1992

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

Lawrence J. Golden
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss

Part of the Education Commons

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

The author wishes to thank Dr. Mel P. Heller, director of the dissertation committee, for his guidance and constant encouragement in the completion of this dissertation. In addition, the author wishes to express his appreciation to Dr. E. Rancic and Dr. H. Smucker for their assistance and direction as members of the dissertation committee.

For their support and encouragement the author wishes to thank the Marquardt District 15 Board of Education and Mrs. Mary Ellen McElligott, Administrative Assistant, who was instrumental in the presentation of this dissertation.

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.

VITA

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.

LIST OF CHARTS/GRAPHS

CONTENTS FOR APPENDICES

TABLE OF CONTENTS

CHAPTER I

I N T R O D U C T I O N

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

1

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." [1]

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

----

[1]   Ellen Tollison Hayden, "Education as a State Priority: Five Governors' Views," NAASP Bulletin, Vol. 70, No. 491, (September, 1986), p. 14.

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]

----

[2] Chris Pipho, "School Administrators: The Bottom Line of the Reform Movement," Phi Delta Kappan, No. 66 (November, 1984), pp. 165-166.

[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]

----

[4]   Wynn DeBevoise, "Synthesis of Research on the Principal
as an Instructional Leader," Educational Leadership, Vol. 41,
No. 5 (February, 1984), p. 15.

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

----

[5]   Arthur Blumberg and William Greenfield, The Effective
Principal: Perspectives on School Leadership, (Boston: Allyn &
Bacon, 1980), p. 245.

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

----

[6]   Sheila Huff, Dale Lake, and Mary Lou Schaalman, Principal Differences: Excellence in School Leadership and Management, A Study Conducted for the Department of Education, State of Florida (Boston, McBer and Company, 1982), p. 4.

[7]   Kenneth Duckworth and Douglas Carnine, "The Quality of Teacher - Administrative Relationships," Center for Educational Policy and Management, University of Oregon, (1983), p. 6.

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

R E V I E W   O F   R E L A T E D   L I T E R A T U R E

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."[8]

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. [9]

The Education Reform Act enacted in South Carolina mandated

----

[8]   The Education Package of 1985: Senate Bill 730, Mandate No. 62.

[9]   Frank Lutz, "Reforming Education in the 1980's," Peabody Journal of Education, Vol. 63, No. 4, (Summer, 1986), p. 2.

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

----

[10]   Allan Odden and Eleanor Odden, "Education Reform,
School Improvement, and State Policy," Educational Leadership,
Vol., 42, No. 2, (October, 1984), p. 18.

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.[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

----

[11]   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

----

[12]   C. M. Achilles, W. H. Payne, and Z. Lansford, "Strong State-Level Leadership for Education Reform, Tenessee's Example," Peabody Journal of Education, Vol., 63, No. 4, (Summer, 1986), p. 25.

reforms mandated by the state.[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.

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 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

----

[13] Joseph Murphy, Richard Mesa, and Philip Hallinger, "A Stronger State Role in School Reform," Educational Leadership, Vol. 42, No. 2, (October, 1984), p. 22.

appraisals of school effects found in the 1966 Coleman Report.[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.[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.[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

----

14   William E. Bickel, "Effective Schools: Knowledge, Dissemination, Inquiry," Educational Researcher, No. 12, (April, 1983), p. 3.

15   Ibid., p. 3.

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.[17]

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.[18]

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

----

[17]   George Weber, Inner-City Children Can Be Taught To Read: Four Successful Schools, (Washington, D.C: Council for Basic Education, 1971), p. 1.

[18]   John V. Madden and others, "School Effectiveness Study: State of California," State of California Department of Education, (1976), p. 2.

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

----

[19]   James Sweeney, "Research Synthesis on Effective
School Leadership," Educational Leadership, (February, 1982), p.
348.

[20]   Ronald Edmonds, "Effective Schools for the Urban
Poor," Educational Leadership, Vol. 22, No. 6, (October, 1979),
p 23.

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

----

[21]   James Sweeney, "Research," p. 348.

[22]   Michael Rutter, Barbara Maughan, Peter Mortimore, and Janet Ouston, Fifteen Thousand Hours, (Cambridge, Massachusetts: Harvard University Press, 1979), p. 183.

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 of Research on Effective Schools," Educational Leadership, Vol. 40, No. 3, (December, 1982), p. 65.

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. [26]

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.[27]

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:

----

[26] James M. Lipham, Effective Principal, Effective School, National Association of Secondary School Principals, (Virginia, 1981), p. 9.

[27] William L. Rutherford, Shirley M. Hord, and Leslie L. Huling, An Analysis of Terminology Used for Describing Leadership, Research and Development Center for Teacher Education, University of Texas, (1983), p. 16.

—— 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

----

[28]   Arthur Blumberg and William D. Greenfield, The
Effective Principal, (Boston: Allyn and Bacon, 1986), pp.
181-185.

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)

---

[29]   Ibid., p. 245.

[30]   Lorri A. Manasse, "Improving Conditions for
Principal Effectiveness: Policy Implications of Research,"
Elementary School Journal, Vol. 85, No. 3, (January, 1985), pp.
42-43.

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

----

[31] William Rutherford, "School Principals as Effective Leaders," Phi Delta Kappan, Vol. 67, (1985), pp. 33-34.

[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.[33]

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

----

[33]   Caroline Persell and Peter Cookson, "The Effective Principal in Action," The Effective Principal: A Research Summary, National Association of Secondary School Principals, (Virginia, 1982), p. 22.

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

----

[34] Duckworth and Carnine, "The Quality of Teacher," pp. 9-10.

and teachers.[35]

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.

----

[35]   David C. Dwyer, Ginny V. Lee, Brian Rowan, and Steven Bossert, Five Principals in Action: Perspectives on Instructional Leadership, (San Francisco: 1983), p. 54.

[36]   Wynn DeBevoise, "Synthesis," pp. 19-20.

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

----

[37] Russell Gersten, Douglas Carnine, and Susan Green, "The Principal as Instructional Leader: A Second Look," Educational Leadership, Vol. 40, No. 3, (December, 1982), p. 49.

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."[38] Goodlad concurred with Boyer by identifying the principal as the critical element of good schools.[39]

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.[40]

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

----

[38]   Ernest L. Boyer, <u>High School: A Report on Secondary Education in America</u>, (New York: Harper and Row, 1983), p. 219.

[39]   John Goodlad, "The School as a Workplace, " <u>Staff Development 82 Yearbook of National Society for the Study of Education</u>, Ed Griffen, (Chicago: University of Chicago Press, 1983), p. 39.

[40]   Gilbert Austin, "Exemplary Schools and Their Identification," <u>New Direction for Testing and Measurement</u>, 10, (1981), p. 43.

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.[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.[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

----

[41]   Jon C. Marshall and Sarah D. Coldwell, "How Valid are Formal, Informal Needs Assessment Methods for Planning Staff Development Programs?" NASSP Bulletin, Nov. 1984, p. 26.

[42]   Fred H. Wood, Frank O. McQuarrie Jr., and Steven R. Thompson, "Practioners and Professors Agree on Effective Staff Development Practices," Educational Leadership, Vol. 40, No. 1, (October, 1982), p. 29.

operation of a meaningful process.[43]

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. [44]

Like Rogus, Dwyer concluded that principals exercise leadership skills in conducting their day to day responsibilities.[45] 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)

----

[43] Joseph Rogus, "Building and Effective Staff Development Program: A Principal's Checklist," NASSP Bulletin, Vol. 67, No. 461 (March, 1983), p. 9.

[44] Ibid., p. 16.

[45] David Dwyer, "The Search for Instructional Leadership: Routines and Subleties in the Principal's Role," Educational Leadership, Vol. 41, No. 5, (September, 1984), p. 37.

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 McEnoy 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.

[47]   Barbara McEnvoy, "Every Day Acts: How Principals Influenced Development of Their Staffs," Educational Leadership, Vol. 44, No. 5 (February, 1987), pp. 72-73.

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.[48] 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

----

[48]   Maran Doggett, "Staff Development: Eight
Leadership Behaviors for Principals," NASSP Bulletin, Vol. 71,
No. 497 (March, 1987) p. 8.

professional growth of his teachers.[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.

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.[50] The approach of

----

[49]   Burris Hall, "Leadership Support for Staff
Development: A School Building Level Model," ED 275-029, 1986,
p. 9-10.

[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.

----

[51] Shirley A. Jackson, David M. Logsdon, and Nancy E. Taylor, "Instructional Leadership Behaviors: Differentiating Effective from Ineffective Low Income Urban Schools," Urban Education, Vol. 18, No. 1, (April, 1983), pp. 59-60.

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 discipline policy which was clearly defined and reasonably enforced.[52]

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.[53]

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.

[53]   Philip Hallinger, Joseph Murphy, Marsha Weil, Richard P. Mesa, and Alexis Mitman, "Identifying the Specific Practices, Behaviors for Principals," NASSP Bulletin, Vol. 67, No. 463 (May, 1983), p. 83.

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

----

[54]   Richard L. Andrews, "The Illinois Principal As An Instructional Leader," Illinois Principal, Vol. 20, No. 3, (March, 1989), p. 7.

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

----

[55] Philip Hallinger and Joseph Murphy, "Assessing
the Instructional Leadership Behavior of Principals," The
Elementary School Journal, 86, 2 (1985), pp. 217-219.

[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.[57] 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.[58]

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.[59]

----

[57]   Richard L. Andrews and Roger Soder, "Principal Leadership and Student Achievement," Educational Leadership, Vol. 44, (March, 1987), p. 11.

[58]   Thomas J. Sergiovanni, "Leadership and Excellence in Schooling," Phi Delta Kappan, Vol. 41, (1984), p. 7.

[59]   Richard L. Andrews and Wilma F. Smith, Instructional Leadership: How Principals Make A Difference, Association for Supervision and Curriculum Development, (Virginia, 1989), p. 9.

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.[62] 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.[63] 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.[64] In an effort to fulfill both the needs of the legislature in providing accountability and the needs of the educational community in

----

[62]   Andrews and Smith, Instructional, p. 16.

[63]   The Education Package of 1985; Senate Bill 730, Mandate No. 58.

[64]   Roland Barth, "The Principal as Staff Developer," Journal of Education, Vol. 163, No. 2, (Spring, 1981), p. 140.

