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What Works: Principal Leadership Behaviors that Positively Impact Student Achievement in Elementary Schools

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WHAT WORKS: PRINCIPAL LEADERSHIP BEHAVIORS THAT POSITIVELY

IMPACT STUDENT ACHIEVEMENT IN

ELEMENTARY SCHOOLS

by

JASON R. MOFFITT

(Under the Direction of Walter S. Polka)

ABSTRACT

Effective leadership behaviors are imperative in contributing to student achievement and the overall culture of a school. School leaders must mold the culture of the school in order to create an environment which is conducive to learning. Studies on school leadership and student achievement have highlighted the evidence of school leadership behaviors which contribute to student achievement.

The purpose of this investigation studied the extent of school leadership behaviors and or characteristics that contribute to student achievement. This study was designed to identify the relationship between the behaviors of the school leader and student achievement. The study determined if teachers and principals perceptions of leadership behaviors contribute to student achievement. More specifically, this investigation was designed to study the behaviors and practices of elementary principals as it relates to student achievement in elementary school students in a large urban school district.

Sixty-three elementary teachers and six principals were selected for this study. The six principals were apart of the focus group interview. Data was collected through teacher and principal surveys, audio-taped interviews and transcriptions. SPSS 13.0 was selected as a means to interpret and analyze data.

The results of the study support the literature and indicate that principal leadership is critical to student achievement in elementary school students. More specifically, it raised the question about what specific leadership behaviors are used to increase student achievement.

This study further clarified that the principal is the primary person for instituting leadership among all within the school which ultimately contribute to student success. The elementary principal has a demanding and challenging job in and of itself, but by recognizing the leadership behaviors, the principal can influence the climate, productivity, effectiveness of their school and ultimately student achievement.

INDEX WORDS: Leadership, Leadership behaviors, Student achievement, Impact, Contributing factor, Principals, Teachers, Elementary schools, Focus group, Adequate Yearly Progress (AYP), Direct effects, Indirect effects, No Child Left Behind Act (NCLBA)

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DEDICATION

The writer would like to dedicate this dissertation to his loving and supportive wife,

Shamia M. Moffitt and

a deep expression of love to his handsome son Jason R. Moffitt, II (15 y.o.) and beautiful

daughter Jada René Moffitt (4 y.o.). Your laughter and playing while studying and

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CHAPTER I

INTRODUCTION

Concerns about leadership behaviors and their relationship to student achievement are not new. There has been much debate about whether leadership behaviors impact student achievement or whether student achievement is related to other factors. Whichever is true, the fact remains that it is difficult to discuss student achievement without considering the behaviors of the school leader. In fact, it would be difficult to find educational researchers who do not believe that leadership behaviors are related to student achievement.

Educational leadership is possibly the most important factor of an effective learning environment (Kelley, Thornton, & Daughtery, 2005) and is defined as the ability of a principal to initiate school improvement, to create a learning-oriented educational climate, and to stimulate and supervise teachers in such a way that the latter may execute their tasks as effectively as possible (Grift & Houtveen, 1999). The primary responsibility of a principal is to facilitate effective teaching and learning with the overall mission of improving student achievement. Education today requires a leader who is willing to foster student achievement in some of the most complex environments. Maehr (1991) contends that a positive "psychological environment" can strongly influence student achievement. He asserts that leaders can create this environment by establishing policies that stress goal setting, by offering students choices in instructional settings, and by rewarding students for their achievements. Maehr also describes this environment as fostering team work through group learning, replacing social comparisons of

achievement, teaching time management skills, and offering self-paced instruction when possible.

A leader can play a vital role in the development of well-rounded students. In many businesses and corporations, a leadership style can greatly influence one's ambition and concern for the success of the company in ways in which he/she disseminates authority and power to influence (Collins, 2001).

School leaders frequently balance the interests of varying groups. Leadership also requires positive relationships with students to ensure student achievement. Relationships are at the core of successful learning communities as well as student success (Byrk & Shneider, 2002; Haynes, Emmons, & Woodruff, 1998; Kruse, Louis, & Bryk, 1994; Meier, 1995). The work of the school leader is on-going. The leader must balance varying leadership styles and relationships among members of the organization for the goal of student achievement. Education becomes a multitude of varying parts that are interconnected based upon one body of knowledge.

Education could be thought of as a "knee bone's connected to the thigh bone" system of U.S. education, in which the moving parts relate to and relies [*sic*] on other parts; one could speculate that leadership provides the backbone. It is essential, but not sufficient; it is supporting, but needs support; it provides direction, stability, and protection, but is vulnerable. And when it is less than perfect, it is costly to the entire system" (Christie, 2002, p. 345). Balancing the demands of personal and professional life is a continuous struggle. Leadership demands a search for ways to support others while simultaneously requiring self-support. Leaders often provide a behavioral model for educational personnel. Schools depend on leadership throughout the organization to

shape productive futures through a process of self-renewal (Senge, 1999). While school leadership appears to be relatively straightforward and simple in theory, in practice it is complex, messy, and unpredictable (Harris, 2004).

Government officials write, "The No Child Left Behind Act (NCLBA) significantly raises expectations for States, local educational agencies and schools in that all students must meet or exceed state standards in reading and mathematics within twelve years" (Spellings, 2002). In fact, today's accountability system has challenged school leaders to re-examine strategies for improving individual student performance. NCLB requires all state level educators to establish state academic standards and a state testing system that meet federal requirements. Georgia law, as amended by the A+ Education Reform Act of 2000, requires state testing in grades one through eight on the Criterion-Referenced Competency Test (CRCT) (Georgia Department of Education, 2006). Each school must show improvement each year. This Adequate Yearly Progress (AYP) is a measure of year-to-year student achievement on statewide assessments. The Annual Measurable Objective (AMO) proficiency rate will be the key factor used in this study as a measure of student achievement.

AYP requires schools to meet standards in the following areas:

- 95% Participation – To achieve AYP standard, schools must have a 95% student participation rate as a whole, and all student groups with at least forty students must have a participation rate of 95% or above in the state assessments in mathematics and reading/language arts.

- AMO - Schools as a whole and each student group meeting the minimum group size must meet or exceed the State's AMO. The AMO is a

percentage that is set by the state in which the students should score at
proficient or advanced levels on the state's assessment in mathematics and
reading/language arts.

- Second Indicator – Each school must meet the standard or show some
  increase on a second indicator (e.g., attendance rate). The minimum group
  size is 40 or 10%, whichever is greater of the students enrolled in AYP
  grades with a student cap of 75. The second indicator is a state approved
  menu from which the superintendent for a local school district selects by
  April 18th. The group of all students must always meet the criteria for the
  second indicator.

Newly mandated laws such as NCLB hold educators more accountable,
specifically the school principal, for all students achieving academic success. This has
significantly increased the pressure to improve student achievement, and educational
leadership is possibly the most important determinant of an effective learning
environment. Waters, Marzano, and McNulty (2004) report that student achievement is
substantially boosted by school leadership and that school climate and quality instruction
are frequently associated with effective schools. Increased pressure from state law
creates an enormous responsibility on the school principal for meeting AYP. Although it
seems unimaginable to think that one person could be responsible for the performance of
hundreds of children, it is a reality and an expectation that the central office, community,
and parents place on school principals.

The importance of leadership for successful educational change is well known
(Fullan, 2001). Waters, Marzano and McNulty (2003) from the Mid-continent Research

for Education and Learning (McREL) research group conducted a meta-analysis of research which studied student characteristics associated with school effectiveness. The researchers conducted the study over a 30 year period in which they identified 21 leadership responsibilities that were significantly associated with student achievement. Bossert, Dwyer, Rowan, and Lee (1982) also discovered four areas (i.e., goals and production, power and decision, organization, and human relations) of effective principal leadership that mirrored those found in the McREL studies.

In further meta-analysis, Witziers, Bosker and Kruger (2003) examined the direct effects of leadership on student achievement during the years 1986 and 1996. "Direct effects" refer to leadership practices contributed by the principal whose actions influence school outcomes. The particular year of 1986 was chosen for the onset of this investigation because of the development of multileveled modeling in examining relationships across organizational levels. Results of this investigation proved to be favorable for the effects of leadership behaviors. More specifically, four of the nine behaviors (monitoring, visibility, defining, and communicating mission) were positively related to student achievement.

Support from decision makers at the Council of Chief State School Officers, the Pew Charitable Trusts, and the Danforth Foundation established the Interstate School Leaders Licensure Consortium (ISLLC). The ISLLC set the standards to highlight the centrality of student learning and leadership. ISLLC standards specify that effective educational leaders promote success for all students through the identification of six standards (Hoachlander, Alt & Beltranena, 2001).

The six standards include:

1. facilitating the development and stewardship of a vision of learning that the community shared and supported,

2. nurturing a school culture and instructional program that is conducive to student learning and professional growth of the staff,

3. ensuring management of the organization for a safe, efficient learning environment,

4. collaborating with the families and community

5. acting with fairness and ethics, and

6. responding to and influencing the larger political, social, legal, and cultural concerns (p.15).

Education brings change, along with implementation of new policies and procedures; it seems to be more difficult than ever before as public school systems are being asked to do so much for society. The local school is not only seen as a learning environment but as a family unit as well. Schools not only teach children, but they also raise them (Sousa, 2003). Teachers are now being seen as both educators and parents to the children they serve in the classrooms. They not only teach the curriculum, but they also counsel the children on sex, drugs, personal problems, and family problems. Daily tasks once left to the family, such as ensuring that children get adequate sleep, breakfast, proper clothing and supplies, are now the responsibility of the school by default (Sousa, 2003). At times, where accountability for student success is highly regarded, educational leaders need to help teachers foster student achievement. This will help the school

successfully balance its responsibilities and priorities. The description of an educational leader's behaviors that impact student achievement is the basis for this investigation.

Statement of the Problem

The purpose of this research study determined what leader behaviors educators describe as being associated with student achievement. The intent of the researcher is not causal, but descriptive, in that it examines educators' perceptions about school leader behaviors that may contribute to student achievement.

