generate conversation and criticism from the parents of the community and other teachers.

There appears to be an underlying sense of competition with respect to which grade and/or school has the highest test scores of the district. It is interesting to note that in six instances principals became actively involved with the informal curricular modifications and took opportunities to provide the needed resources to successfully implement curriculum modifications in the areas of mathematics and creative writing. The need to have satisfactory test scores provides the initiative for principals to become involved in the
implementation of innovative and successful strategies.
Question D: Is there a specific level of growth required for students to achieve each year? If so, what are the alternatives utilized in the event that this growth is not attained.

Of the twenty-one principals, thirteen indicate that no specific level of growth is required. Six indicate that one year is expected; however, there is no alternative in the event that this one year of growth is not achieved by each student. One principal did establish a means to determine the differential between ability and achievement, and that subsequent recommendations are made for the coming year as to the placement of that student. One principal did indicate that there were no promotional standards in place; however, allowances were made for kindergarten students who were deemed not to be ready for first grade. Consequently, that principal had a developmental first grade program in his school to address students who were not ready for first grade.

Two principals expect students to successfully accomplish exit level outcomes at the conclusion of the year. A summer school is provided for those who are not successful. Another principal indicates that one year's growth is required and that the alternatives are summer school, tutoring, and the development of a individual student remediation plan for the
following school year.

This area of responsibility for the principals interviewed indicates a significant weakness in fulfilling the role of an instructional leader. The principals do not recognize their responsibility nor seize the opportunity to establish measurable levels of performance for their students. An instructional leader checks student progress frequently and relies on explicit performance data to set standards for achievement. These standards should be used as points of comparison to evaluate the content of the curriculum presented and the effectiveness of the strategies used. Generally the principals interviewed focus on improving the signs of achievement, namely, the test scores. Principals need to address this perspective with the superintendent of the district. It is the responsibility of the superintendent to put the use of test data in its proper perspective, i.e., to improve the curriculum in order to establish standards which represent a reasonable level of achievement.
VI. Creating Collegial Relationships

Question A: What techniques do you employ to maintain a high profile with your staff?

With each of the twenty-one principals interviewed, every principal indicates two or three ways to maintain a high profile with the staff. Among those responses are techniques such as greeting each staff member first thing in the morning, and taking the opportunity to talk to each staff member some time during the day; nine principals indicate these methods as their primary means of maintaining a high profile.

Six principals indicate that they maintain an open door policy; eight principals indicate that during the course of the day they make classroom visits independent of any observation requirement. Four principals make it very clear to their staffs that they are available and in the building, i.e., bus supervision in the morning and afternoon, lunch hour, recess.

Three building principals indicate that they eat lunch with their staffs in order to discuss curriculum and instructional matters. Three building principals indicate that on a routine basis they substitute for staff and take the
opportunity to provide release time for staff members to observe other teachers.

Seven principals indicate that they attend all faculty meetings and, more importantly, grade level meetings. Two principals indicate that they set aside a specific time each day to conference with teachers. One principal indicates that she is available to each teacher at least forty minutes during the course of the week. Almost all principals indicate that through their memos and bulletins they try to show staff that they are available to conference and address any issue or concern.

Only three principals indicate a technique which has a specific connection to improving the instructional program. That technique is to provide release time for staff members to observe each other. All of the other techniques can be employed without specifically addressing the improvement of instruction. Being visible in the school building is to provide the principal the opportunity to recognize good teaching and engage in discussion which focuses upon curriculum development. Just being available and/or talking to the staff is a sign of interest and concern, not necessarily related to the educational program. The principal as an instructional leader must constantly discuss school goals, purposes, and mission with the staff. Principals must take advantage of an opportunity to stress and communicate the purpose of school, not merely
socialize. However, according to the responses to this section of the study, the reverse is true.
Question B: In what ways do you encourage and support teacher leadership?

It is interesting to note that in response to this question, four principals indicate (very emphatically) that no specific recognition is given to individual members of the teaching staff. The rationale for this position is based upon the fact that teachers are reluctant to stand away from the group. There is a sense of embarrassment and the feeling that could be generated by this action is one of "teacher's pet."