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

----

[65] Thomas J. Sergiovanni and Robert J. Starratt,
Supervision: Human Perspectives, New York: McGraw-Hill 1983, p.
299.

[66] Keith A. Achinson and Meredith Damien Gall,
Techniques in the Clinical Supervision of Teaching, New York:
Longmans, 1980, p.24.

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.[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

----

[67] Karolyn J. Snyder, "Clinical Supervision in the 1980's," <u>Educational Leadership</u>, Vol. 38, No. 5, April 1981, p. 523.

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.[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.[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

----

[68]   Thomas L. McGreal, "Effective Teacher Evaluation Systems," Educational Leadership, Vol. 39, No. 6, (January, 1982), p. 304.

[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

time internalize them.[70] 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.[71] 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.[72]

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.

[71] Andrews, "The Illinois Principal," p. 9.

[72] Andrews, "The Illinois Principal," p. 10.

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

----

[73] Carl E. Weick, "Administering Education in Loosely Coupled Schools," Phi Delta Kappan, Vol. 27, (1982), p. 674.

[74] Sergiovanni, "Leadership," p. 7.

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.[75] 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.[76] 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.[77]

It is therefore an obvious requirement that an instructional leader have sufficient knowledge to understand and

----

[75]   Andrews, "The Illinois Principal," p. 12.

[76]   Gilbert T. Austin, "Exemplary Schools and the Search for Effectiveness, " Educational Leadership, Vol. 37, No. 1, (1979), p. 11.

[77]   James M. Lipham, Effective Principal, Effective School, NASSP, (Virginia 1981), p. 11.

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

----

[79]   Ibid, p. 227.

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.[80]

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).

----

[80] Ron Brandt, "On Leadership and Student Achievement: A Conversation with Richard Andrews," Educational Leadership, Vol. 44, No. 12, (September, 1987), p. 16.

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 responsibilty 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

description.

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.

CHART 1

DISTRICT 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
Has a specific statement that the Principal is to be an instructional leader	X	X	X		X	X		X	X			X	X			X	X	X	X	X	X
I. Develops a School Mission Statement							X	X													X
A. Sets School Goals							X	X	X								X		X	X	X
B. Communicates Goals to Teachers, Parents and Students							X	X	X										X	X	X
II. Manages Curriculum and Instruction	X						X										X	X	X	X	X
A. Required to know Curriculum and Effective Instructional Techniques	X				X	X	X	X	X	X		X	X		X		X		X	X	X
B. Coordinates Instructional Programs							X	X	X			X			X		X			X	X
C. Supervises and Evaluates the Instructional Program/Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
III. Coordinates Staff Development Activities							X	X					M		O		X	X	X	X	X
A. Emphasizes the Improvement of Instruction	X			X		X	X	X					X		O					X	X
B. Establishes a Building Staff Development Plan																			X		
IV. Promotes a Positive School Climate	X	X	X				X		X			X							X	X	X
A. Sets Standards Focusing on Student Achievement							X	X	X						O		X				
B. Monitors Student Performance	X			X													X	X		X	
C. Provides an Orderly and Safe School Environment		X						X													
D. Encourages Student Achievement							X	X													X
V. Creates Collegial Relationships																					
A. Recognizes Staff Achievements																					X
B. Encourages and Supports Teacher Leadership																					X

CHART 2

A TOTAL OF TWENTY–ONE DISTRICTS RESPONDED

THIS CHART LISTS THE TOTAL NUMBER OF DISTRICTS WHICH
INCLUDED THE DESCRIPTORS OF INSTRUCTIONAL LEADERSHIP

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

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

DISTRICT	INSTRUCTIONAL LEADERSHIP PERFORMANCE DESCRIPTORS	PERCENTAGE OF TIME ALLOCATED
A	7	55%
B	4	35%
C	3	42%
D	3	32%
E	3	55%
F	5	35%
G	12	45%
H	12	55%
I	7	36%
J	2	55%
K	1	80%
L	5	40%
M	5	40%
N	1	54%
O	6	55%
P	2	60%
Q	9	51%
R	5	45%
S	9	50%
T	11	45%
U	14	40%

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
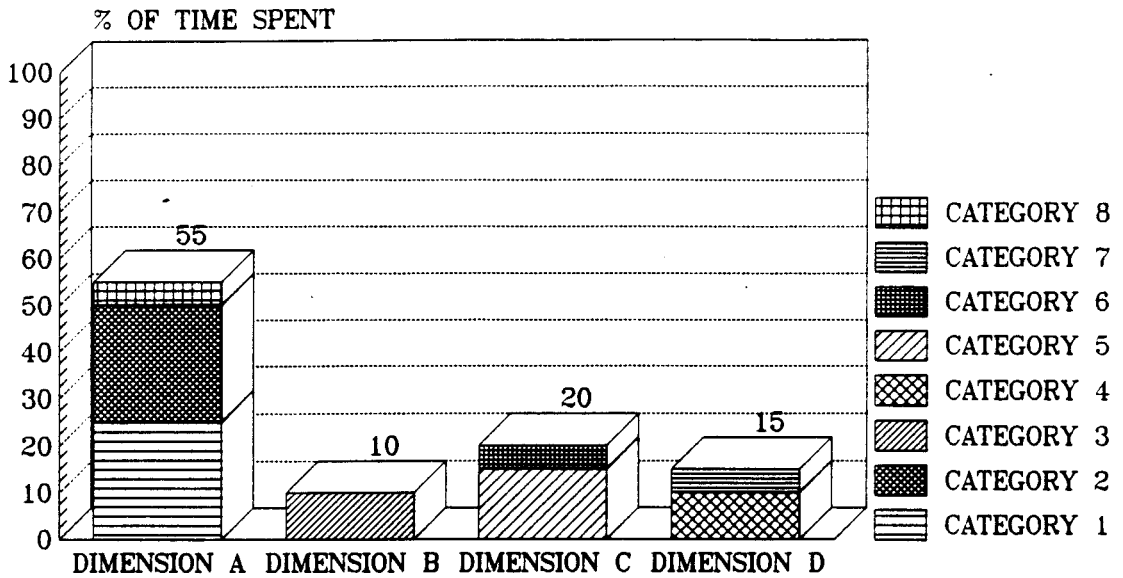
least amount indicated by the principals.

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

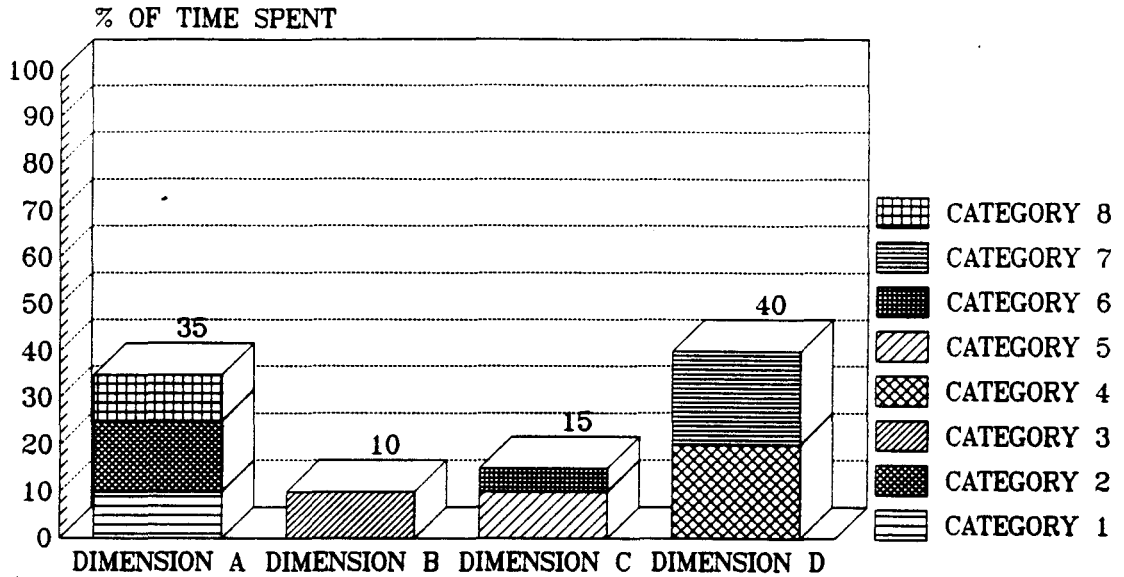percentage that each principal allocates to each of the

categories and subsequently to each of the four dimensions. Figures 22 through 25 provide a summary of the principals' percentages within each dimension.

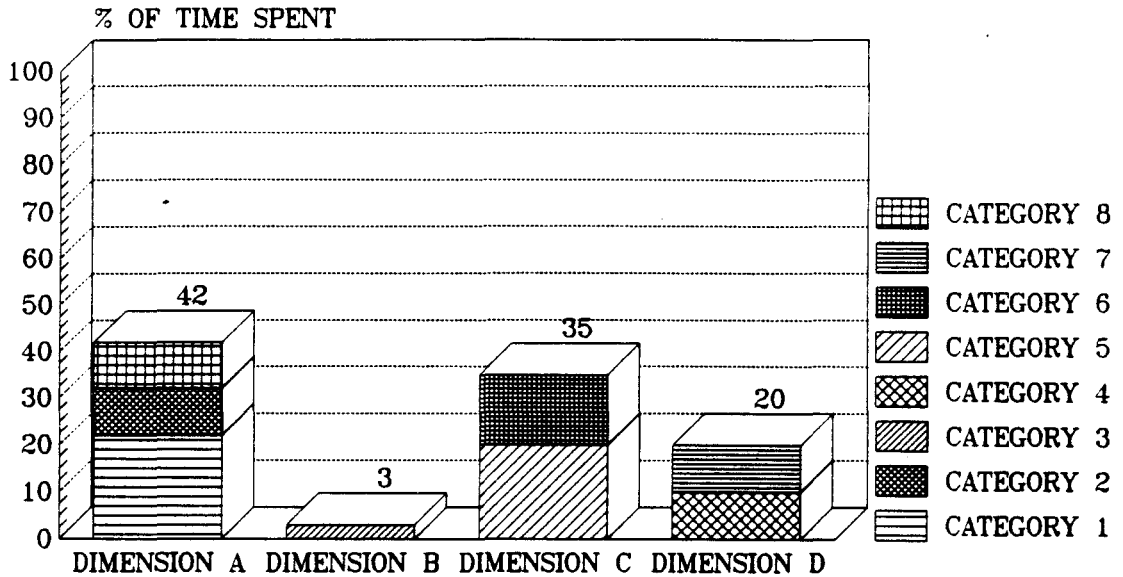**Figure 1**   113

TIME SPENT BY DIMENSION
DISTRICT A

% OF TIME SPENT

CATEGORIES	ALLOCATED TIME
1. Educational Programmatic Improvement	25 %
2. Personnel Selection and Evaluation	25 %
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	05 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A. Educational Program Improvement Activities (1 + 2 + 8)	55 %
B. Community Relations Activities (3)	10 %
C. Student Related Services & Activities (5 + 6)	20 %
D. Building Management Operations and District Relations (4 + 7)	20 %
TOTAL:	100%