Teachers and parents consistently ask whether their students or children passed the Criterion-Referenced Competency Tests (CRCT), or Iowa Tests of Basic Skills (ITBS). The NCLB Act has significantly increased the pressure to improve student achievement (Kelley, Thornton, & Daughtery, 2005). With greater emphasis on accountability, NCLB challenges school leaders and teachers to re-examine how students perform in their subject areas.

There has been debate about whether or not school leadership impacts student achievement. School leaders continue to restructure schools and interchangeably use leadership styles in order to meet the demands of our government and federal laws. Therefore, the researcher described leadership behaviors that educators perceive to contribute to student achievement in a large urban school district. Principals of third, fourth, and fifth grade populations were the respondents because of their AYP reporting. NCLB and state regulations require certain grades to take the CRCT, which is an AYP assessment tool used in this system.

Research Questions

The following overarching question guides this research:

What is the relationship between leadership behaviors and elementary student achievement in a large urban school district? The researcher used the following sub-questions to provide answers to the above overarching question.

1. What leadership behaviors do respondents perceive as positively impacting student achievement in a large urban school district?

2. What do elementary principals state are the direct effects of leadership behaviors of the principal on elementary student achievement?

3. What do elementary principals state are the indirect effects of leadership behaviors of the principal on elementary student achievement?

Significance of the Study

The review of educational leadership and student achievement reveals a lack of empirical information about the behavior of the school principal as it relates to student achievement. Although there is a lack of such evidence, the principal's behavior is considered to be the most vital component to the functioning of a school as it relates to student achievement.

Because of current NCLB requirements, this investigation will be beneficial to individuals in various leadership positions. The proposed study of perceived leadership behaviors in schools and its perceived relationship to student achievement will extend existing knowledge to the body of educational literature and suggest future areas for empirical investigation between these variables. This study will also assist government officials, superintendents, area office executives, county office personnel, principals,

aspiring principals, and assistant principals by identifying those key leadership behaviors perceived to be associated with student achievement. Identification of perceived leadership behaviors used in successful schools and linked to student achievement could be beneficial to aspiring school leaders.

Policy makers will be able to benefit from this study by describing leadership practices that are grounded in research and that educators sanction to improve student achievement. State policy makers will help to design and implement full support programs at the state level to assist building principals in managing their schools more effectively. Participants in preparation programs may benefit from learning about seasoned principals' perceptions of effective leader behaviors that can improve student achievement as well. Developers of principal preparation programs may become better prepared to train the upcoming leaders with best practices that are reflective of current research.

Identification of leadership behaviors that educators perceive to impact student achievement positively should be a useful component of future principal preparation programs to ensure that principals have access to better training. In addition, more rigorous evaluation of schools succeed in raising standardized test scores attribute this success to implementation of research-based training from principal preparation programs.

<div align="center">Delimitations</div>

1. The study will focus only on the leader behaviors that contribute to student achievement in one large urban school district in Georgia; therefore, the generalizations of the study may not be applicable to other kinds of school districts in the state.

2. The study will only focus on the elementary principals from a large urban Atlanta school district.

3. This researcher will only use standardized CRCT student test scores as an indicator of annual measurable objective for this large urban school district.

Definition of Terms

AYP (Adequate Yearly Progress) - AYP is an annual measure of student participation and achievement of statewide assessments and other academic indicators. AYP requires schools to meet standards in three areas: Test Participation (for both Mathematics and Reading/English Language Arts), Academic Performance (for both Mathematics and Reading/English Language Arts), and a Second Indicator (Georgia Department of Education, 2006).

CRCT (Criterion-Referenced Competency Tests) – "The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS) and the Quality Core Curriculum (QCC). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the GPS/QCC, and to gauge the quality of education throughout Georgia. " (Georgia Department of Education, 2006).

Direct effects – Leadership practices contributed by the principal whose actions influence school outcomes. This approach can be measured reliably apart from other related variables (Hallinger & Heck, 1998).

Elementary school – A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. A preschool or kindergarten

school is included under this heading only if it is an integral part of an elementary school or a regularly established school system (National Center for Educational Statistics, 2006).

High stakes testing – Large-scale tests widely used in decisions related to promotion, graduation, admission to college, and school accreditation (National Council of Teachers of Mathematics, 2006).

Indirect effects – Leadership practices that contribute to desired outcomes by schools, but the contribution is almost always mediated by other people, events, and organizational factors such as teacher commitment, instructional practices, or school culture (Leithwood, 1994).

ITBS (Iowa Tests of Basic Skills) – "A nationally norm-referenced test that is administered annually to students in grades three, five, and eight. The purpose of the norm-referenced test (NRT) is to obtain information about how the performance of Georgia's students compares with that of students in a national sample, an external reference group. The results of an NRT are used for evaluation, decision-making, and instructional improvement" (Georgia Department of Education, 2006).

Leadership behavior – Processes or activities of an individual or group in efforts toward achieving goals in a given situation. It follows the premise that leadership includes the function of the leader, the follower, and the other situational variables (Hersey, Blanchard, & Johnson, 1996).

Urban school – The schools within, or relating to, a large city environment (Freeman, 2005).

Summary

In this chapter, the researcher described what leadership is, the importance of leadership, and how it could impact student achievement. For many years, parents, teachers, board members, central office staff, and the community have been concerned with the rate and amount of academic success students are achieving. Although educators are faced with mandates directed from the state and policy changes from the central office, a special leader is required to create a school culture that will lend itself to student achievement.

The 2002 NCLB mandate has placed accountability on educators, including principals, to increase student achievement. Leadership is at the forefront of student achievement; it requires great responsibility on the part of the leader to make academic gains, specifically in the areas of reading and mathematics. Best practices as a school leader require demonstrating certain behaviors that can assist in student achievement.

Leadership for successful educational change has been well known and documented. Researchers have concluded that leadership influences what happens in the schools. As education and students change, leaders will need to adapt to these changes in order to promote academic success. Therefore, the researcher examined leadership behaviors that contribute to student achievement in elementary grade students in a large urban school district.

This study is important to the field of education in that it revealed varying techniques of administrators and their contributions toward student achievement. This body of knowledge may also prove to be useful by revealing some areas of improvement

on behalf of the administrator and areas of leadership behaviors that were not as profound as others.

CHAPTER II

REVIEW OF LITERATURE

The review of literature related to this study is focused on which principal leadership behaviors impact student achievement, the styles of leaders, and the duties and responsibilities of the leader. Because of the important role that principals play in student achievement, all facets of what principals do to promote student achievement will be reviewed. Only principals at the elementary level will be the focus of this study. Emphasis will be placed on the historical and the most recent findings of principals' behaviors, with attention given to the types of approaches (*i.e.,* trait, skill, situational and contingency) used to study leadership.

Trait Approach

Researchers have attempted to study leadership and to characterize the makeup that defines a leader. During the twentieth century, leadership traits were studied to determine what made people great leaders. Theories that were developed were called "great man" because they focused on identifying the qualities and characteristics possessed by great leaders (Northouse, 2004). Since the twentieth century, leadership traits, characteristics, and even the definition of the word have evolved to fit certain types of leaders and certain types of situations with people who are involved. Beliefs surfaced that only "great" people were born with certain characteristics that made them great leaders.

The mid-twentieth century brought about challenges by researchers who questioned the traits of those leaders. A classical review by Stogdill (1948) suggested that there was no consistency of traits that differentiated leaders from nonleaders in

different situations. This meant that a leader in one situation may not be a leader in another situation. Stogdill (1948, 1974) conducted two surveys that analyzed over 280 studies collectively to give an overview of the trait approach.

Stodgill's first survey (1948) indicated that a person in a leadership role is different from his/her followers in regards to intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability. The survey also revealed that a person does not become a leader solely because of certain traits. The traits the leaders possess must be relevant to the situation in which the leader is involved.

Stodgill's second survey (1974) analyzed 163 studies in which he compared the findings of his second survey to those of his first survey conducted in 1948. Similar to the first survey, Stodgill identified ten quality characteristics that were associated with leadership. The list included: responsibility and task completion, persistence, originality in problem solving, initiative in social situations, self-confidence, willingness to accept consequences of decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behavior, and capacity to structure social interaction systems.

Another comprehensive review was conducted by Mann (1959) involving more than 1,400 studies regarding personality and leadership. He suggested that personality traits could be used to discriminate leaders from nonleaders. The results of his study identified leaders proficient in the traits of intelligence, masculinity, adjustment, dominance, extroversion, and conservatisms.

 Lord, Devader & Alliger (1986) reassessed the findings from Mann's (1959) review through use of meta-analysis. Lord and his coworkers found that intelligence,

masculinity, and dominance found in Mann's review were how individuals perceived leaders.

In 1991 Kirkpatrick and Locke also reviewed the importance of leadership traits. They found that "it is unequivocally clear that leaders are not like other people" (Kirkpatrick & Locke, 1991, p. 59). They contended that leadership traits make some people different from others and that the difference needs to be recognized as an important component of the leadership process. The trait approach in studying leadership is based on the belief that personal characteristics such as intelligence are to be transferred from one situation to another.

<div align="center">Skills Approach</div>

The skills approach is an emerging research theory which focuses on the essential competencies needed for effective performance. The central focus of the skills approach is that it places emphasis on the abilities and skills that can be learned and developed (Northouse, 2004).

Katz (1955), through observation and field research, found that leadership depends on three basic personal skills: technical, human, and conceptual. According to Katz, the technical skill is having the knowledge and being proficient in a particular area of work. The human skill is the ability to work with people. Leaders who master this ability are able to work effectively with subordinates, supervisors, and peers to complete the school's goal. Through this approach, a leader is also able to create an atmosphere of trust among his/her subordinates to increase encouragement among staff members in the planning of events that will affect them and the students. In order for a leader to be effective, he/she must be able to conceptualize an idea and be able to use that idea.

Conceptual skills involve the ability to work with ideas that will, in turn, help shape the organization of a school.

Style Approach

The style approach focuses on the way in which a leader behaves or how he/she acts. This body of research focused on the actions of leaders toward their subordinates in various situations. Those actions or behaviors included task and relationship behaviors. The purpose of this approach was to explain how leaders are able to incorporate the two behaviors in efforts of influencing subordinates to reach a common goal. The Ohio State Studies, the University of Michigan Studies, and studies conducted by Blake and Mouton (1964, 1978, 1985) help explain the relationship between the leader and subordinate.