Six principals indicate that the primary method of encouraging teacher leadership is through the appointment of chairmanships for special projects and appointment to district curriculum committees. Five principals indicate that recognition is primarily provided through faculty meeting activities. Two of these five principals indicate that all teachers must share new instructional techniques and, in some cases, model lessons displaying these techniques. They feel that it is a way in which to highlight the strengths of each teacher within the building.

A generally accepted approach is through memos, notes, regarding how well a teacher had presented a lesson or conducted an activity. Five principals use this technique throughout their buildings. Two of these principals even award
certificates on a semester or yearly basis in order to acknowledge teachers who are performing an exceptional service to the students and school.

Two principals indicate that on a yearly basis they select a teacher as their designee while they are out of the building. They feel that the selection of a teacher for this responsibility is indicative of the teacher having the necessary leadership abilities in order to administrate the building. One principal indicates that the designee is the only teacher who holds an administrative certificate; therefore it is more of a limited selection.

Only one principal utilizes the evaluation format in order to encourage and support teacher leadership. That principal indicates that under professional growth various leadership activities are stipulated.

Two principals make mention of nominating members of their staff for special awards, i.e., Golden Apple, Those Who Excel. These two individuals use the nomination process to place before the District Office the names of individuals who are doing a good job within their building. It is interesting to note that within one district this is a routine activity conducted each year so that each building would have a representative for this activity and the district office would select the nominee from the district. The other principal took
it upon himself to nominate a teacher, somewhat independent of
district office approval.

This area of responsibility is one of the more
sensitive to address. Almost all of the principals interviewed
made some reference to being reluctant to identify one teacher
as more knowledgeable or "better" than another. An
instructional leader needs to facilitate collegiality among the
teaching staff and create a climate for personal and
professional growth of the teachers. A priority for the
principal is to make teachers feel secure, initiate new
approaches and provide a model for other teachers to emulate.
In an acceptable fashion, the principal must protect those
teachers who are accomplishing what the principals want to occur
in the classroom.
Question C: What are the ways by which you recognize staff achievement?

In reviewing the responses to this question, and to the prior question, it is interesting that the principals indicate similar techniques in addressing achievement and leadership. In answering this question three principals indicate that the staff shied away from any public acknowledgment; and one principal indicates that this is a direct result of union concerns in identifying one individual as better than the other teachers in the building. The other two principals who do not advocate recognition rationalize their position on the need to avoid provoking jealousy among members of the staff.

Two building principals indicate nothing formal for recognition purposes, while four other principals indicate specific awards; and in the case of two of these principals, banquets are held at the end of the school year in order to provide recognition for outstanding accomplishments.

Four building principals indicate that newsletters and newspaper articles are developed in order to publicize teacher accomplishments, six building principals use notes, memos and personal letters regarding the activities of the teaching staff.

Four principals make a point of making comments during staff meetings; of these four, two indicate that teachers are
requested and share information regarding successful strategies and curriculum units. One of these building principals has a "Caught Being Good" program for teachers who are doing an excellent job within the classroom.

Three building principals indicate that they place comments in the evaluation that relate to student achievement. This is interesting in that the prior question, in regard to leadership, only one building principal indicated that evaluation comments were made.

Two principals again reiterated that there are nominations for state and national awards, such as the Golden Apple or Those Who Excel Program. One of these principals indicate that during American Education Week, teachers are recognized for their involvement in various school programs.

Two building principals indicate that stipends are awarded to teachers for attendance at conferences and workshops. This attendance is predicated on interest or successfully incorporating new instructional strategies or implementing new curricular programs.

As an instructional leader, a principal promotes the instructional climate of the school. The principals interviewed utilize the traditional approaches to this task. Not one principal encouraged parents to praise teachers for their efforts. This lack of consideration for including parents and
even students in fostering a regard for teachers highlights the attitude that all the members of the educational community are dealt with in a more isolated fashion, independent of each other.

As indicated in the literature, along with the need to provide consistent standards and expectations for teachers is the need to encourage and recognize good work. This area of responsibility is addressed by all of the principals within this sample. It is a more positive requirement of the principal’s position. However, it is most productive when this recognition relates directly to an increase in student performance. The awards indicated within the principals' responses were rarely mentioned as being received because of exceptional teaching performance but due to cooperation and school involvement. Perhaps once again principals are missing a golden opportunity to influence the instructional program.
CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND IMPLICATIONS FOR FURTHER STUDY

In 1985 the Illinois legislature passed a school reform package which included a mandated definition of the principal's role in the school's educational setting. As a result of that mandate the principal has a primary responsibility to promote the improvement of instruction through the allocation of a majority of time on curriculum and staff development activities. In order to affirm that this mandate is implemented, the principal's job description was to be amended to reflect the responsibilities to be performed in fulfilling the role of an instructional leader. This study focuses upon selected elementary principals fulfilling that leadership role.