Figure 2   114

TIME SPENT BY DIMENSION
DISTRICT B

% OF TIME SPENT

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

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
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   115

TIME SPENT BY DIMENSION
DISTRICT C

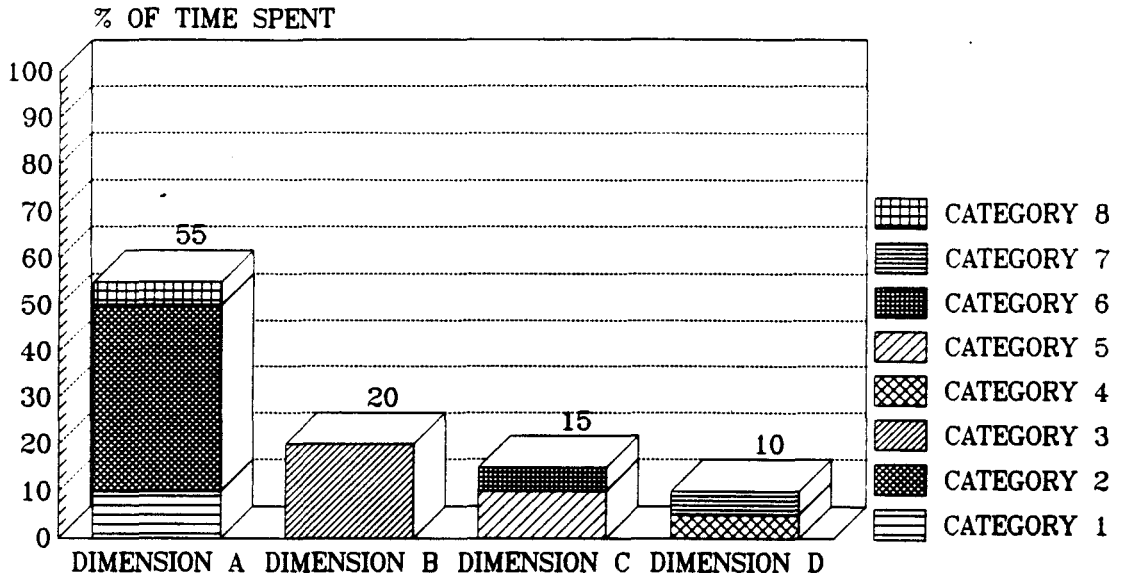% OF TIME SPENT

CATEGORIES	ALLOCATED TIME
1. Educational Programmatic Improvement	22 %
2. Personnel Selection and Evaluation	10 %
3. Community Relations	03 %
4. School Management	10 % .
5. Student Services	20 %
6. Supervision of Students	15 %
7. District, State, and Federal Coordination	10 %
8. Professional Preparation	10 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A. Educational Program Improvement Activities (1 + 2 + 8)	42 %
B. Community Relations Activities (3)	03 %
C. Student Related Services & Activities (5 + 6)	35 %
D. Building Management Operations and District Relations (4 + 7)	20 %

TOTAL: 100%

Figure 4

TIME SPENT BY DIMENSION
DISTRICT D
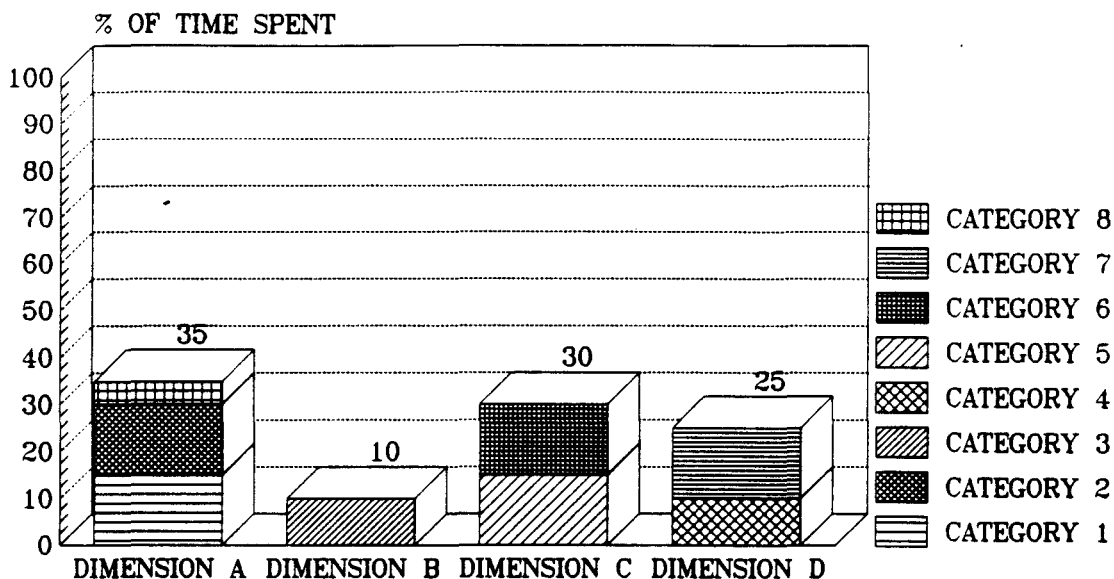
% OF TIME SPENT
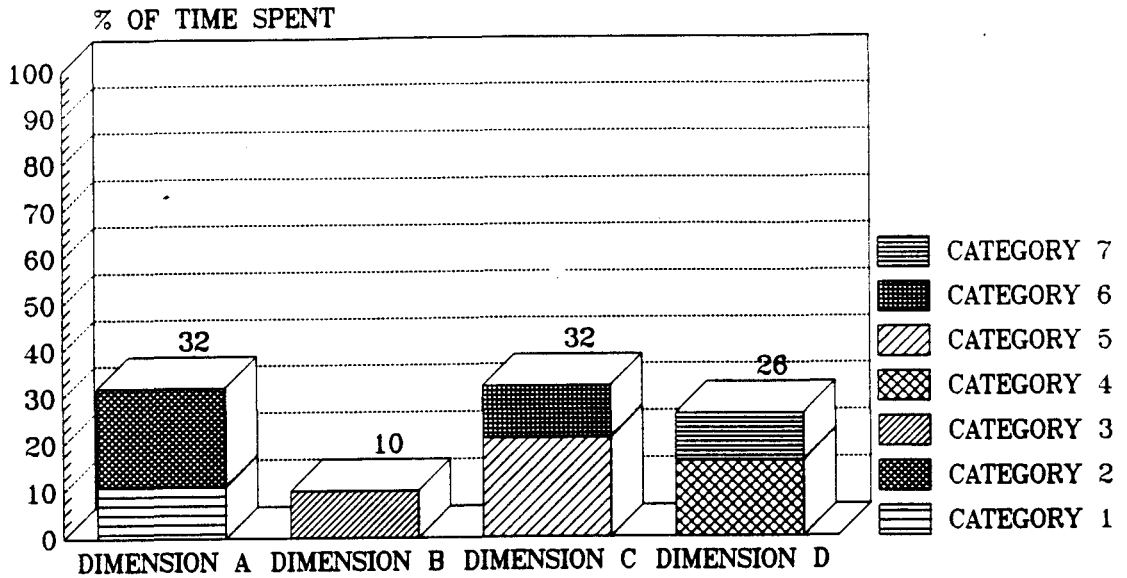
CATEGORIES	ALLOCATED TIME
1. Educational Programmatic Improvement	11 %
2. Personnel Selection and Evaluation	21 %
3. Community Relations	10 %
4. School Management	16 %
5. Student Services	21 %
6. Supervision of Students	11 %
7. District, State, and Federal Coordination	10 %
8. Professional Preparation	-0- %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A. Educational Program Improvement Activities (1 + 2 + 8)	32 %
B. Community Relations Activities (3)	10 %
C. Student Related Services & Activities (5 + 6)	32 %
D. Building Management Operations and District Relations (4 + 7)	26 %
TOTAL:	100%

Figure 5   117

TIME SPENT BY DIMENSION
DISTRICT E

% OF TIME SPENT

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	10 %
2.	Personnel Selection and Evaluation	40 %
3.	Community Relations	20 %
4.	School Management	05 %
5.	Student Services	10 %
6.	Supervision of Students	05 %
7.	District, State, and Federal Coordination	05 %
8.	Professional Preparation	05 %

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	55 %
B.	Community Relations Activities (3)	20 %
C.	Student Related Services & Activities (5 + 6)	15 %
D.	Building Management Operations and District Relations (4 + 7)	10 %

                                    TOTAL: 100%

Figure 6 118

TIME SPENT BY DIMENSION
DISTRICT F

% OF TIME SPENT

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

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	35 %
B.	Community Relations Activities (3)	10 %
C.	Student Related Services & Activities (5 + 6)	30 %
D.	Building Management Operations and District Relations (4 + 7)	25 %