The Ohio State Studies

A famous series of studies on leadership were done at Ohio State University, starting in the 1950's. The research was based on questionnaires to leaders and subordinates. The formation of the questionnaire was developed from over 1,800 items describing different aspects of leadership behavior. The questionnaire was condensed to 150 items to form the Leader Behavior Description Questionnaire (LBDQ). By 1962, Stogdill created the LDBQ version XII that was most widely used with studies of leadership behavior. Stogdill (1974) and researchers found that subordinates responses centered on initiating structure and consideration. Initiating structure was identified as the degree to which a leader defines and structures his or her role and the roles of the subordinates towards achieving the goals of the group. The second type of behavior, consideration, was identified as the degree to which a leader acts in a friendly and supportive manner towards his or her subordinates.

The University of Michigan Studies

Similar studies exploring leadership behaviors were being conducted at the University of Michigan. The purpose of the research was to identify groupings of leadership characteristics related to each other. The research revealed two styles of leadership behaviors. These styles were employee orientation (behaviors of leaders who approach subordinates with strong human relations) and production orientation (tasks).

Blake and Mouton's Managerial Grid

The Managerial Grid is perhaps the most well-known model of managerial behavior that has been revised several times. The grid was designed to explain how leaders help an organization through concern for production and people. The horizontal axis represents the leader's concern for production (results) and the vertical axis indicates the leader's concern for people. Accomplishments of the organization's task were represented by the concern for results axes, while interpersonal relations were represented by the concern for people axes. The Managerial Grid was expressed on a nine-point scale on both axes, with 1 representing low concern and 9 representing a high concern.

Based on the grid being a 9X9 grid, it would be possible to identify 81 leadership styles. However, the Managerial Grid portrays five major leadership styles which include:

Authority-Compliance – This particular style is characterized by a high concern for production but a low concern for people. Communication by the leader is not emphasized to the subordinates except for giving directions regarding a task.

Country Club Management – This style was characterized by a low concern for production and a high concern for people. Leaders who demonstrated this style made

sure that personal and social needs of the subordinates were met. When employed, this particular leadership creates a positive climate in which everyone can feel comfortable.

Middle-of-the-Road Management (Balanced Leader) – This style will seek to be equal between the organization and the people. Leaders who use this style will try to create a mixture between taking subordinates into account and emphasizing the work requirements.

Impoverished Management – This type of leader will have a low concern for production and people and is uninvolved and withdrawn.

Team Management – This particular leadership style integrates a high concern for production and people. A leader who demonstrates this particular style acts determined, clearly states priorities, enjoys working, is open minded and follows through.

<div align="center">Situational Approach</div>

Situational leadership developed by Hershey and Blanchard (1969) focuses on the behavior of the leader in different situations. This approach is comprised of both the directive and supportive dimensions of this approach. The situation approach changed perspectives from individual characteristics to the observed behaviors of the leader and the situation. It was based on the idea that leadership should shift among members of an organization according to the needs of a particular group at a specific point in time. The situational approach is similar to the Managerial Grid in that it is composed of four leadership styles that fluctuate between low to high supportive behaviors on the vertical axes and low to high directive behaviors on the horizontal axes.

During the past three decades, the perception of effective leadership styles has changed. There was much debate on whether leaders were born or if leadership could be

learned. Early theorists of leadership believed that leaders had special inborn talents.

People who believed in this concept took on the trait perspective, which suggests that

certain individuals have special innate or inborn characteristics that make them leaders.

Others believed that leadership was something that could be learned. Mazzarella and

Smith (1989) viewed leadership as both learned and partly inborn. Some researchers

view leadership in terms of leader management, while others view leadership based on

the character traits and functions of the leader. Leadership has also been defined by

researchers in terms of being categorized in dimensions, such as Blake and Mouton's

Managerial Grid, and based on varying situations, such as Hersey and Blanchard's four

leadership styles of the situational approach in which the current situation and

development level of the subordinates will determine the leader's behavior.

Leadership styles refer to the behavior of an individual who attempts to influence

others (Northouse, 2004). The four leadership styles include directing, coaching,

supporting and delegating. (S1) Directing is a style that has high directive but low

supportive behavior. Leaders operating in this quadrant give instructions on how goals

are to be achieved and supervise them carefully. (S2) Coaching is an approach that has a

high directive and supportive style. A leader involved in this leadership style is involved

with subordinates by giving them encouragement and soliciting for input. The third

approach is (S3) supporting. The supporting approach requires that the leader be high

with support and low with directive behaviors when working with subordinates. Leaders

allow subordinates control of decisions but remain available to facilitate problem solving.

The final approach is (S4) delegating. Leaders operating in this leadership style have low

support and directive. Northouse (2004) contends that a leader using this style "gives

control to the subordinates and also refrains from intervening with unnecessary social

support" (p 90).

THE FOUR LEADERSHIP STYLES

(HIGH)

High Supportive
and
Low Directive
Behavior

High Directive
and
High Supportive
Behavior

SUPPORTING

COACHING

S3   S2

Supportive Behavior

S4   S1

DELEGATING

DIRECTING

Low Supportive
and
Low Directive
Behavior

High Directive
and
Low Supportive
Behavior

(LOW) ◄── **Directive Behavior** ──► (HIGH)

HIGH	MODERATE	LOW
D4	D3	D2	D1

DEVELOPED ◄──────► DEVELOPING

DEVELOPMENT LEVEL OF FOLLOWERS

Figure 1. *The Four Leadership Styles*

Adapted from Northouse, 2004, p.88.

Definition of Leadership

Leadership has numerous definitions. Leadership is the process whereby an

individual influences a group of individuals to achieve a common goal (Northouse,

2004). Leadership is defined principally by the models, roles and behaviors which are

used to describe it (Hallinger and Heck, 1998; Leithwood et al., 1999). Lambert (2003)

writes that leadership is a "combination of breath of participation and depth of

skillfulness" (p. 4). Leadership is also the act of identifying important goals, motivating

and enabling others to devote themselves and necessary resources to achievement (McQuire, 2001). School leaders are those persons, occupying various roles in the school, who provide and exert influence and direction in order to accomplish the school's goals (Leithwood & Riehl, 2003). An educational leader is an individual whose actions (both in relation to administrative and educational tasks) are intentionally geared to influencing the school's primary focus and ultimately the students' achievement (Witziers, Bosker, & Kruger, 2003). It is the vision and direction of the school leader that filters down to the teachers and into the classrooms where the students are being taught. As change filters through the school, students are exposed to the blueprint of initiatives that promote student achievement. In sum, leadership, then, is a process of influence with intentions of enabling groups and individuals to achieve goals or objectives.

Although educational leaders have historically focused on resource allocation and process requirements, today's leaders have additional responsibilities related to student achievement and the necessary skills to motivate and lead all people who influence student learning (Kearns, 1996). Such an administrator advocates excellence in student performance by building a system of relationships with stakeholders in their schools (Hallinger & Heck, 2000). Thus, the influential behaviors of the school leader may have an impact on student achievement. Leadership behaviors are the processes or activities of an individual or group in efforts toward achieving a goal in a given situation (Hersey, Blanchard, & Johnson, 1996).

Leadership and Power

Leadership is synonymous with power because it is part of the influence process. School leaders have the power, authority, and position to impact the climate of the school. Power is the capacity or potential to influence (Northouse, 2004) or capacity to influence others (Owens, 2004). Authority involves accepting the power system as one enters an organization, whereas influence is a power situation in which the leader makes the decision (Bacharach & Lawler, 1980). Authority involves a "suspension of judgment" on the part of the recipients (Hall, 2002, p.110). A school leader's exercise of influence depends on power and authority. To exercise power is to induce people to behave in ways that they otherwise would not. Power involves the manipulation of three types of resources: physical, material, and symbolic. The extent of one's power is related to the kinds and amounts of these resources under the control of the leader and the dependence of subordinates on those resources (Bossert, Dwyer, Rowan, & Lee, 1982).

Historical research by French and Raven (1968) identified five types of power that leaders use to achieve objectives. The five types of power are as follows:

Legitimate Power – This power starts from the day the principal's tenure begins. It is a mutually accepted understanding that subordinates must follow the directives of the leader because the leader has legitimate power over the teachers.

Reward Power – Reward power becomes unique in that the strength of the power lies in the subordinates' perceptions of the reward's value. With this type of power, the leader who has the authority to issue a pay raise, for example, the strength of the reward may be more powerful than the authority to issue subordinates with a yearly calendar.

Coercive Power – Leaders who exercise this type of power will punish a subordinate for failure to comply or exhibiting undesirable behavior. This particular type of power is the opposite of reward power. Leaders using this type of power also employ reprimands, threats, demotions and undesirable work assignments (Fiore, 2004).

Expert Power – Expert power influences subordinates based on the belief that the leader has the expertise that is of real benefit. This type of power comes from education, experience, and training. Typically, subordinates follow leaders who they feel have expertise in a particular subject matter.

Referent Power – This type of power is referred to as having charisma and personality that would make subordinates want to follow. Referent power draws respect and attracts followers to the leader. In some cases, referent power may stem from the leader's association with another powerful figure. Some of history's most revered leaders with a high degree of referent power are John F. Kennedy, Dr. Martin Luther King Jr., and Mother Theresa (Fiore, 2004).

<div align="center">Leader as Visionary</div>

Vision has been defined as the capacity to create and communicate desired affairs that induces commitment among those working in the organization (Bennis, 1984). McEwan (2003) says, "Vision is a driving force that reflects the highly effective principal's image of the future, based on personal values, beliefs, and experiences" (p. 49). A principal's strong focus on academics and the vision that he or she has set for the school is paramount. The vision that the principal has for a school serves as a guide which gives direction, brings comfort and stability in times of change, and most importantly inspires those to connect to the work needed to improve learning for the

students and teachers. Kottler (1999) says, "Without a sensible vision, a transformation effort can easily dissolve into a list of confusing and incompatible projects that can take the organization in the wrong direction or nowhere at all" (p. 81). The principal possesses a vision of what the school can become in those schools where student achievement is high. The principal's focus on academics and the relationship with the subordinates to accept the vision as their own contributes to the success of the students.