DuPage County was selected as the geographical area from which to draw participants for this study. Its selection was based upon the high achievement level of the schools as evidenced by the annual school report card. The elementary principalship was the sample population from which participants were drawn. With the belief that the elementary school has a definite impact upon a student's education, selection was limited to K-5 or K-6 schools. There are twenty-four districts
who utilized this organizational structure in DuPage County. The superintendents of those districts were contacted and requested to provide a principal who they perceived to be an instructional leader. Twenty-one superintendents recommended principals. With the participation level over eighty percent of the eligible participants, meaningful conclusions were able to be drawn.

For the first part of the study each selected principal's job description was reviewed to determine the number and quality of the instructional leadership responsibilities required of that principal. The required number of responsibilities varied from a minimum of one to a maximum of fourteen. Of the twenty-one job descriptions studied, not one job description included all of the nineteen characteristics and behaviors identified by the research as associated with a principal fulfilling the role of an instructional leader.

The second part of the study addressed the percentage of time each principal allocates to fulfilling the responsibilities associated with instructional leadership. Of the twenty-four principals interviewed, nine principals indicated that more than fifty percent of their time is spent in instructional leadership functions. Consequently, twelve principals were not in compliance with the state mandate. Student related services and activities were responsibilities
that occupied a substantial portion of a principal's time and lessened the amount of available time to devote to instructional activities.

The third and concluding part of the study identified six categories of instructional leadership behaviors and the manner in which principals exhibit those behaviors.

1. Setting School Goals: Eleven principals have school goals influenced by their teaching staff. The remaining ten principals utilized district goals devised either by the board of education and central office or the central office with input from the building principals.

2. Defining the Purpose of School: The principals’ responses indicated a traditional approach to emphasizing the importance of learning. Assemblies, certificates, personal notes and class discussions were among the most frequent responses. Student and parent conferences were cited as the primary means of communicating the expected level of student performance. Only four principals developed or enforced any instructional or promotional standards. The remaining seventeen principals possessed a flexible concept of achievement standards and assumed that a "supposed" one year growth would occur.

3. Supervising Curriculum and Instruction: A summative evaluation was used for all non-tenured teachers by the principals interviewed. Tenured staff was generally
evaluated using a summative format. However, six principals used a goal setting component as a part of their process. Also, a clinical supervision model was employed by ten principals in both the summative and formative process. The limited utilization of the formative goal setting component and clinical supervision model by a number of principals indicated a more traditional approach to evaluation.

4. Coordinating Staff Development: All principals interviewed indicated some involvement in coordinating a staff development plan. Three principals had initiated a unique school plan, while two principals expressed a limited involvement in either a district or school plan. Generally the principals described their role as a facilitator, coordinator, or tabulator - not as an initiator. They were more passive in nature than active, and it appears that staff development was characterized as one day activities with minimal follow-up to the regular classroom setting.

5. Monitoring Student Performance: The most frequent practice for monitoring student progress was the principals' review of report cards. Five principals made regular contact with teachers to determine a student's progress. Two principals had established special teams to track each student identified through the standardized testing program. The responsibility for monitoring student progress was addressed by almost every principal in some structured
format. The public's desire to know that its school is doing well, as evidenced by high test scores, made monitoring student performance a priority with almost every principal.

6. Creating Collegial Relationships: All principals attempted to maintain a high profile with their staffs. Being available and talking with teachers were the most often cited responses for creating collegial relationships. Five principals nominated teachers for awards and praised staff members at meetings for their contributions to the school. Several principals indicated that no formal procedure was in place to recognize teachers. The rationale for this perspective was based upon union concerns for favoritism and/or provoking jealousy among staff members.
CONCLUSIONS

1. The instructional leader performance responsibilities within a job description indicates each board's understanding of the role of the principal as an instructional leader.