TOTAL: 100%

Figure 7   119

TIME SPENT BY DIMENSION
DISTRICT G
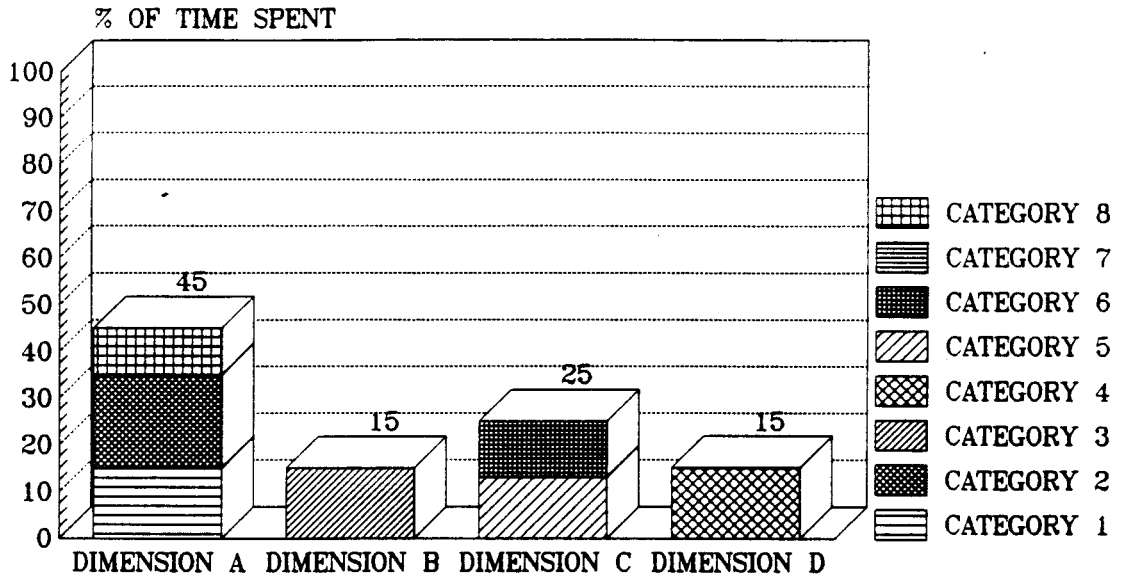
% OF TIME SPENT

CATEGORIES	ALLOCATED TIME
1. Educational Programmatic Improvement	15 %
2. Personnel Selection and Evaluation	20 %
3. Community Relations	15 %
4. School Management	15 %
5. Student Services	13 %
6. Supervision of Students	12 %
7. District, State, and Federal Coordination	-0- %
8. Professional Preparation	10 %

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
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%
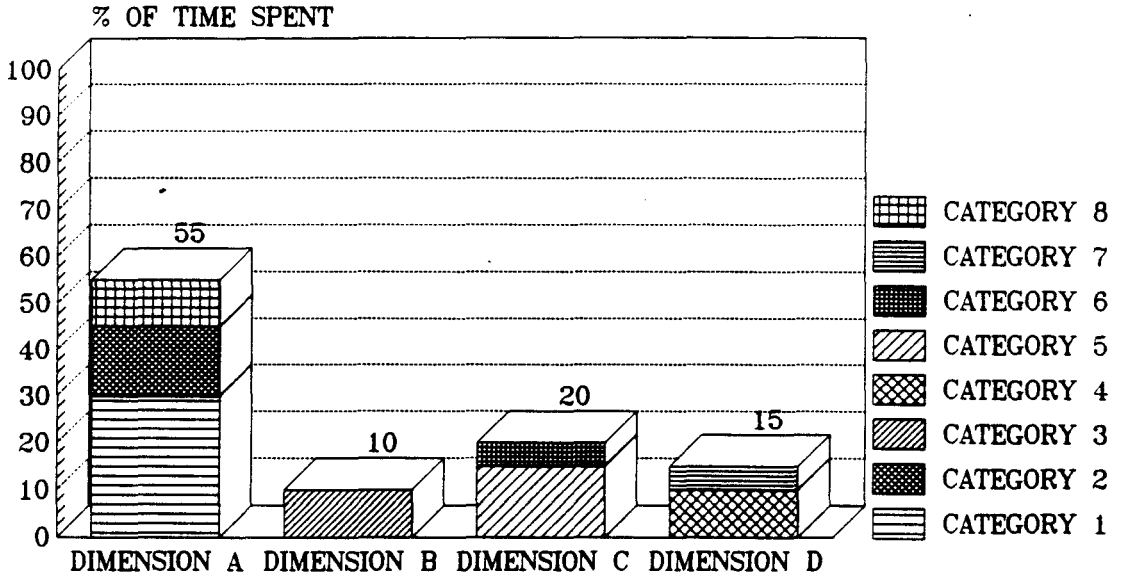
Figure 8
TIME SPENT BY DIMENSION
DISTRICT H

% OF TIME SPENT

Chart showing CATEGORY 1 through CATEGORY 8 across DIMENSION A (55), DIMENSION B (10), DIMENSION C (25), DIMENSION D (10)

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	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	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	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   121

TIME SPENT BY DIMENSION
DISTRICT I

% OF TIME SPENT

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	24 %
2.	Personnel Selection and Evaluation	07 %
3.	Community Relations	04 %
4.	School Management	24 %
5.	Student Services	09 %
6.	Supervision of Students	11 %
7.	District, State, and Federal Coordination	16 %
8.	Professional Preparation	05 %

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	36 %
B.	Community Relations Activities (3)	04 %
C.	Student Related Services & Activities (5 + 6)	20 %
D.	Building Management Operations and District Relations (4 + 7)	40 %
	TOTAL:	100%

Figure 10   122

TIME SPENT BY DIMENSION
DISTRICT J

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	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	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	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   123

TIME SPENT BY DIMENSION
DISTRICT K

% OF TIME SPENT

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

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	70 %
2.	Personnel Selection and Evaluation	05 %
3.	Community Relations	05 %
4.	School Management	01 %
5.	Student Services	07 %
6.	Supervision of Students	03 %
7.	District, State, and Federal Coordination	04 %
8.	Professional Preparation	05 %

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	80 %
B.	Community Relations Activities (3)	05 %
C.	Student Related Services & Activities (5 + 6)	10 %
D.	Building Management Operations and District Relations (4 + 7)	05 %
	TOTAL:	100%

Figure 12

TIME SPENT BY DIMENSION
DISTRICT L

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

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A. Educational Program Improvement Activities (1 + 2 + 8)	40 %
B. Community Relations Activities (3)	10 %
C. Student Related Services & Activities (5 + 6)	25 %
D. Building Management Operations and District Relations (4 + 7)	25 %
TOTAL:	100%

Figure **13**   125

TIME SPENT BY DIMENSION
DISCTRICT M

% OF TIME SPENT

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

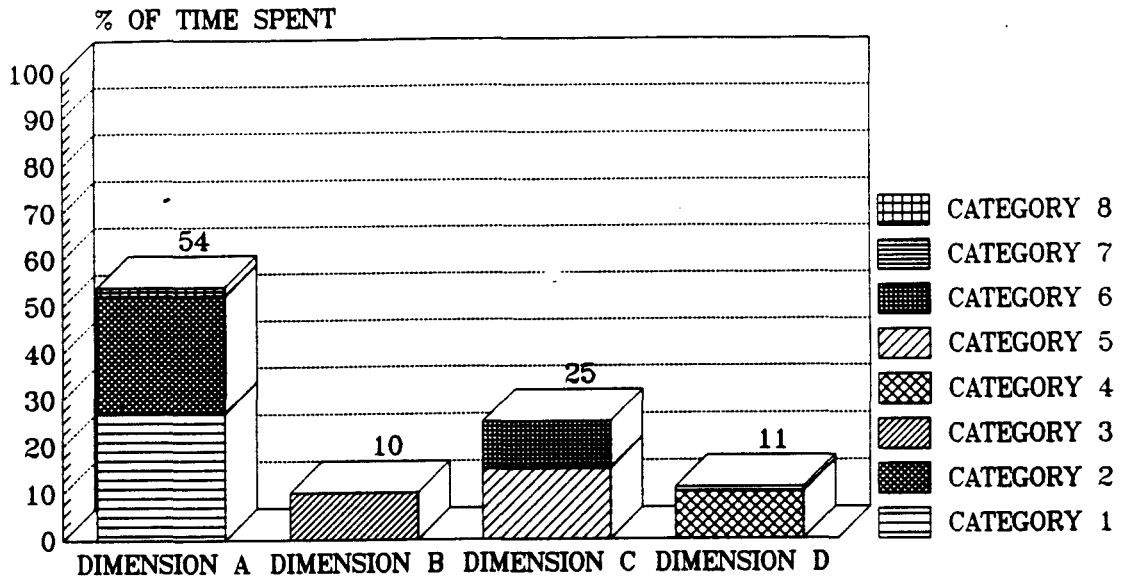|	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	40 %
B.	Community Relations Activities (3)	20 %
C.	Student Related Services & Activities (5 + 6)	20 %
D.	Building Management Operations and District Relations (4 + 7)	20 %
	TOTAL:	100%

Figure 14

TIME SPENT BY DIMENSION
DISTRICT N

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

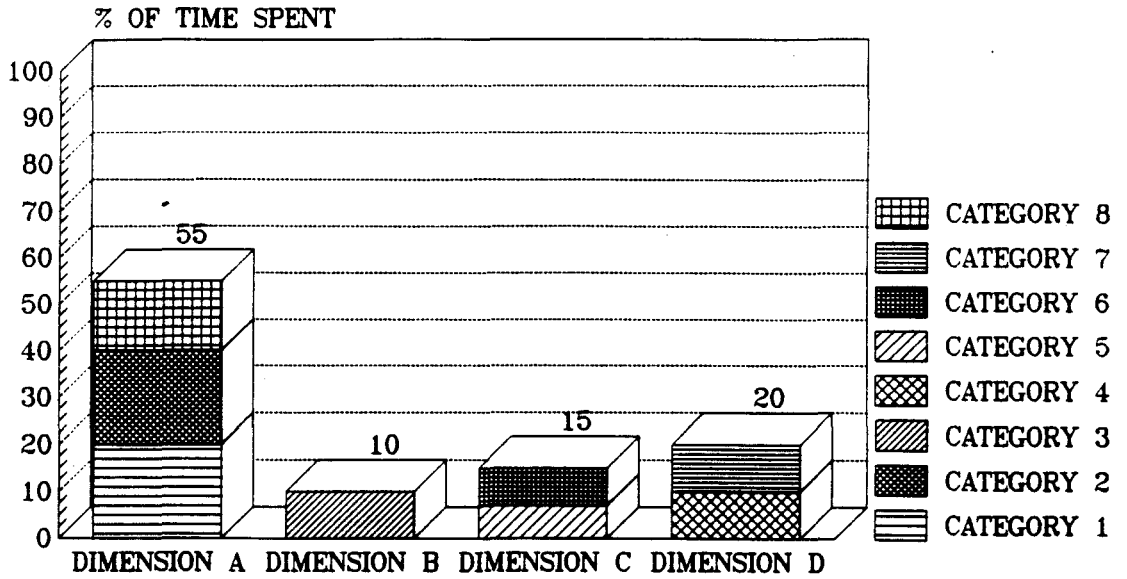| DIMENSIONS OF THE ROLE OF THE PRINCIPAL		ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	54 %
B.	Community Relations Activities (3)	10 %
C.	Student Related Services & Activities (5 + 6)	25 %
D.	Building Management Operations and District Relations (4 + 7)	11 %
	TOTAL:	100%