An expression of the principal's focus is the frequent emphasis that is placed on all the stakeholders who feel that student achievement is at the core of education. Principals are effective leaders who facilitate the development of shared visions and can create desired changes within the school building. Effective leaders are able to create a vision of possibilities (Krug, 1992) and according to Barth (2001), "There is no more important work than helping create and then employing an inspiring, useful vision" (p. 194).

Creating a vision is not an easy task. It requires close and careful attention to the beliefs, values and culture of a school. Sergiovanni (1992) says, "The heart of leadership has to do with what a person believes, values, dreams about, and is committed to-the [*sic*] person's personal vision" (p. 57). As the leader, the principal must understand the complexities of the school culture and be able to establish support which will work toward student achievement. The vision that the principal sets for the school serves as the beacon for the school's direction. Conley (1996) believes that the vision acts as an internal compass, and Speck (1999) makes an argument that "Vision is what separates the principals who are school leaders from those who are simply managers" (p. 117). Leaders embrace the opportunity for leading with a vision because the vision is a

powerful commitment to the future of the school. Studies have shown that leaders who have a particular vision are able to foster student achievement.

Scheurich (1998) and his doctoral students conducted direct experience with high-performing elementary schools serving poor children of color for developing a schooling model to improve services for poor minority children in general. Scheurich's investigation determined that successful schools and their leadership do not just have a strong vision; they also have a particular vision. That vision is driven by the leader's passion and commitment of his/her belief that there are effective schooling methods in which all children do well.

Mendez-Morse (1991) examined and summarized research of instructional leadership behaviors of principals in schools of at-risk children and notes that principals have a vision, a picture of what they want students to achieve. The examination also made distinctions between managers who oversee and leaders who foster change in the direction of a vision for improvement of the organization.

Peter, Gok, and Warren (1995), in a study of shared decision-making in 24 schools, found that principals and other school leaders talked enthusiastically about what the school stands for in a language which all stakeholders could understand. Furthermore, they found that leaders used multiple approaches to applying a vision to include using the vision as part of the mission statement, statement of beliefs, or slogans. Essentially, leaders were always able to tell people what they stood for.

The vision set forth by the school makes important statements about what values, beliefs and ideals the school embraces about learning, teaching and relationships. Although the members may be committed to the values and belief of the vision, the

principal will be called upon to uphold the values in which the vision rests and to focus and refocus all efforts and resources to this end.

<center>The Role of Leadership</center>

The role of leadership in the age of accountability is supreme. The responsibilities of the principal as a leader are directed from the state and local level. Increased responsibilities, management, and the task of increasing student achievement draws focus on the function of leadership. The primary responsibility is to facilitate effective teaching and learning with the overall mission of increasing student achievement. The function of the principal evolved from the "principal teacher" as a master teacher who also attended to the limited duties required to keep the school organized and operating efficiently, to the principal as chief executive officer of the campus (Wilmore, 2002). Therefore, the role of leadership is to produce change in students, change that occurs in knowledge, attitudes, skills and behavior. The responsibility of the principal is to ensure that students learn and to lead schools. Of course, leading schools is complex work (Leithwood & Riehl, 2003). The school leader ensures student learning by managing the organization, operations, and resources for a safe, efficient learning environment.

The seesaw of policies, rules and flourishing paperwork has caused the function of the principal to shift from curriculum and instruction to management and operations (Wilmore, 2002). Neuman and Simmons (2000) report that school and district leadership has been assigned to the principal or the superintendent, whose responsibilities are largely managerial: keeping order in the school, managing schedules, monitoring the budget, and making sure the buses run on time.

With an increase in accountability, student population, and policy changes, the function of a school leader has changed. An increase of accountability brought another transition with school leadership. The role of the principal shifted from manager of the building to being a catalyst for success for all stakeholders. Leaders are now being asked to account for student achievement more than in the past. They are also being asked to assume more responsibilities in addition to promoting student achievement across grade levels. The role of the principal becomes the primary voice of the school and the proponent of the value of education in a democratic society. In short, the principal becomes the educational facilitator of the learning community.

<div align="center">Leadership and Student Achievement</div>

Although there have been studies of what is known about leadership and the correlation it has with student achievement, some researchers feel that leadership behaviors and student achievement are not correlated. Educational researchers hold different views on the ways in which school principals improve educational outcomes. Some researchers have found that school leaders matter, whereas others have found no effects of school leadership as an effective enhancement of student outcomes. Since most studies on school leadership and student achievement are neither experimental nor longitudinal, some critics argue that it is not clear whether leadership leads to higher student achievement, or whether effective schools, teachers, and the community simply perceive more leaders to be more effective (Bossert, Dwyer, Rowan, & Lee, 1982). In the last twenty years, educators have given much attention to the impact of educational leadership on student outcomes. Generally researchers, however, concur that the effects are indirect if not difficult to measure (Hallinger & Heck, 1996, 1998; Leithwood &

Jantzi, 2000). The wavering notion of whether leadership behaviors contribute to student achievement has led researchers to search for evidence regarding principals' effects on student achievement.

In spite of the absence of research that directly relates variations in student achievement to what leaders do, leadership behaviors could predict, with some certainty, results in higher student achievement. The relationship between leadership and student achievement appears to be negligible without effective leadership. Classical researchers such as Hersey, Blanchard, Katz, Kahn, Peters and Waterman identified various components that contribute to student achievement that they grouped into the following categories:

- identify; develop consensus about; reinforce goals,

- ensure the capabilities of teachers and support staffs,

- create conditions that facilitate teaching and learning and

- motivate teachers and supporting personnel fully to utilize their capabilities.

Miller (1976) discovered during an investigation of two New York inner-city schools, that important differences in pupil learning can occur between schools with nearly identical facilities, staff, and low income student enrollment. The findings of this study suggest that the differences in pupils' reading achievement in both schools were attributed to administrative policies, behavior, procedures and practices. The schools in this study operated under different administrative leadership abilities and proved to have very different outcomes in terms of student achievement. In school A, the principal and his assistant principals were able to run an orderly, peaceful, and efficient school with a

high degree of cooperation from the teachers, students, and the parents. Educational criteria could be put in practice and children could learn more while creating this type of environment. Because school B's administrative team had difficulty eliciting cooperation from its stakeholders, the children had less of an opportunity to learn.

Some educators have reported for a long time that school leadership makes a difference. Studies on school climate, school effectiveness, and student achievement depend on school leadership (Norton, 2002/2003). McRel's (2003) studies on school effectiveness reported that leadership was one of several defining characteristics of successful schools. The researcher proposes to investigate the correlation of school leadership and student achievement. In order to address if school leaders matter, Bredson (1996) stated that there is ample evidence in the literature that effective leadership can and does positively affect school and student outcomes.

It is important to understand the role of a school leader in order to understand the instructional component of the school leader and what it means. Instructional leadership, narrowly defined, focuses on leadership functions directly related to teaching and learning (Murphy, 1988). In a broader view, instructional leadership refers to all other functions that contribute to student learning, including managerial behaviors (Donmoyer & Wagstaff, 1990; Murphy, 1988). Such an action orientation theoretically encompasses everything a principal does during the day to support the achievement of students and the ability of teachers to teach (Sebring & Byrk, 2000).

Andrews *et al*., (1986) and Andrews and Soder (1987) in over 200 schools with over 2,500 teachers found school leadership contributed to student achievement. The study was part of a collaborative effort of the University of Washington College of

Education and the Seattle School District. It consisted of 67 elementary and 20 secondary schools which identified 12 organizational characteristics of schools that were related to improved academic achievement. A team of practicing teachers, administrators, and the research team collaboratively developed a questionnaire that was administered to all district instructional staff. The questionnaire was designed to measure eighteen strategic interactions between principals and teachers in terms of the principal as a resource provider, instructional resource, communicator, and visible presence. The researchers used the individual gains in student normal curve equivalent scores on the California Achievement Test as a measure of improved academic performance.

The results indicated that student achievement scores in the areas of reading and mathematics exhibited significantly greater gains where teachers perceived their principals to be strong instructional leaders. Those leaders who were perceived as weak or marginal as an instructional leader attributed to lower achievement scores.

An analysis of data was collected from 98 elementary schools in Tennessee in a 4-year study (1983-1986) conducted by Hallinger, Bickman, and Davis (1996) through Tennessee's School Incentives Improvement Program (SIIP). The schools were recruited for voluntary participation during the spring and summer of 1982. The school systems within the state of Tennessee had to meet certain guidelines in order to participate in the study. There were a total of 87 schools in the state of Tennessee that participated in the study. During the first and third years of the study, the teachers and principals completed questionnaires on school organization variables to include factors associated with effective schools, organizational variables, faculty attitudes, various incentives to school personnel, and context variables affecting faculty effectiveness.

Hallinger, Bickman, and Davis (1996) tested the data analysis on an IBM-compatible microcomputer. The purpose of the study was to explore the impact of leadership on school effectiveness with a focus on their function as instructional leaders. The relationship of this phenomenon was examined through several models of how principals exercise leadership in the context of the school and its environment.

The data analysis of this investigation included a three step approach. The first step of the analysis tested a simple bivariate, direct effects conceptualization which included principal leadership and student reading achievement. The second step included the effect of principal leadership on student learning mediated by intervening variables: school mission, opportunity to learn, and teacher expectation. The final step of the data analysis required the use of a recursive model.

The results of the study indicated that parental involvement had a positive effect on principal leadership. Those principals who were perceived by their teachers as being active in instruction worked in schools in which parents were more involved in the education of their children.

Socio Economic Status (SES) was also significantly related to principal leadership. Leaders' instructional practices differed based on student SES composition in the schools. Results show that principals in higher SES schools exercised more active instructional leadership as measured against their counterparts in schools with lower SES. Another important fact to note is that indirect effects of SES and parental involvement not only influenced principal leadership but also had a positive direct effect on teacher expectations for student learning (Hallinger, Bickman, & Davis 1996).