2. Each recommended principal reflects the understanding of his superintendent as to what constitutes fulfilling the role of an instructional leader.

3. The majority of principals did not fulfill the mandate of spending a majority of their time on the improvement of instruction.

4. The time demands of student related activities, building management operations and community relations prohibited a principal from fulfilling an instructional leadership mandate.

5. Principals generally accept the district goals as their school's goals rather than develop a set of goals unique to their school.

6. The majority of principals believed that communication regarding school goals occurs naturally and filters down to the students.

7. The improvement of instruction is usually emphasized through a school improvement plan which addresses the remediation of student deficiencies rather than the
enhancement of the existing program.

8. District and/or school goals are made available to the teaching staff, rarely communicated to the students, and seldom addressed with parents.

9. The achievement of instructional standards is addressed by the majority of principals in a minimal fashion by a review of report cards and the student remediation plan.

10. Principals used a summative evaluation format with their non-tenured staffs and a combination of an alternating summative-formative format with their tenured staffs.

11. The few principals who have a unique set of school goals are more likely to utilize a formative goal setting component in their evaluation plan.

12. The need for superior test scores on both IGAP and standardized tests is structuring the role of the principal in curriculum coordination and selection.

13. Staff development is perceived as a one day activity or an activity which occurs at a prescribed time and not an ongoing application of instructional strategies.

14. A majority of principals realize the need to be visible to their staff and recognize the good work of their teachers.
RECOMMENDATIONS

1. School boards need to emphasize the instructional leadership role of their principals.
2. Superintendents need to become more knowledgeable in the determination of the principal's role as an instructional leader.
3. Principals need to acquire the necessary knowledge and training to satisfactorily fulfill the instructional leadership mandate and thus comply with the law as presently written.
4. The evaluation process for the principal needs to de-emphasize the building manager's role and emphasize the responsibilities of instructional leadership.
5. Principals need to be trained in formulating school goals and working with diverse groups to accomplish those goals.
6. Principals need to be trained in formulating a staff development program unique to their school's needs.
7. Principals need to encourage their teachers to experiment with a variety of teaching strategies.
8. Teachers need to be given more decision making authority in the areas of curriculum selection and staff development activities.
9. Each school needs to have its own mission statement,
set of school goals, and its own staff development program to accomplish those goals.
IMPLICATIONS FOR FURTHER STUDY

1. What is a superintendent's perception of the principal's role as an instructional leader?

2. How have other states impacted the principalship in terms of a legislatively defined role?

3. How does a middle school principal or high school principal fulfill the role of an instructional leader?

4. What are schools of education doing to prepare administrators to fulfill the role of an instructional leader?

5. Are curriculum and staff development the most important responsibilities of an instructional leader?

6. How effective are the present administrative methods for encouraging the setting of promotion standards by the teaching staff?
BIBLIOGRAPHY


### Appendix A

**ZERO BASED JOB DESCRIPTION PROFILE**

<table>
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<th>Principal</th>
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### CATEGORIES

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<th>Percentage of Time Allocated to Each Category</th>
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<tr>
<td>1. Educational Programmatic Improvement (the principal's role in academic matters, in-service programs, program evaluation, and curriculum appraisal)</td>
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<tr>
<td>2. Personnel Selection and Evaluation (the principal's role in the selection, improvement and evaluation of certified and classified staff)</td>
</tr>
<tr>
<td>3. Community Relations (the principal's role in community activities, communication with parents, and the interpretation of the school to the community)</td>
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<td>4. School Management (the principal's role in use and maintenance of facilities, record keeping, relations with the custodial staff, school supplies, and school budget)</td>
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<tr>
<td>5. Student Services (the principal's role in working with counselors, psychologists, student government, student discipline, and student counseling)</td>
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<tr>
<td>6. Supervision of Students (the principal's in supervising halls, lunchroom, bus loading, playground, student activities, and athletic events)</td>
</tr>
<tr>
<td>7. District, State, and Federal Coordination (the principal's role in completing district, state, and federal reports, attending meetings and facilitating communication among these groups)</td>
</tr>
<tr>
<td>8. Professional Preparation (the principal's role in participating in professional organizations, reading professional journals, attending workshops, classes, and other activities)</td>
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### Dimensions of the Role of the Principal

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<td>B. Community Relations Activities (3)</td>
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<td>C. Student Related Services &amp; Activities (5 + 6)</td>
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<td>D. Building Management Operations and District Relations (4 + 7)</td>
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APPENDIX B
INTERVIEW QUESTIONS
Appendix B

INTERVIEW QUESTIONS

I. Setting School Goals

a. Is a set of goals annually developed? If so, please describe the process.

b. Is there a defined emphasis on the improvement of student performance within these goals?

c. Describe the means by which these goals are communicated to the parents, students, and teaching staff.