Figure 15

TIME SPENT BY DIMENSION
DISTRICT O

% OF TIME SPENT

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

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	55 %
B.	Community Relations Activities (3)	10 %
C.	Student Related Services & Activities (5 + 6)	15 %
D.	Building Management Operations and District Relations (4 + 7)	20 %
	TOTAL:	100%

Figure 16   128

TIME SPENT BY DIMENSION
DISTRICT P

% OF TIME SPENT

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

DIMENSION A   DIMENSION B   DIMENSION C   DIMENSION D

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	30 %
2.	Personnel Selection and Evaluation	25 %
3.	Community Relations	10 %
4.	School Management	10 %
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	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	60 %
B.	Community Relations Activities (3)	10 %
C.	Student Related Services & Activities (5 + 6)	10 %
D.	Building Management Operations and District Relations (4 + 7)	20 %

TOTAL: 100%

Figure 17
TIME SPENT BY DIMENSION
DISTRICT Q

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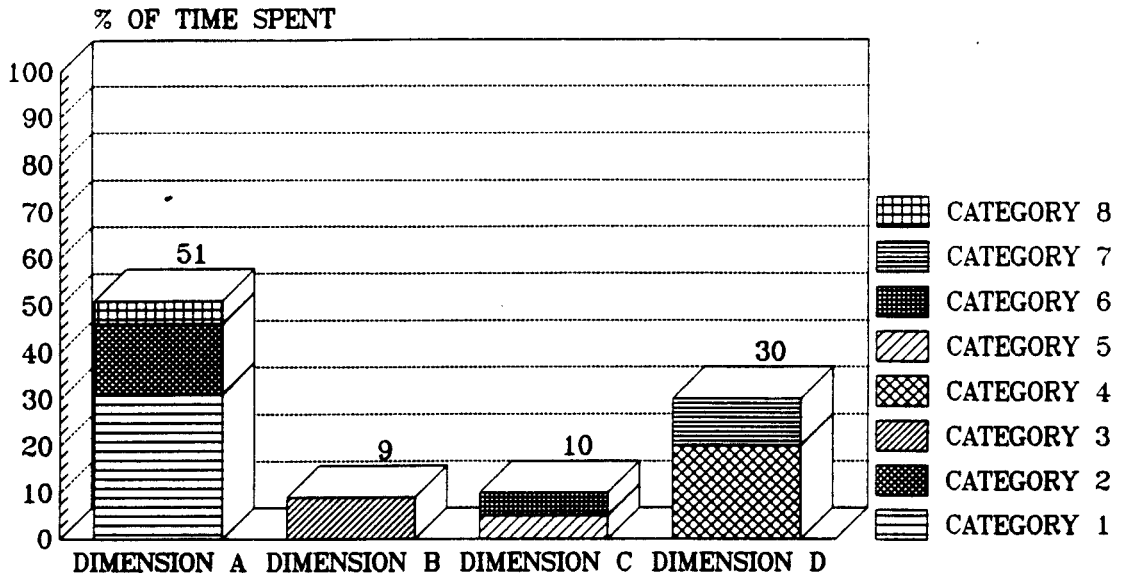
CATEGORIES	ALLOCATED TIME
1. Educational Programmatic Improvement	31 %
2. Personnel Selection and Evaluation	15 %
3. Community Relations	09 %
4. School Management	20 %
5. Student Services	05 %
6. Supervision of Students	05 %
7. District, State, and Federal Coordination	10 %
8. Professional Preparation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

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A. Educational Program Improvement Activities (1 + 2 + 8)	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 %

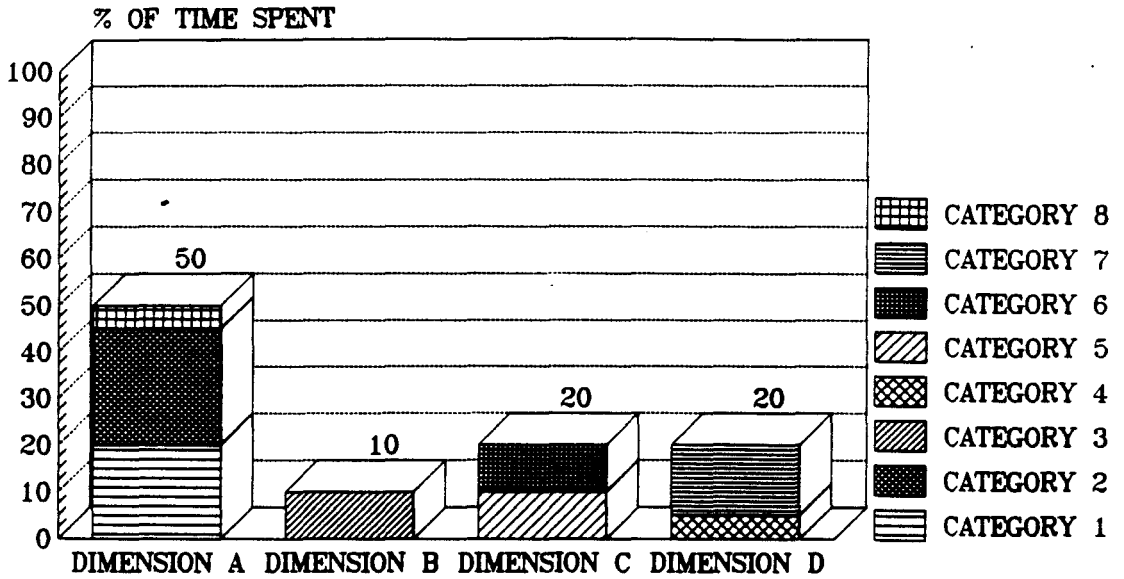TOTAL: 100%

Figure 18

TIME SPENT BY DIMENSION
DISTRICT R

% OF TIME SPENT

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

Bar values: DIMENSION A = 45, DIMENSION B = 20, DIMENSION C = 20, DIMENSION D = 15

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	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	ALLOCATED TIME
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

	CATEGORIES	ALLOCATED TIME
1.	Educational Programmatic Improvement	20 %
2.	Personnel Selection and Evaluation	25 %
3.	Community Relations	10 %
4.	School Management	05 %
5.	Student Services	10 %
6.	Supervision of Students	10 %
7.	District, State, and Federal Coordination	15 %
8.	Professional Preparation	05 %

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	50 %
B.	Community Relations Activities (3)	10 %
C.	Student Related Services & Activities (5 + 6)	20 %
D.	Building Management Operations and District Relations (4 + 7)	20 %
	TOTAL:	100%

Figure 20

TIME SPENT BY DIMENSION
DISTRICT T
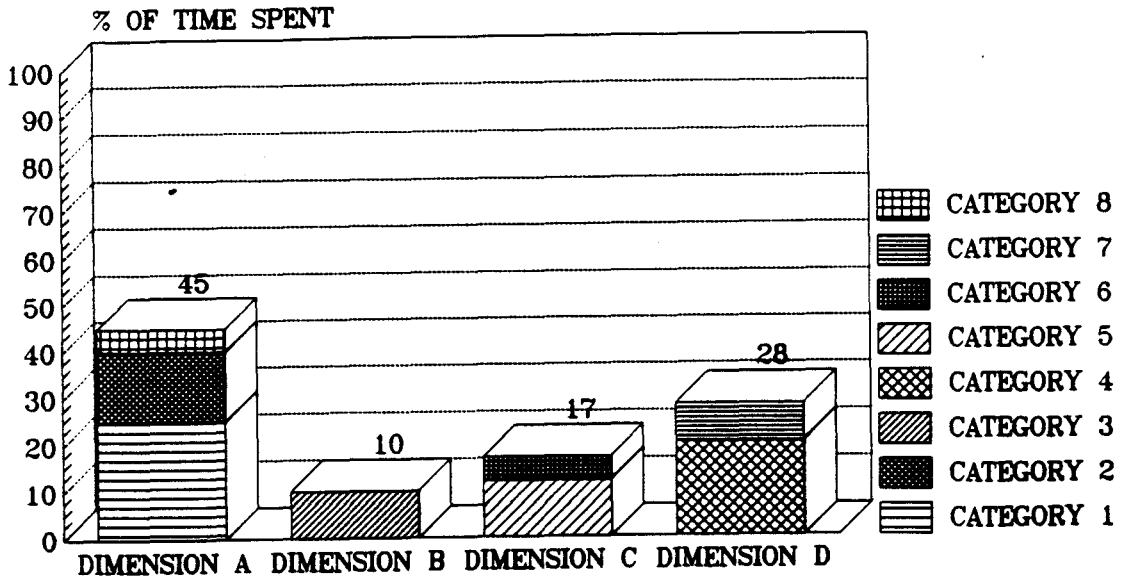
% OF TIME SPENT

	ALLOCATED TIME
CATEGORIES	
1. Educational Programmatic Improvement	25 %
2. Personnel Selection and Evaluation	15 %
3. Community Relations	10 %
4. School Management	20 %
5. Student Services	12 %
6. Supervision of Students	05 %
7. District, State, and Federal Coordination	08 %
8. Professional Preparation	05 %