Sammons conducted a study for Ofsted (1995) by the Institute of Education at the University of London. She and her colleagues identified professional leadership as one of eleven key characteristics of effective schools. They also noted that there were no research studies that identified effective schools with weak leadership. The investigator reported that leadership within schools is a mix of the individual qualities of leaders and their leadership style, their management approach and orientation to the vision, values and goals of the school.

Hallinger and Heck (1996) reviewed over forty studies about the principal's role in schools between 1980 and 1995. They investigated the relationship between educational leadership and student achievement in 21 of those studies focusing on conceptual and methodological dimensions. The researchers found that educational leadership and student achievement were most frequently represented by mediated, direct and combined antecedent effects. Within the 21 studies that they examined, nine studies indicated no relationship, six studies indicated a mixed effect, and the remaining six indicated a positive relationship.

The studies indicated positive indirect effects of principal leadership, and student achievement consistently found those effects impacting the school's goals. Findings indicate that principal leadership that was geared toward the development of a school-wide purpose seemed to make a difference in student learning.

Hallinger and Heck (1998) also reviewed research from 1980-1995 exploring the relationship between principal leadership and student achievement. The research set out to discover whether there was a relationship between principal leadership and student

achievement. The idea of educational leadership is based on the influence of principals on teachers and how that influence impacts student achievement.

The extensive search for studies was conducted through Educational Resources Information Center (ERIC) and Current Journals in Education (CJIE) databases. The articles for research had to meet three criteria: studies that were designed to examine the school principal beliefs and leadership behavior, the studies with an explicit measure of school performance as a dependent variable, and studies that examined the impact of principals conducted in a variety of countries.

The author examined three categories of direct, mediated, and reciprocal effects of principal behavior on student achievement. The direct effect model suggests that leaders' practices can have effects on school outcomes and that these models can indicate relevant research constructs that vary from other related variables. Investigators who used the mediated effect model claimed that leaders achieve their effect on school outcomes through indirect paths (mediated by other people, events, and organizational factors such as teacher commitment, instructional practices, or school culture). Researchers who used the reciprocal model suggested that relationships between principal behavior and features of the school are interactive (Hallinger & Heck, 1998).

The researchers indicated that the indirect effect models showed a greater impact of school leadership on student performance than studies that employed the direct model. Although the researchers indicated that the review revealed several paths that describe the means that principal leadership influences learning outcomes, it did not resolve the most important issue in understanding the principal's role in contributing to school effectiveness. Pounder, Ogawa, and Adams (1995) stated the research in the field neither

led to an integrated concept of school leadership nor to a better understanding of the impact of leadership on schools' performance. They felt that this lack of conceptual congruence provides caution with empirical studies of school leadership regardless of the statistical model or methodology.

Blase (2000) investigated what characteristics of school principals' behavior positively influenced classroom teaching and what effects those characteristics have on classroom instruction to influence student achievement. Leithwood et al., (1990) suggested that researchers have not adequately studied the relationship among instructional leadership, teaching, and student achievement.

The subjects for this investigation included 809 full-time American teachers. The teachers' perspectives on effective instructional leadership were developed through an open-ended questionnaire, the Inventory of Strategies Used by Principals to Influence Classroom Teaching (ISUPICT), to investigate what characteristics (e.g., strategies, behaviors, attitudes and goals) positively influence classroom teaching and the effects that they have on classroom instruction. Researchers coded participants' responses on a line-by-line analysis that produced categories and subcategories for principal characteristics (e.g. strategies and behaviors). Teachers identified effective instructional leadership and ineffective instructional leadership as well as impacts on teaching (i.e., teachers' thoughts, behaviors, and feelings related to teaching and the effectiveness of each leadership characteristic).

The results indicated two themes and eleven strategies of effective instructional leadership: "talking with teachers to promote reflection" and "promoting professional

growth." The two themes consisted of five strategies from talking with teachers to promote reflection and six strategies from promoting professional growth.

Reflective Communication

The data showed that effective principals valued dialogue that encouraged teachers to reflect critically on their learning and professional practices in the following ways: Principals made suggestions to teachers informally and in post-observation conferences. They made suggestions that were purposeful and characterized by listening, giving teachers a choice, recognizing teachers' strengths, and using examples and demonstrations. One teacher stated that her principal listens to her and responds to her in a way that makes her think about instructional activities. Further, the teacher stated that her principal asks questions to get her to understand all aspects of a problem. Teachers reported positive effects on their motivation, self-esteem and feelings of support which encouraged continual reflection on teaching practices and student responses.

Giving Feedback

Effective principals are "critical friends"; they give feedback. Feedback given by principals focused on observed classroom behavior, expressed caring and interest, provided praise, responded to concerns about students, and stressed the availability for follow-up talk. One teacher stated that her principal uses a great deal of informal "coaching" and mentoring by visiting the entire faculty's classes.

Modeling

Effective principals demonstrated teaching techniques in classrooms and during conferences, and they modeled positive interactions with students. Teachers viewed this

form of modeling as impressive examples of instructional leadership that yielded positive effects on both their motivation and reflective behavior.

Solicits Advice/Opinions

Effective principals often used a questioning approach to solicit advice about instructional matters. This method was related to positive impacts on teacher motivation, self-esteem, efficacy, sense of security, and reflective behavior. One teacher stated that her principal will come to her room and ask her questions about why she is doing what she is doing. This particular behavior by the principal encouraged the teacher to be reflective about what she was doing.

Give Praise

Teachers also reported that principals who gave praise significantly affected teacher motivation, self-esteem, and efficacy. The behaviors exhibited by the principals also fostered teachers' reflective behavior, effective teaching strategies, risk taking, and innovation/creativity.

In addition to the five strategies of instructional leadership behaviors, there were an additional six that promoted teachers' professional growth. The six are as follows:

Emphasize Teaching and Learning

Effective principals provided staff development to address the emergent needs of the staff. Principals who provided staff development for their staff help emphasize the study of teaching and learning. This opportunity resulted in increased teacher innovation/creativity, risk taking, instructional focus, motivation, efficacy and self-esteem.

Support Collaboration

Effective principals modeled teamwork and provided teachers time for collaboration and actively advocated sharing and peer observation. One teacher stated that her principal encouraged her team to meet bimonthly to discuss the school's math program. Collaboration resulted in increased teacher motivation, self-esteem, efficacy, reflective behavior, risk taking, instructional variety and innovation/creativity.

Develop Coaching Relationships

Principals develop coaching relationships among educators. One teacher stated that his principal made him feel good about himself when he sent other teachers to his classroom to observe his teaching strategies. These efforts led to greater instructional strategies, planning/preparation and focus.

Redesign of Programs

Principals who encouraged and supported redesign of programs proved to be useful. Teachers who were encouraged by their principals to redesign instructional programs with regard to teaching elements such as grouping and strategies resulted in increased teacher motivation, increased risk taking, planning and preparation. According to Fullan (2001), without guidance and support of principals, efforts to change classroom practices have a greater likelihood of failure.

Staff Development

Principals who applied adult learning, growth, and development to all phases of staff development practiced effective instructional leadership. Teachers reported that principals who practiced effective instructional leadership created cultures of collaboration, inquiry and lifelong learning.

Action Research

Implementing action research to inform instructional decision making is what the teachers reported that effective principals were striving to implement for the use of action research in their schools. This type of action research developed professionalism in which the staff continually strived to improve their performance.

The results also demonstrated the direct effects on teachers and classroom instruction. The principal's work behavior and its effects also suggested that effective instructional leadership is embedded in school culture.

Witziers, Bosker and Kruger (2003) examined 37 studies designed to examine the direct effects of educational leadership and those to include explicit and valid measures of student achievement. They analyzed the results of all studies simultaneously. Secondly, they conducted a meta-analysis on a sub sample of all 37 studies. This meta-analytic study used one measure of educational leadership. The last meta-analytic study consisted of a series of small meta-analyses, one for each sub dimension of educational leadership.

The analysis gave an overall assessment of the impact of leadership on student achievement. The investigators conducted two analyses, one with the International Association for the Evaluation of Educational Achievement (IEA), and one without IEA data, to gain a clearer view of the overall impact between the two. The results suggested leadership had a positive and significant effect on student achievement. Researchers conducted the first analysis using a single instrument, and concluded that the relationship between school leadership and student achievement failed to yield a positive and significant relationship. Results concerning specific leadership behaviors showed,

however, that some leadership behaviors have a significant and positive relationship with student outcomes.

One investigator used the Principal Instructional Management Rating Scale (PIMRS) (Hallinger, 1989, 1994) as a framework to categorize principal behaviors. The criterion for categorizing the leadership behaviors was whether the researchers who conducted the study operationalized the behaviors that were of conceptual interest to them. The researchers discarded these studies that did not meet these criteria. The effect sizes that were regarded for leadership behaviors include:

1. defining and communicating mission

2. supervising and evaluating the curriculum

3. monitoring student progress

4. coordinating and managing curriculum

5. visibility

6. promoting professional development and school improvement and

7. achievement orientation

Raudenbush and Bryk (1985) applied a multilevel model which addressed the relationship between leadership and student achievement through the use of Fisher's Z transformation of the correlation coefficient.

Further investigation between the relationship of school leadership and student achievement was conducted by the Mid-continent Research for Education and Learning (McRel). The studies unveiled what thirty years of research has revealed about the effect of leadership on student achievement. During a thirty-year period of analyzing studies, Waters, Marzano, McNulty and their colleagues (2003) identified 21 leadership

responsibilities that were significantly associated with student achievement. They concluded that two primary variables were the determining factors that predicted whether leadership had a positive or negative impact on student achievement. The first variable was the focus of change. This variable discussed whether leaders properly identify and focus on improving the school and classroom practices or whether leaders properly understand the magnitude of change they are leading and adjust their leadership practices accordingly. Schools that make a difference in students' learning are led by principals who make a significant and measurable contribution to the effectiveness of staff and in the learning of pupils in their charge (Andrews & Soder, 1987; Bossert, Dwyer, Rowan, & Lee, 1982; Murphy & Hallinger, 1992).