II. Defining the Purpose of School

a. How do you portray learning to the students as the most important reason for being in school?

b. How are students encouraged to set high standards for themselves?

c. How does the staff communicate its expectations of student performance to both students and parents?

d. Do you maintain a set of instructional objectives and/or promotional standards for each grade level aside from the state mandated learner objectives?

e. In what ways are student achievements recognized?

III. Supervising Curriculum and Instruction

a. Describe the evaluation process presently utilized in your district.

b. How are the stated school goals incorporated into the evaluation plan?

c. How is teacher supervision conducted within your building?

d. What is your role in coordinating the curriculum across the school's grade levels?
IV. Coordinating Staff Development

a. What is your role in the district staff development plan mandated by SB 730?

b. Do you have a staff development plan tailored for your school?

c. How do either one of these plans address the requirement of improving instruction in your school?

d. Is your staff encouraged to initiate as well as participate in the activities outlined within your staff development plan?

V. Monitoring Student Performance

a. What are the procedures and practices for monitoring student progress?

b. How are the results of the standardized testing program used in making curricular decisions?

c. How are the test results used in evaluating the instructional program?

d. Is there a specific level of growth required for students to achieve each year? If so, what are the alternatives utilized in the event that this growth is not attained?

VI. Creating Collegial Relationships

a. What techniques do you employ to maintain a high profile with your staff?

b. In what ways do you encourage and support teacher leadership?

c. What are the ways by which you recognize staff achievement?
APPENDIX C
PRINCIPALS' RESPONSIBILITIES
DISTRICT RESPONSIBILITIES ASSIGNED TO BUILDING PRINCIPALS

District A: Chairperson of selected curriculum committees

District B: Chairperson of Chapter One Committee, LA Curriculum Committee and Teacher Evaluation Committee

District C: AVID Representative; Chairperson of Computer Committee, Grant Writing Committee, and Bilingual and ESL Committees

District D: District ESL Coordinator

District E: None

District F: Pre-school Screening Committee; Chairperson of Teacher Evaluation Committee; Member of Negotiations Committee

District G: Chairperson of Discipline Committee and Social Studies Curriculum Committee; Transportation Coordinator

District H: Member of Curriculum Advisory Council; Chairperson of various curriculum committees as assigned

District I: Chairperson of Science Committee, Teacher Evaluation Committee; Pre-school Coordinator

District J: None

District K: None

District L: Chairperson of Grant Writing, Gifted Five Year Plan; Coordinator of the DARE Program

District M: Reading Committee Chairperson; Negotiations Representative

District N: Chairperson of the Learning Center Committee and Music/Art Curriculum Committees;

District O: Chairperson of the Gifted Committee; Administrative Evaluation Committee Member

District P: Chairperson of LA Curriculum Committee and the Drug-Free Schools Program
District Q: Member of Time Management Committee; curriculum committee member as assigned

District R: None

District S: Early Childhood Coordinator; Art/Music Curriculum Committee Member; Kindergarten Curriculum Coordinator; Gifted Task Force Member;

District T: Report Card Committee Chairperson; various curriculum committees as assigned by Superintendent

District U: Gifted Program Coordinator; Member, Math Curriculum Committee
# BUILDING PRINCIPALS ASSIGNED ASSISTANTS

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**Summary**

No assistants (17)  Assistants (4): 1 f/t teacher 1 p/t teacher 1 p/t administrator 1 f/t administrator
The dissertation submitted by Lawrence J. Golden has been read and approved by the following committee:

Dr. Mel P. Heller, Director
Professor, Educational Leadership and Policy Study, Loyola

Dr. Edward Rancic
Assistant Professor, Educational Leadership and Policy Study, Loyola

Dr. Howard Smucker
Director of Teacher Education, Loyola

The final copies have been examined by director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 21, 1992

Director's Signature