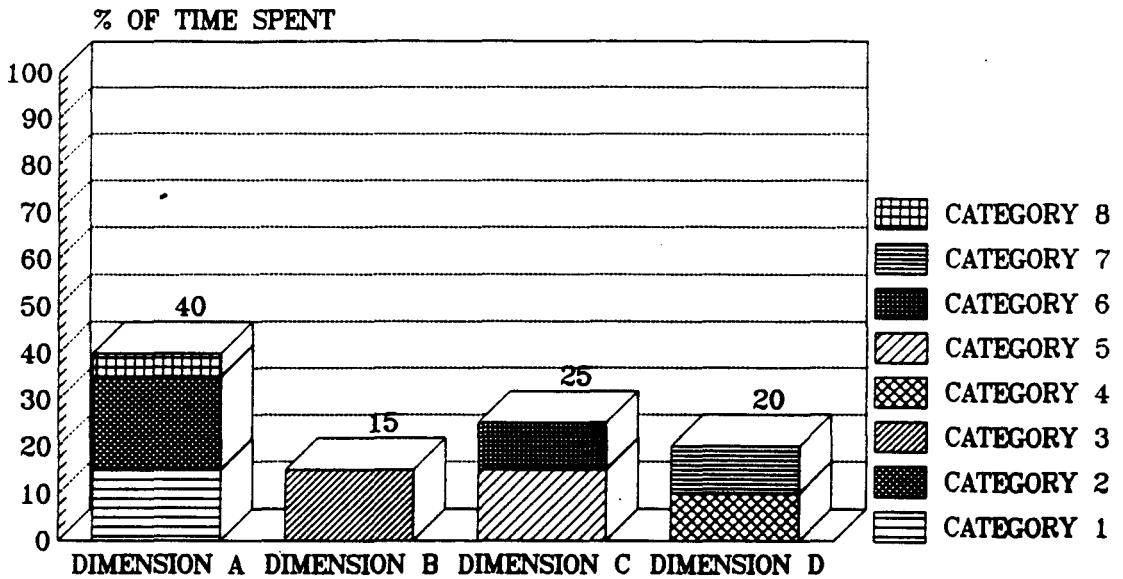| DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A. Educational Program Improvement Activities (1 + 2 + 8)	45 %
B. Community Relations Activities (3)	10 %
C. Student Related Services & Activities (5 + 6)	17 %
D. Building Management Operations and District Relations (4 + 7)	28 %
TOTAL:	100%

Figure 21

TIME SPENT BY DIMENSION
DISTRICT U

% OF TIME SPENT

Chart legend:
- CATEGORY 8
- CATEGORY 7
- CATEGORY 6
- CATEGORY 5
- CATEGORY 4
- CATEGORY 3
- CATEGORY 2
- CATEGORY 1

Bar values: DIMENSION A = 40, DIMENSION B = 15, DIMENSION C = 25, DIMENSION D = 20

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

	DIMENSIONS OF THE ROLE OF THE PRINCIPAL	ALLOCATED TIME
A.	Educational Program Improvement Activities (1 + 2 + 8)	40 %
B.	Community Relations Activities (3)	15 %
C.	Student Related Services & Activities (5 + 6)	25 %
D.	Building Management Operations and District Relations (4 + 7)	20 %
	TOTAL:	100%

TIME SPENT – DIMENSION A
DISTRICT COMPOSITE
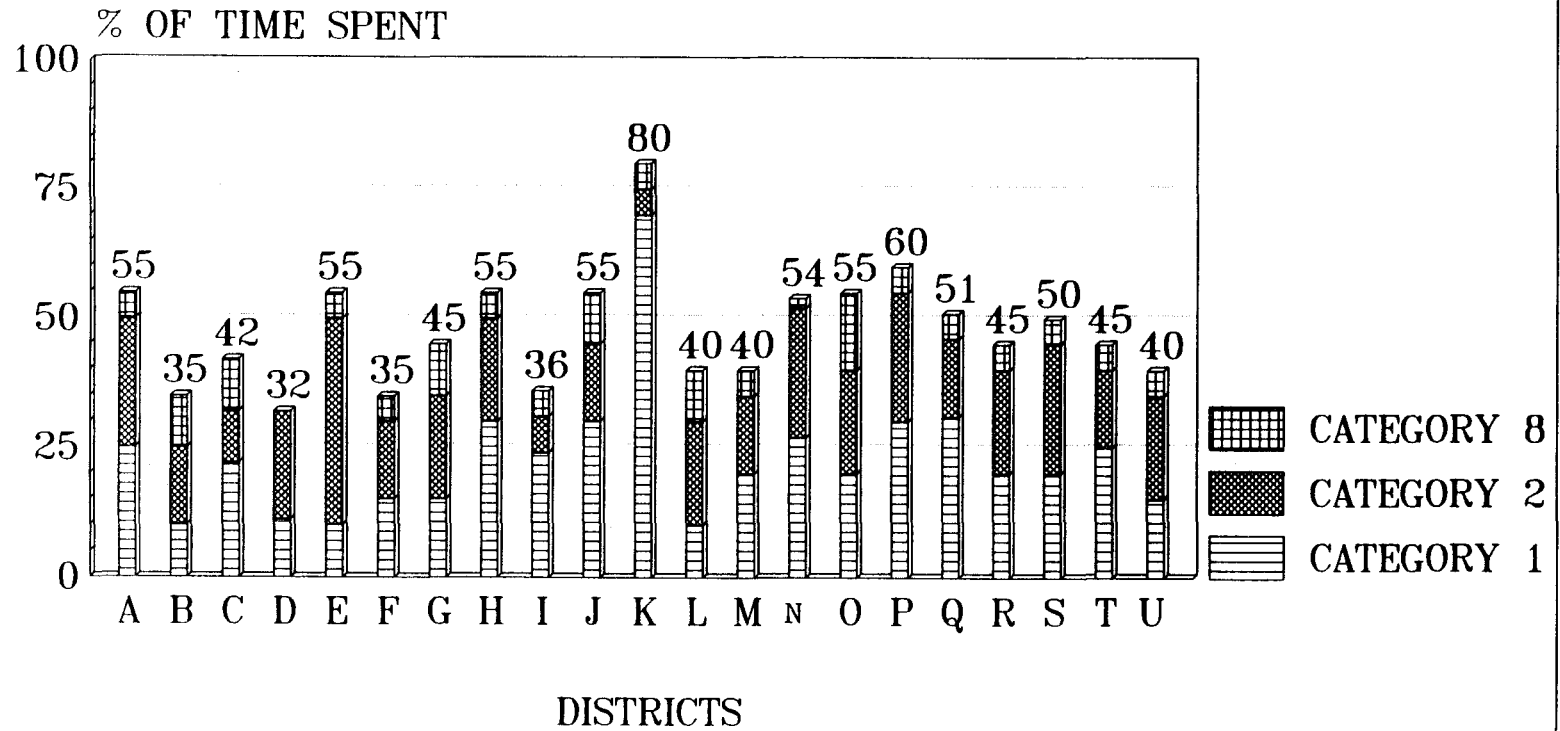EDUCATIONAL PROGRAM
IMPROVEMENT ACTIVITIES

Figure 22

TIME SPENT – DIMENSION B
DISTRICT COMPOSITE
COMMUNITY RELATIONS ACTIVITIES

Figure 23

Figure 24
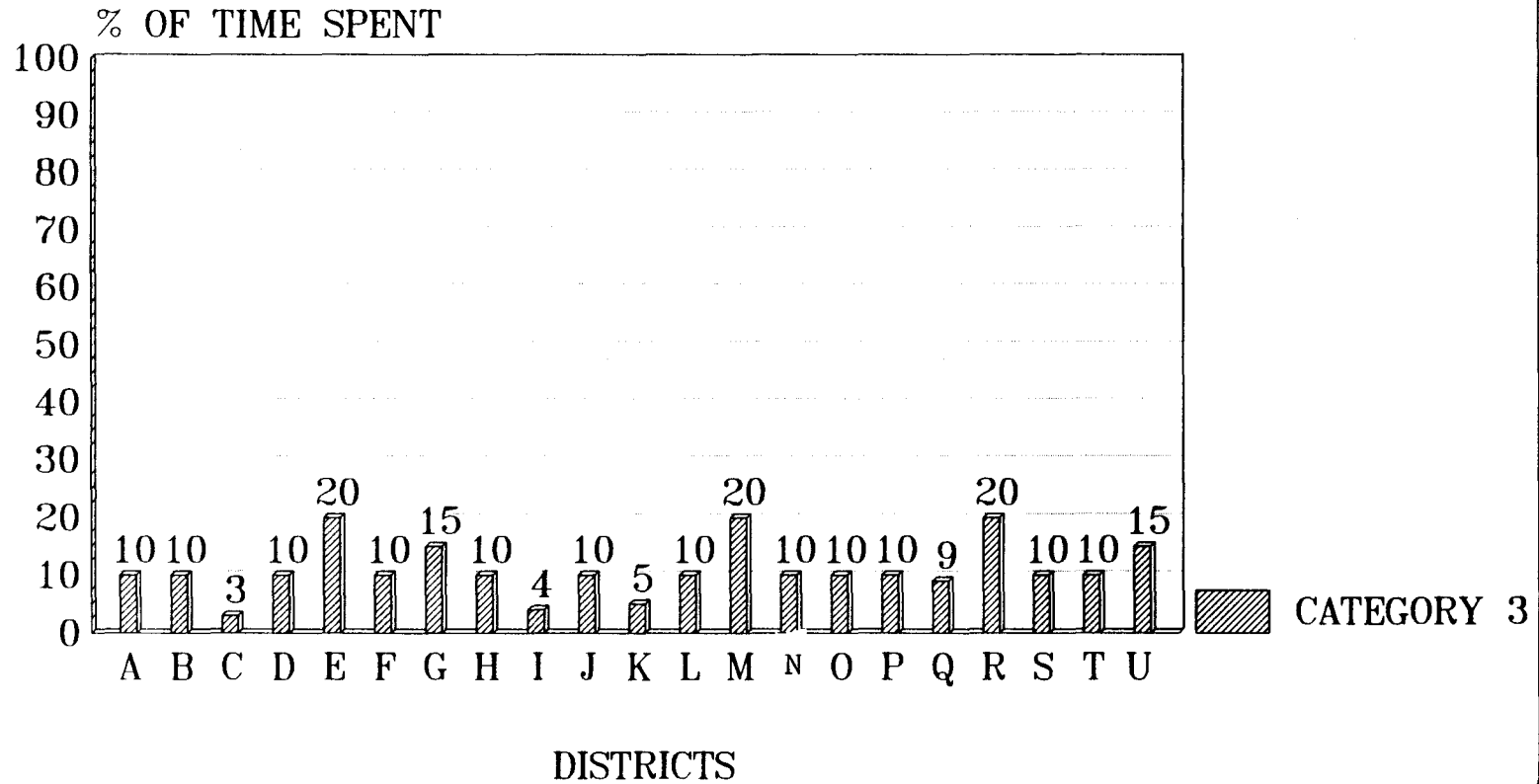
TIME SPENT – DIMENSION C
DISTRICT COMPOSITE
STUDENT RELATED SERVICES AND ACTIVITIES