The researchers used a meta-analysis which examined research on student characteristics as well as teacher and school practices associated with school effectiveness. In addition to the aforementioned analysis, this meta analysis also examined the effects of leadership practices on student achievement. Researchers conducted this over a thirty year period and during that time, they identified 21 leadership responsibilities that were significantly associated with student achievement.

Table1

Principal Leadership Responsibilities

Responsibilities	The extent to which the principal…
Culture	fosters shared beliefs and a sense of community & cooperation
Order	establishes a set of standard operating procedures & routines
Discipline	protects teachers from issues & influences that would detract from their teaching time or focus
Resources	provide teachers with materials & professional development necessary for their job
Curriculum, Instruction & Assessment	directly involved with the design & implementation of curriculum & instruction
Focus	establishes clear goals & keeps those goals in the forefront of the school's attention
Knowledge of curriculum, instruction	knowledgeable about current curriculum, instruction, and assessment
Visibility	has quality contact & interactions with teachers and students
Contingent rewards	recognizes & rewards individual accomplishments
Communication	establishes strong lines of communication with teachers &among students
Outreach	is an advocate & spokesperson for the school to all stakeholders
Input	involves teachers in the design & implementation of important decisions & policy
Affirmation	recognizes & celebrates school accomplishments & acknowledges failures
Relationship	demonstrates an awareness of the personal aspects of teachers & staff
Change agent	is willing to & actively challenges the status quo
Optimizer	inspires & leads new & challenging innovations
Ideals/Belief	communicates & operates from strong ideals & beliefs about schooling
Monitors/evaluates	monitors the effectiveness of school practices & their impact on student learning
Flexibility	adapts his or her leadership behaviors to the needs of the current situation & is comfortable with dissent
Situational Awareness	is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems
Intellectual Stimulation	ensures that faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture.

Note. From "Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement," by TimWaters, Robert Marzano and Brian McNulty, 2003, A Working Paper, p.4. Copyright 2003 by McRel. Reprinted with permission.

The results from the meta-analysis indicate that there was a substantial relationship between leadership and student achievement. They found that the average effect size as expressed as a correlation between leadership and achievement was .25, whereas in other studies the researchers found correlations as low as -.02.

Summary

In this review of related literature, the author explored what leadership behaviors contributed to elementary student achievement. The review of literature has presented the groundwork for a review of the models of leadership, behaviors of leadership, and empirical research that related to leadership behaviors and student achievement. Numerous researchers have investigated the relationship between school leader behavior and student achievement, and they have concluded that leadership does impact student achievement. More specifically, leader behavior does contribute to student achievement, but the relationship is largely an indirect one. Other factors seem to influence leader behavior. The research revealed that student achievement can also have a positive effect on leadership behaviors through direct effects on teachers.

The research on leadership and student achievement reveals that leadership is influenced directly and indirectly by student achievement. Although the direct effects are solely based on the principal's actions, the indirect effects have shown to a positive, direct effect on teacher expectations which help increase student achievement.

School leaders are those persons who fill various roles within the school building in efforts to increase student achievement. Although leaders today have additional responsibilities, other resources help to contribute to leadership behaviors that impact student achievement. Research suggests that student achievement is almost always

dependent on leadership. Therefore, leadership behaviors are a vital component in the

success of students. Additionally, research has revealed specific leadership behaviors

that contribute to student achievement.

CHAPTER III

METHODOLOGY

The purpose of this study described leadership behaviors that positively impact student achievement in elementary schools. According to the literature review, the principal is the critical person in student achievement. Since leadership by the school principal is viewed as the most important factor in student achievement, the researcher investigated the leadership behaviors that are associated with schools that achieved AYP. The focus of this investigation is on those leadership behaviors that principals contend to contribute to student achievement at the elementary school.

Research Questions

The following overarching question guides this research: What is the relationship between leadership behaviors and elementary student achievement in a large urban school district? The researcher used the following sub-questions to provide answers to the above overarching question.

1. What leadership behaviors do respondents perceive as positively impacting student achievement in a large urban school district?

2. What do elementary principals state are the direct effects of leadership behaviors of the principal on elementary student achievement?

3. What do elementary principals state are the indirect effects of leadership behaviors of the principal on elementary student achievement?

Design

This research design used a mixed investigational quantitative and qualitative method. The researcher was guided by this particular method because of how the topic lends itself to being a phenomenon of study in addition to having a varied method of analysis for reliability. A mixed investigational design was used in an effort to describe the leadership behaviors that are practiced among those elementary principals who impact student achievement. This particular method not only provides statistical data through the use of the PIMRS survey but allows the researcher to obtain a more in-depth look into how certain leadership behaviors are employed through the focus group session. Use of this method provides a structured and unstructured means of data collection and allows for the researcher to use more than one method of data collection for reliability purposes.

A quantitative method was used to show the current leadership behaviors that are used among elementary principals. The purpose of this investigation was to identify what leadership behaviors impact student achievement among elementary students and if there is a relationship between the leadership behaviors and student achievement. According to Glense (2006) quantitative research is designed with the intention of providing causal explanations and making predictions about phenomenon. Furthermore, it is used to "describe current conditions, investigate relationships, and study cause-effect phenomena" (Gay & Airasian, 2000, p.11). Use of the quantitative method provides the "descriptive information-hard evidence" (De Vaus, 2002).

The researcher also used a focus group as the qualitative method to obtain information from the participants. Qualitative research is regarded as providing rich data

about real life people and situations and being more able to make sense of behavior and to understand behavior within its wider context (De Vaus, 2002).

The qualitative method was employed because it is pragmatic; it is a broad approach to the study of phenomena, is interpretive, draws on multiple methods of inquiry, and is grounded in the experiences of people (Marshall & Rossman, 1999). Rossman and Rallis (1998) propose that qualitative research is naturalistic; it draws on multiple methods that respect the humanity of the participants, is emergent and evolving, and is interpretive. Use of this method allowed the researcher to become the instrument by asking questions in a semi-structured interview. Yin (1989) noted that qualitative research explains, describes, illustrates, and explores the phenomenon under investigation.

The researcher conducted a focus group session with the principals who were equally distributed throughout the county to help understand why they use certain leadership behaviors. This particular technique was chosen so that it would create a relaxed and comfortable setting for the participants. Creating a free-flowing and relatively unstructured environment allowed for responses that are unattainable through use of a survey.

The interview session allowed the researcher and participants to have dialogue and gain insight into the how and why of their leadership practices. The researcher used this technique so that the needs and feelings of the participants can be assessed. Use of this technique provided spontaneous reactions and ideas that the researcher can observe and note as it relates to why current leadership practices are used. The researcher

anticipates that the interview sessions will be beneficial in that they will provide thoughts and preferences on concerns related to student achievement.

Population

The school district where the study took place serves over 100,000 students with a total of 84 elementary schools. The sites in this study are all elementary schools within this large urban Atlanta school district. The population of students included grades Pre K through fifth. Due to the nature of the study, only elementary principals and teachers were selected to participate in order to establish more accurately whether leadership behaviors impact student achievement in elementary schools.

Third, fourth and fifth grade teachers were selected for sampling for the investigation under study. The teachers were selected based upon the principal's school achieving AYP during the school years 2003-2004, 2004-2005 and 2005-2006. There was a combined total of 63 teachers surveyed through purposeful sampling. It was essential that the researcher administered the PIMRS to the teaching staff of the principal's school. The reason for using this procedure is that only the teacher scores have demonstrated validity and reliability (Hallinger, 1983).

Schools' AYP status in test performance as measured by the state's AMO proficiency rate was used as the measure of student achievement.

Participants

The subjects selected for the quantitative component of the study consisted of six principals and 63 teachers in this large urban school district. The participants were all employed in elementary schools that achieved AYP during the school years 2003-2004,

2004-2005 and 2005-2006.   It was imperative to select principals who achieved AYP for three consecutive years because of their credibility.

Teachers from grades three, four, and five were selected as participants through purposeful sampling for this study. There were 63 teachers selected from this large urban school district. The teachers were selected based on the fact that they are teaching AYP grades and they work under the leadership of the principals who are a part of the focus group. It was important to identify classroom teachers who worked under the leadership of their principals for three or more years because they could give a genuine account of their principal's leadership behavior. By selecting those individuals, the researcher was able to gain relevant insight from those being surveyed.

<div align="center">Sample</div>

The subjects selected for this study included six elementary principals who achieved AYP in this large urban school district. The six principals were selected based on their school achieving AYP during the 2003-2004, 2004-2005 and 2005-2006 school years according to the Georgia Department of Education. Four of the elementary principals' surveys were distributed during the conclusion of the focus group interview and the other two were sent through interoffice mail.

There were also a total of 63 third, fourth, and fifth grade teachers and one focus group of six principals. All of the subjects were selected from this large urban school district. The focus group of six principals was purposefully sampled from six elementary schools that are equally distributed throughout the district. Sample selection was based on voluntary participation by the elementary principals and teachers.

The teachers were selected through purposeful sampling from six elementary schools that are equally distributed throughout the district. The teachers selected through purposeful sampling came from the same schools as the six principals who were selected for the focus group. The combined sampling of the teachers from the six schools equally distributed throughout the district included 22 third grade teachers, 21 fourth grade teachers and 20 fifth grade teachers, totaling 63 teachers.

Teachers eligible for this study had to fall within the following categories:

a. Category A. Teachers in this category have to teach AYP grades. AYP grades for elementary are three, four, and five.

b. Category B. Teachers in this category were certified staff members of one of the six elementary schools selected for the focus group who achieved AYP during the school years 2003-2004, 2004-2005 and 2005-2006.

These principals participated in the focus group based on their school achieving AYP for three consecutive years. The principals selected were asked twelve focus group questions related to their leadership style (see Appendix H). The focus group session was conducted to determine if there was a relationship between leadership and student achievement based on the principals' verbal report and their school achieving AYP for three consecutive years. The researcher chose to use this type of sampling because it represents a cross section of the district; it adds credibility to the sample and facilitates a comparison. The six principals eligible for this study had to fall within the following categories:

a. Category A. Principals in this category had to have been the principal at their current site during the school years 2003-2004, 2004-2005 and 2005-2006.

b. <u>Category B.</u> Principals in this category school had to achieve AYP during the

school years 2003-2004, 2004-2005 and 2005-2006.