% OF TIME SPENT

DISTRICTS

CATEGORY 6
CATEGORY 5
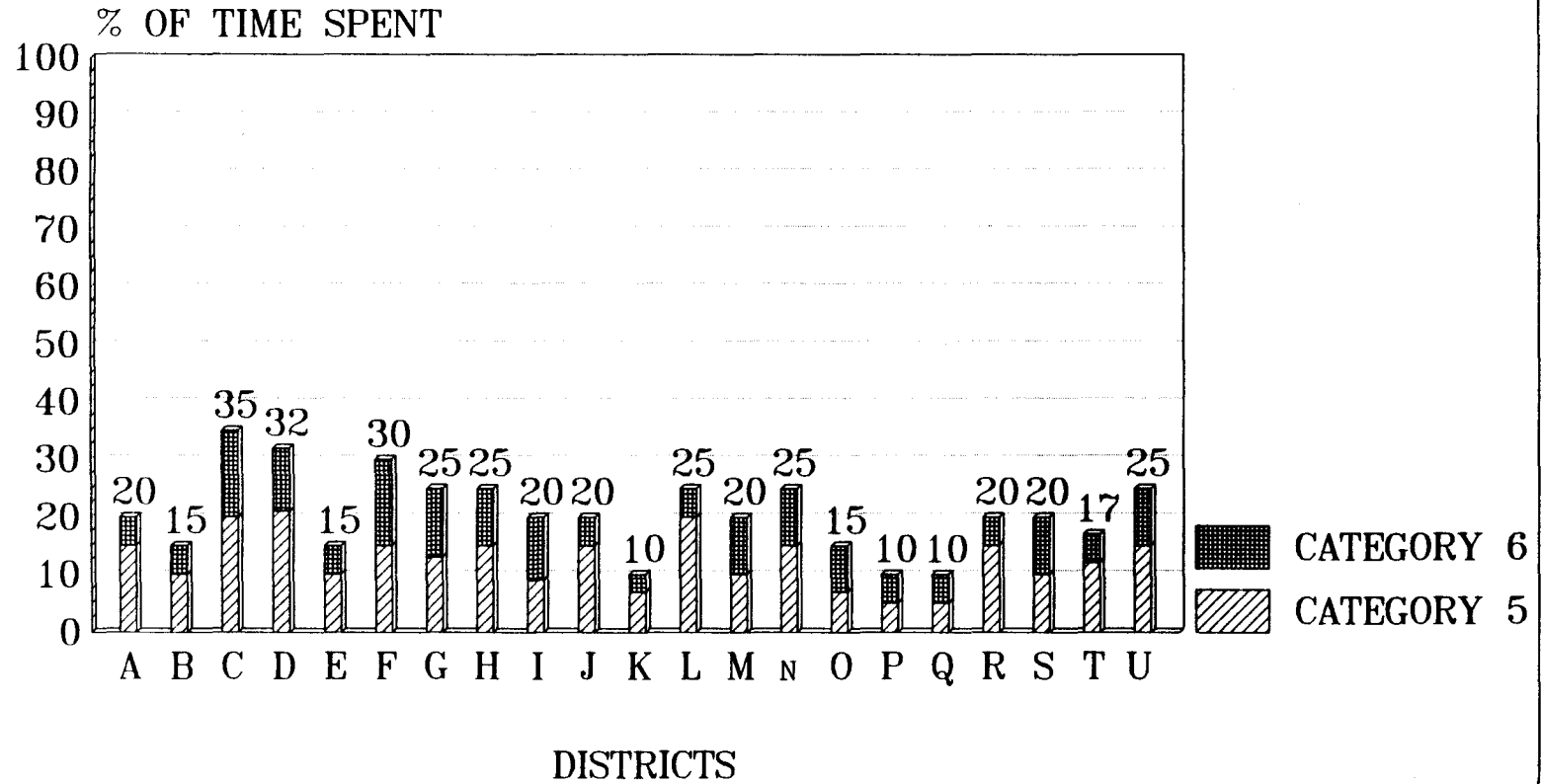
TIME SPENT - DIMENSION D
DISTRICT COMPOSITE
BUILDING MANAGEMENT OPERATIONS
AND DISTRICT RELATIONS

Figure 25
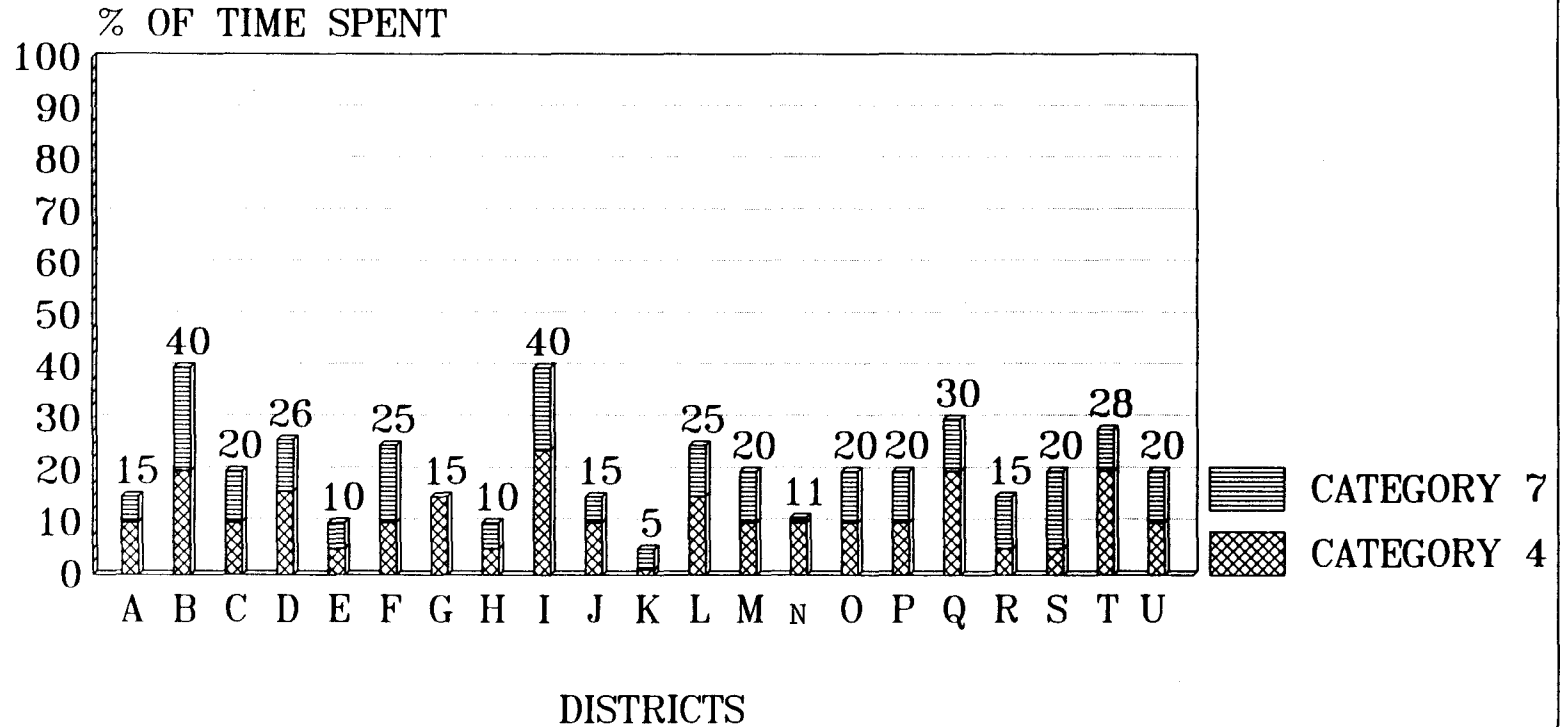
Part C - Principals' Responses to Questions
Reflecting An Involvement in Fulfilling
the Role of an Instructional Leader

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

Dist.	Type	Princp. Sex	Educ.	FTE Staff	Student Enroll.	Yrs./ Educat.	Yrs. Princ
A	K-6	M	MS	19	324	33	24
B	K-5	M	MS	23	349	20	12
C	K-5	M	MS	25	370	21	06
D	K-5	M	MS	16	274	18	10
E	K-5	F	Ed.D.	31	497	20	10
F	K-5	M	MS	25	386	23	14
G	K-6	M	MS	30	595	27	11
H	K-5	F	MS	23	429	29	08
I	K-6	M	MS	15	350	14	09
J	K-5	M	MS	26	448	17	08
K	K-5	M	CAS	25	385	23	11
L	K-6	M	MS	20	327	24	20
M	K-6	M	MS	18	356	29	21
N	K-6	F	Ed.D.	15	243	18	07
O	K-5	F	CAS	23	552	25	06
P	K-5	F	MS	15	230	32	05
Q	K-5	M	MS	22	549	12	05
R	K-5	M	MS	35	608	21	15
S	K-5	F	Ph.D.	14	306	32	18
T	K-5	M	MS	20	293	15	07
U	K-6	F	MS	23	355	16	09

Summary

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

Sex: Male (14)
Female (7)

Degree: Masters (16)
CAS (2)
Ed.D. (2)
Ph.D. (1)

Years as Principal: 11 (Avg.)
14 (K-6)
09 (K-5)

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

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 a 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. <u>Supervising Curriculum and Instruction</u>

**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

and rating.

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

union.

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. <u>Monitoring Student Performance</u>

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 tranditional 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

Achinson, Keith A. and Meredith Damien Gall. Techniques in the
        Clinical Supervision of Teaching. New York: Longmans.
        1980. p. 24.

Andrews, Richard L. "The Illinois Principal As An Instructional
        Leader." Illinois Principal. vol. 20. no. 3. March,
        1989. p. 7.

Andrews, Richard L. and Wilma F. Smith. Instructional
        Leadership: How   Principals Make a Difference.
        Association for Supervision and Curriculum Development.
        Virginia, 1989. p. 9.

Andrews, Richard L. and Roger Soder. "Principal Leadership and
        Student Achievement." Educational Leadership. vol. 44.
        March, 1987. p. 11.

Archilles, C.M., W. H. Payne, and A. Lansford. "Strong
        State-Level Leadership for Education Reform,
        Tennessee's Example." Peabody Journal of Education.
        vol. 63. no. 4. Summer, 1986. p. 25.

Austin, Gilbert T. "Exemplary Schools and Their
        Identification." New   Direction for Testing and
        Measurement. 10. 1981. p. 43.

Austin, Gilbert T. "Exemplary Schools and the Search for
        Effectiveness." Educational Leadership. vol. 37. no.
        1. 1979. p. 11.

Barth, Roland. "The Principal as Staff Developer." Journal of
        Education. vol. 163. no. 2. Spring, 1981. p. 144-162.

Bickel, William E. "Effective Schools: Knowledge,
        Dissemination,   Inquiry." Educational Researcher. no.
        12. April, 1983. p. 3.

Blumberg, Arthur and William D. Greenfield. The Effective
        Principal: Perspectives on School Leadership.
        Boston: Allyn & Bacon.   1980.

Boyer, Ernest L. High School: A Report on Secondary Education
        in America. New York: Harper and Row. 1983. p. 219.

Brandt, Ron. "On Leadership and Student Achievement: A
        Conversation with Richard Andrews." <u>Educational
        Leadership</u>. vol. 44. no. 12. September, 1987. p. 16.

DeBevoise, Wynn. "Synthesis of Research on the Principal as In-
        structional Leader." <u>Educational Leadership</u>. vol. 41.
        no. 5.   February,
        1984. p. 14-20.

Doggett, Maran. "Staff Development: Eight Leadership Behaviors
        for Principals." <u>NASSP Bulletin</u>. vol. 71. no. 497.
        March, 1987. p. 8.

Duckworth, Kenneth and Douglas Carnine. "The Quality of
        Teacher,Administrative Relationships." Center for
        Educational Policy and Management, University of
        Oregon. 1983. p. 6

Dwyer, David C. "The Search for Instructional Leadership:
        Routines and Subleties in the Principal's Role."
        <u>Educational Leadership</u>. vol. 41. no. 5. September,
        1984. p. 37.

Dwyer, David C; Ginny V. Lee, Brian Rowan, and Steven Bossert.
        <u>Five Principals in Action: Perspectives on
        Instructional Leadership</u>. San Francisco: 1983. p. 54.

Edmonds, Ronald. "Effective Schools for the Urban Poor."
        <u>Educational Leadership</u>. vol. 22. no. 6. October, 1979.
        p. 23.

Edmonds, Ronald. "Programs of School Improvement: An Overview."
        <u>Educational Leadership</u>. vol. 40. no. 3. December, 1982.
        p. 5.

Education Package of 1985: Senate Bill 730. Mandate no. 62.

Education Package of 1985: Senate Bill 730. Mandate no. 58.

Gersten, Russell, Douglas Carnine, and Susan Green. "The
        Principal as Instructional Leader: A Second Look."
        <u>Educational Leadership</u>. vol. 40. no. 3. December, 1982.
        p. 49.

Goodlad, John. "The School as a Workplace." <u>Staff Development
        82 Yearbook of National Society for the Study of
        Education</u>. Ed Griffen. Chicago: University of Chicago
        Press. 1983. p. 39.

Hall, Burris. "Leadership Support for Staff Development: A
        School Building Level Model." ED 275-029. 1986.
        p.9-10.

Hallinger, Philip and Joseph Murphy. "Assessing the
        Instructional Leadership Behavior of Principals." The
        Elementary School Journal. 86. 2. 1985. p. 217-219.

Hallinger, Philip, Joseph Murphy, Marsha Weil, Richard P. Mesa
        and Alexis Mitman. "Identifying the Specific
        Practices, Behaviors for Principals." NAASP Bulletin.
        vol. 67. no. 463. May, 1983. p. 83

Hayden, Ellen Tollison. "Education as a State Priority: Five
        Governors' Views." NAASP Bulletin. vol. 70. no. 491.
        September, 1986. p. 14.

Huff, Sheila; Dale Lake; and Mary Lou Schaalman. Principal
        Differences: Excellence in School Leadership and
        Management. A Study Conducted for the Department of
        Education. State of Florida. Boston, McBer and Company.
        1982. p. 4.

Jackson, Shirley A., David M. Logsdon, and Nancy E. Taylor.
        "Instructional Leadership Behaviors: Differentiating
        Effective from Ineffective Low Income urban Schools."
        Urban Education. vol. 18. no. 1. April, 1983. p. 59-60.

Lipham, James M. Effective Principal, Effective School.
        National Association of Secondary School Principals.
        Virginia, 1981. p. 9.

Lipham, James M. Effective Principal, Effective School.
        National Association of Secondary School Principals.
        Virginia, 1981. p. 11.

Lutz, Frank. "Reforming Education in the 1980's." Peabody
        Journal of Education. vol. 63. no. 4. Summer, 1986. p.
        2.

McEnvoy, Barbara. "Everyday Acts: How Principals Influence
        Development of Their Staffs." Educational Leadership.
        vol. 44. no. 5. February, 1987. p. 73-77.

McGreal, Thomas L. "Effective Teacher Evaluation Systems."
        Educational Leadership. vol. 39. no. 6. January, 1982.
        p. 304.

Madden, John V. and others. "School Effectiveness Study: State
    of California." State of California Department of
    Education. 1976. p. 2.
Manasse, Lorri A. "Improving Conditions for Principal
    Effectiveness: Policy Implications of Research."
    Elementary School Journal. vol. 85. no. 3. January,
    1985. p. 42-43.

Marshall, Jon C. and Sarah D. Coldwell. "How Valid are Formal,
    Informal Needs Assessment Methods for Planning Staff
    Development Programs?" NAASP Bulletin. November, 1984.
    p. 26.
Murphy, Joseph, Richard Mesa, and Philip Hallinger. "A Stronger
    State Role in School Reform." Educational Leadership.
    vol. 42. no. 2. October, 1984. p. 22.

Odden, Allan and Eleanor Odden. "Education Reform, School
    Improvement, and State Policy." Educational Leadership.
    vol., 42. no. 2. October, 1984. p. 18.

Persell, Caroline and Peter Cookson. "The Effective Principal
    in Action." The Effective Principal: A Research
    Summary. National Association of Secondary School
    Principals. Virginia, 1982. p. 22.

Pipho, Chris. "School Administrators: The Bottom Line of the
    Reform Movement." Phi Delta Kappan. no. 66. November,
    1984. p.   165-166.

Purkey, Steward C. and Marshall Smith. "Synthesis of Research
    on Effective Schools." Educational Leadership. vol. 40.
    no. 3. December, 1982. p. 65.

Rogus, Joseph. "Building an Effective Staff Development
    Program: A Principal's Checklist." NASSP Bulletin.
    vol. 67. no. 461. March, 1983. p. 8-16.

Rutherford, William L., Shirley M. Hord, and Leslie L. Huling.
    An Analysis of Terminology Used for Describing
    Leadership. Research and Development Center for
    Teacher Education. University of Texas. 1983. p. 16.

Rutherford, William L. "School Principals as Effective
    Leaders." Phi Delta Kappan. vol. 67. 1985. p. 33-34.

Rutter, Michael, Barbara Maughan, Peter Mortimore, and Janet
    Ouston. Fifteen Thousand Hours. Cambridge,
    Massachusetts: Harvard University Press. 1979. p. 183.

Sergiovanni, Thomas J. "Leadership and Excellence in
        Schooling." Phi Delta Kappan. vol. 41. 1984. p. 7.

Sergiovanni, Thomas J. and Robert J. Starratt. Supervision:
        Human Perspectives. New York: McGraw-Hill. 1983. p.
        299.

Snyder, Karolyn J. "Clinical Supervision in the 1980's."
        Educational Leadership. vol. 38. no. 5. April, 1981. p.
        523.

Sweeney, James. "Research Synthesis on Effective School
        Leadership." Educational Leadership. vol. 39. no. 5
        February, 1982. p. 346-352.

Weber, George. Inner-City Children Can be Taught to Read: Four
        Successful Schools. Washington, D.C.: Council for
        Basic Education. 1971.

Weick, Carl E. "Administering Education in Loosely Coupled
        Schools." Phi Delta Kappan. vol. 27. 1982. p. 674.

Wood, Fred H., Frank O. McQuarrie, Jr. and Steven R. Thompson.
        "Practioners and Professors Agree on Effective Staff
        Development Practices." Educational Leadership. vol.
        40. no. 1. October, 1982. p. 28-31.

APPENDIX A
ZERO BASED JOB DESCRIPTION QUESTIONNAIRE

Appendix A

ZERO BASED JOB DESCRIPTION PROFILE

Principal_____ School _____ District _____

C A T E G O R I E S	Percentage of Time Allocated to Each Category

---

1. Educational Programmatic Improvement (the
    principal's role in academic matters, in-
    service programs, program evaluation, and
    curriculum appraisal) _____%

2. Personnel Selection and Evaluation (the
    principal's role in the selection, im-
    provement and evaluation of certified and
    classified staff) _____%

3. Community Relations (the principal's role
    in community activities, communication with
    parents, and the interpretation of the school
    to the community) _____%

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) _____%

5. Student Services (the principal's role in
    working with counselors, psychologists,
    student government, student discipline, and
    student counseling) _____%

6. Supervision of Students (the principal's in
    supervising halls, lunchroom, bus loading,
    playground, student activities, and athletic
    events) _____%

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) _____%

8. Professional Preparation (the principal's role
    in participating in professional organizations,
    reading professional journals, attending
    workshops, classes, and other activities) _____%

ZERO-BASED JOB DESCRIPTION PROFILE (continued)

===

DIMENSIONS OF THE ROLE OF THE PRINCIPAL	Percentage of Time Allocated to Each Dimension

===

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%

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 <u>high</u> 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

APPENDIX D
PRINCIPALS ASSIGNED ASSISTANTS

BUILDING PRINCIPALS ASSIGNED ASSISTANTS

District A: No

District B: Administrative Assistant (Teacher - 50%;
               Discipline, Transportation, and Clerical
               responsibilities)

District C: No

District D: No

District E: Assistant Principal (Discipline, Transportation,
               Cafeteria & Bus Supervision, Special Education)

District F: No

District G: Assistant Principal (Shared between two schools;
               Staff Development, Teacher Evaluations)

District H: No

District I: No

District J: No

District K: No

District L: No

District M: No

District N: No

District O: No

District P: No

District Q: Assistant Teacher (Curriculum Resource
               Specialist)

District R: No

District S: No

District T: No

District U: No

Summary

No assistants (17)   Assistants (4):   1 f/t teacher
                                             1 p/t teacher
                                             1 p/t administrator
                                             1 f/t administrator

APPROVAL SHEET

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 _____   _____ Mel Heller _____
Date   Director's Signature