All of the participants were selected through purposeful sampling. The researcher

used a purposive (purposeful) sampling scheme that resulted in identifying six

elementary schools that are equally distributed throughout the district. This particular

scheme allows for interview subjects that, taken together, provide a rich array of

perspectives about the program of study. Also, it is used when you restrict the size of a

population for the informed group that you used (Boulmetis & Dutwin, 2004).

<div align="center">Instrumentation</div>

The instrument used in collecting data for this study was the Principal

Instructional Management Rating Scale (PIMRS) (Hallinger, 1983). Hallinger provided

to the researcher written approval to use the PIMRS for the study (see Appendix C).

The original form of the PIMRS (Hallinger, 1982) contained eleven subscales and

72 items. Revisions followed, and the instrument consisted of ten subscales and fifty

items (Hallinger, 1983, 1990). Hallinger *et al*. developed a system of principal

assessment for professional and accountability purposes. Each job description defined

specific practices and behaviors. Discussions with school administrators generated a list

of practices that they reported were critical to performing each function. The researchers

translated the functions into descriptors. The resulting PIMRS is a survey instrument

designed to assess leadership behaviors. Although surveys rely on the perceptions of

staff, rather than observed behaviors, studies have found some surveys to provide

reliable, valid data on managerial behavior (Latham & Wexley, 1981).

The PIMRS is used to assess three dimensions of the instructional leadership construct: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate (Hallinger & Murphy, 1985). The instrument can be administered to a principal as a self-assessment tool and to teachers and supervisors to provide a broader view of the principal's leadership.

The fifty items of the survey assesses ten specific instructional leadership functions as follows.

- Framing the School's Goal

- Communicating the School's Goals

- Supervising and Evaluating Instruction

- Coordinating The Curriculum

- Monitoring Student Progress

- Protecting Instructional Time

- Maintaining High Visibility

- Provide [*sic*] Incentives for Teachers

- Promoting Professional Development

- Providing Incentives for Learning.

The first two dimensions of the survey are concerned with the principal's role in working with the staff to ensure that the school has a mission that is clear and focused on the academic progress of the students. Dimensions 3-5 are most concerned with the role of the principal as manager. This section is referred to as managing the instructional program. The remaining five dimensions focus on the high standards, expectations and a culture of continued improvement to create successful schools.

Each item of the instrument uses a five-point Likert scale "Almost Never" (1) to "Almost Always" (5). Scoring of the instrument involves calculating the mean for each job function. Each subscale score consists of the mean for the items that comprise the subscale. High scores on a particular job function indicate that there is active leadership in that area. A high score on a particular job function, however, does not necessarily indicate effective performance but rather active leadership in that area. High scores in a particular area indicate that the principal is perceived as being engaged in that area more frequently and that those may be the areas that are associated with effective schools.

<div align="center">Validity and Reliability</div>

The PIMRS met high standards of reliability (Hallinger, 1983). All ten subscales exceeded .80 using Cronbach's test of internal consistency. Also, over eighty studies used the PIMRS to include: District level – 2 studies, All levels (Elementary, Middle and High) - 6 studies, Elementary and High school – 7 studies, Elementary and Middle – 1 study, Elementary School – 41 studies, Middle School – 3 studies, and High Schools – 23 studies.

Reliability refers to the proportion of true score to the observed score (Springhall, 2003). Hallinger did not measure the reliability of the instrument as a whole since the individual subscales were conceptualized to represent related but discrete job functions (Hallinger, 1983).

Content validity is the degree to which the test items are a fair and representative sample of the general domain that the test was designed to assess (Springhall, 2003). The procedures used to assess the content validity followed those outlined by Latham and Wexley (1981). Content validity was determined by having knowledgeable individuals

assign the potential items from a randomly ordered list into the functional categories. The potential items must achieve at least eighty percent agreement among the raters in order to be considered a valid measure. Four instructional management professionals participated in the content validity process. Only items that yielded an eighty percent agreement were used to construct the subscales of the instrument. The functional categories or subscales met the .80 standard. The Alpha coefficients for the subscales ranged from a .78 for the "Incentives to Improve Teaching" to a high of .90 on three different subscales, "Supervision and Evaluation of Instruction," "Curriculum Coordination," and "Monitoring Student Progress."

Discriminant validity refers to the ability to show that measures that should not be related are in reality not related (Trochim, 2006). Researchers used a one-way analysis of variance to assess the survey's discriminant validity. This test compared the within school variance of the principal with the between school variance. Of the eleven subscales, eight measured greater between school variance than within school variance, with statistical significance at the .01 level and nine at the .05 level. The Professional Development and Academic Standards were not statistically significant.

Construct validity evaluates a measure by how well the measure conforms to theoretical expectations (De Vaus, 2002). Subject matter experts should agree with knowledge of the job on the employee's performance on each criterion to show construct validity. The investigators established the construct validity of the PIMRS subscales through intercorrelations, conceptual linkage, and document analysis.

The intercorrelations in theory should be low to provide further confirmation to test discriminant validity that the subscales are measuring discrete job functions. On a

sample of one hundred and four teachers, the subscale reliability coefficients were greater

than the intercorrelations. These results provided evidence that the items that were

grouped together conceptually as subscales belonged together and measured different job

functions. Although the intercorrelations among several of the subscales were above .60,

several of the job functions were closely related despite the higher, within subscale

correlations. All of the intercorrelation coefficients were statistically significant at the

.01 level, indicating that the correlation would not have resulted from chance and that the

subscales measured what they were designed to measure.

<div align="center">Data Collection</div>

The researcher obtained permission from Georgia Southern University's

Institutional Review Board (IRB) (see Appendix A). After obtaining permission form

Georgia Southern University, the researcher obtained permission to conduct the research

in this large urban school district from the district's Department of Research and

Evaluation (see Appendix B). The researcher had the instrument field tested by a retired

elementary principal, first-year elementary principal and a teacher for its response rate.

The time frame for completion among the three participants ranged from ten to twenty

minutes.

Upon receiving approval from the Department of Research and Evaluation, the

researcher scheduled the focus group interview with the principals at the conclusion of

this large urban school district's annual summer leadership conference. The surveys for

their teachers were given to each respective principal. The principals administered the

surveys to their third, fourth, and fifth grade teachers by a designated date set by the

researcher. The principals were provided with an introduction letter from the researcher,

county approval letter, informed consent, survey, survey instructions, scantron answer sheet, a #2 pencil, and a self addressed envelope addressed to the researcher with mailing instructions.

The researcher allowed one week for the elementary principals to complete the surveys and sent a globally addressed follow-up reminder e-mail if all the surveys were not returned within five working days. An additional follow-up reminder e-mail was sent if the surveys were not returned a week later. The follow-up e-mail included the following closing statement "Thank You to all who have completed and returned a survey."

In order to maintain participant anonymity, no surveys asked for names, school locations or other identifying information. After the participants completed the survey, they returned it to the researcher via interoffice mail.

Data Analysis

This investigation tested the research questions regarding the leadership behaviors that impact student achievement in elementary schools based on the responses of elementary principals and third, fourth, and fifth grade teachers on the PIMRS. The researcher scored data from the surveys by using the Op Scan 4U scanner. The researcher also used the Statistical Program for the Social Sciences (SPSS) 15.0 to analyze the data.

The researcher summarized data in aggregate form using appropriate measures of central tendency (i.e., range, mode and median). The researcher computed ten subscales scores, each of which measures a different instructional leadership function (e.g., Framing School Goals, Providing incentives for Learning). The researcher rank ordered

leadership behavior scores and selected the lowest and highest scores to obtain the range.

The researcher performed a frequency count to obtain the most frequent score, the mode.

The researcher also obtained the median by placing the sub scale scores from lowest to

highest and selecting the midpoint for the median.

The researcher audiotaped the focus group session to obtain a verbatim record of

the focus group interview. The researcher performed a content analysis to summarize the

answers from the focus group interview. The researcher extracted the major themes and

subthemes from the focus group responses to indicate what factors seem to correlate with

leadership behaviors and student achievement.

<center>Summary</center>

This chapter provided information on the research design, population, sample,

instrumentation, and data collection and analysis procedures. The study investigated the

leadership behaviors that have a positive impact on student achievement in elementary

students. The research was conducted using a descriptive design. The instruments used

were the PIMRS and focus group interview. The study specifically investigated the

leadership behaviors of elementary principals in a large urban school district. The

leadership behaviors were investigated by surveying elementary principals and teachers

through the use of the PIMRS. A focus group was employed to provide a more in-depth

look into what principals do to impact student achievement.

CHAPTER IV

REPORT OF THE DATA AND DATA ANALYSIS

Introduction

This research topic investigated leadership practices among elementary principals who help impact student achievement. The researcher hand delivered the surveys (principals and teachers) to the focus group elementary principals who achieved AYP for the 2003-2004, 2004-2005 and 2005-2006. A focus group interview was conducted as a means of gathering information. This section will discuss and illustrate major elements of this investigation.

Research Question

The following overarching question guides this research:

What is the relationship between leadership behaviors and elementary student achievement in a large urban school district? The researcher used the following sub-questions to provide answers to the above overarching question:

1. What leadership behaviors do respondents perceive as positively impacting student achievement in a large urban school district?

2. What do elementary principals state are the direct effects of leadership behaviors of the principal on elementary student achievement?

3. What do elementary principals state are the indirect effects of leadership behaviors of the principal on elementary student achievement?

Respondents

The researcher distributed the surveys to the principals. The principals administered the surveys to their third, fourth, and fifth grade teachers. The PIMRS were

hand delivered to four of the principals who made AYP during the 2003-2004, 2004-2005 and 2005-2006 school years and mailed to the other two participants through interoffice mail.

The focus group consisted of six principals of schools that are distributed evenly within this large urban school district. The six principals were all females.

There were 63 surveys administered to third, fourth, and fifth grade teachers who worked under the leadership of one of the six focus group principals. Of the 63 teachers selected, 42 participated.

Principals were asked to indicate their gender, the number of school years they were teachers, the number of years they have been principals, and the number of years they have been principals at their current school. Teachers were asked to indicate their gender, number of years at the end of the current school year they have worked under their current principals, and years of teaching experience they have had as of the end of this school year. Specific information pertaining to the demographics of all respondents is illustrated in tables under "data analysis."

<div align="center">Findings</div>

The findings for this investigation include the results of the PIMRS surveys that were distributed to the teachers and principals. In addition to the results of the PIMRS, the responses from the focus group session will be discussed in this section. The PIMRS results were discussed in descriptive form. Although most of the respondents indicated a high mean score for each subscale, this does not necessarily indicate effective performance. However, it does indicate active leadership in that particular area. It is important to note that the principal is the instructional leader for the school, and it is the

leadership practices that an individual principal employs that will impact student achievement.

Data Analysis

This chapter presents the results of the study which analyzed principal leadership behaviors, that impact student achievement. Data on principal leadership came from administering the PIMRS (principal form), PIMRS (teacher form) and a focus group session. This data is related to the primary question: What leadership behaviors positively impact elementary student achievement in a large urban school district?

Demographic data on the teachers and principals was collected through the use of the PIMRS surveys. As leadership by the principal is viewed as the most important factor in student achievement, principal leadership behaviors impact student achievement based on teacher and principal responses?

Teachers in grades three, four and five were selected because those are AYP grades for elementary schools. For this investigation, the school's Annual Measurable Objective (AMO) status was determined based on that particular school's group of students scoring at proficient or advanced levels on the CRCT in Reading/Language Arts and Mathematics.

The Principal Instructional Management Rating Scale (PIMRS) and the focus group interview were the two instruments used to collect data from the teachers and principals. The survey consisted of 50 items referring to specific principal behaviors and practices. Each item of the survey, was scored on a "1" to "5" scale ("Almost Never" to "Almost Always") denoting the frequency with which the behavior is practiced.

The Statistical Package for the Social Sciences (SPSS, Inc., 2007) was used to analyze the responses to the PIMRS survey (principal and teacher version).

There were six surveys sent to the principals. Of the six surveys sent, six were returned from the principals who made AYP for the 2003-2004, 2004-2005 and 2005-2006 school years. This represents a return rate of 100%. The principals of this group rated themselves with a high mean score of "always" demonstrating leadership behaviors to increase student achievement.

Comparisons of the demographics of the principals who made AYP during the 2003-2004, 2004-2005 and 2005-2006 school years are listed in Table 2.

Table 2

Demographics of Principals Purposefully Sampled from the District (N=6)

Characteristics	Frequency
Gender	
Male	-
Female	6
Number of years as a teacher	
1	-
2-4	-
5-9	-
10-15	4
15+	2
Number of years as a principal	
1	1
2-4	4
5-9	1
10-15	-
15+	-
Number of years as a principal at current school	
1	2
2-4	2
5-9	2
10-15	-
15+	-

Table 3 represents the mean score for the focus group principals. As indicated in the chart, the principals had a high mean score in each subscale. The high mean score for each subscale was rated as "always" on the survey.

Table 3

Focus Group Principals (N=6)

Subscale	Principal Mean Score
Frame the School Goals	4.50
Communicate the School Goals	4.48
Supervise & Evaluate Instruction	4.37
Coordinate the Curriculum	4.37
Monitor Student Progress	4.19
Protect Instructional Time	4.12
Maintain High Visibility	3.68
Provide Incentives for Teachers	3.88
Promote Professional Development	4.34
Provide Incentives for Learning	4.35

The teachers participating in the survey were asked similar questions to those asked of the principals. The teacher survey asked about gender, years at the end of this school year they have worked under their current principal, and years of experience as a teacher.

A total of 63 surveys were administered to third, fourth and fifth grade teachers of six schools from three geographic regions of this large urban school district.

The majority of the teachers selected for this study responded to the survey. Of the 63 surveys that were sent to the teachers, 42 were returned from six participating schools. This represents a 66% return rate. Three of the teachers in this sample did not complete the gender question. Comparisons of the teacher demographics are shown in Table 4.

Table 4

Demographics of Teachers Purposefully Sampled from the District (N=42)

Characteristics	Frequency
Gender	
Male	4
Female	35
Years, at the end of the school year that you have worked under with the current principal	
1	4
2-4	11
5-9	14
10-15	5
15+	5
Years experience as a teacher at the end of this school year	
1	1
2-4	8
5-9	17
10-15	4
15+	9

The results of the teacher and principal mean score for school A are listed in

Table 5. For the PIMRS, there were 10 subscales with fifty items which assessed three

dimensions of the instructional leadership construct to include the following: Defining

the School's Mission, Managing the Instructional Program, and Promoting a Positive

School Learning Climate. Each of the six schools that was a part of the focus group was

identified by a letter of the alphabet for confidentiality. Each item of the instrument used

a five-point Likert scale: "Almost Never" (1), "Never" (2), "Neither" (3), "Always" (4)

and "Almost Always" (5). One of the teachers in this school did not answer one of the

questions in the "Coordinating the Curriculum" subscale of the survey. According to the

respondents, each area of the survey was rated with a total high mean score across the board with the exception of maintaining high visibility and providing teachers with incentives. A low rating in these particular subscales compared to the others suggests that there is room for improvement.

Table 5

Principal Instructional Management Rating Scale Mean Score for School A

Subscale	Teacher Mean Score	Principal Mean
Frame the School Goals	4.58	5.00
Communicate the School Goals	4.38	4.20
Supervise & Evaluate Instruction	3.84	4.60
Coordinate the Curriculum	4.13	4.00
Monitor Student Progress	3.93	4.60
Protect Instructional Time	4.02	4.40
Maintain High Visibility	3.22	3.60
Provide Incentives for Teachers	3.69	3.80
Promote Professional Development	4.49	5.00
Provide Incentives for Learning	4.36	4.20

The results for school B on Table 6 are listed below.   A low mean score from teachers and principals in the area of maintaining high visibility and providing teachers with incentives are listed in this table. One of the teachers in this particular school did not answer three of the questions under "Provide Incentives for Teachers." According to the results, the principal in this particular building rated herself at a high level in the area of providing incentives for the teachers, while the teachers who work under her leadership had a low mean score. This particular area suggests that the principal feels that she is doing enough to provide incentives and to encourage her staff. However, the

staff rated their principal at a low level in this area, which suggests that more could be done in this area.

Table 6

Principal Instructional Management Rating Scale Mean Score for School B

Subscale	Teacher Mean Score	Principal Mean Score
Frame the School Goals	4.65	4.80
Communicate the School Goals	4.45	5.00
Supervise & Evaluate Instruction	4.57	3.00
Coordinate the Curriculum	4.55	3.20
Monitor Student Progress	4.25	3.80
Protect Instructional Time	4.18	4.00
Maintain High Visibility	3.85	3.20
Provide Incentives for Teachers	3.66	4.40
Promote Professional Development	4.80	3.20
Provide Incentives for Learning	4.35	4.20

A significant correlation between the teachers and principals of School C are listed in Table 7. Both respondents reported a mean score of 4.0 or higher on each subscale. A rating of 4.0 or better suggests that the principal is "always" demonstrating that particular function. Two of the teachers from this school did not answer questions in the survey. One teacher did not answer a question under the "Supervise and Evaluate Instruction" subscale, while another respondent did not answer three questions under "Provide Incentives for Teachers", one question under "Protecting Instructional Time", two questions under "Maintaining High Visibility" and one under "Coordinating the Curriculum". The principal of this particular school rated herself with a mean score of

4.80 or 5.00, suggesting that she is demonstrating and exercising all of the functions

"almost always."

Table 7

Principal Instructional Management Rating Scale Mean Score for School C

Subscale	Teacher Mean Score	Principal Mean Score
Frame the School Goals	4.73	5.00
Communicate the School Goals	4.67	5.00
Supervise & Evaluate Instruction	4.84	5.00
Coordinate the Curriculum	4.76	5.00
Monitor Student Progress	4.40	4.80
Protect Instructional Time	4.72	4.00
Maintain High Visibility	4.28	4.80
Provide Incentives for Teachers	4.40	4.80
Promote Professional Development	4.47	5.00
Provide Incentives for Learning	4.67	5.00

Table 8 lists how the respondents answered for School D. Again, both the principals

for School D reported a high mean score just as the principal for School C did. Teachers

who work under the leadership of the principal in School D reported a low mean score in the

area of providing incentives for teachers. One of the teachers responded neither to any of

the questions in the "Promoting Professional Development" subscale nor to four out of the

five questions in the "Provide Incentives for Learning" subscale. Another teacher did not

respond to a question in the "Provide Incentives for Teachers" subscale. Two other

questions were omitted by a respondent in the "Provide Incentives for Learning" subscale.

This particular subscale measures a leader's performance in the areas of reinforcing superior

performance by teachers in staff meetings, newsletters, and/or memos, complimenting

teachers privately for their efforts or performance, acknowledging teachers' exceptional

performance by writing memos for their personnel files, rewarding special efforts by

teachers with opportunities for professional recognition, and creating professional growth

opportunities for teachers as a reward for special contributions to the school.

Table 8

Principal Instructional Management Rating Scale Mean Score for School D

Subscale	Teacher Mean Score	Principal Mean Score
Frame the School Goals	4.31	4.80
Communicate the School Goals	4.29	5.00
Supervise & Evaluate Instruction	4.23	5.00
Coordinate the Curriculum	4.23	5.00
Monitor Student Progress	4.14	5.00
Protect Instructional Time	3.26	4.20
Maintain High Visibility	3.34	5.00
Provide Incentives for Teachers	2.93	5.00
Promote Professional Development	3.97	5.00
Provide Incentives for Learning	3.92	5.00

Table 9 lists how the respondents answered for Principal E. The teachers who work

under the leadership of Principal E reported a high mean score overall for each leadership

function. One of the teachers did not respond to a question in either the "Provide Incentives

for Teachers" or "Provide Incentives for Learning" subscale. The results showed that the

principal for School E demonstrated all the leadership behaviors on a regular basis.

Table 9

Principal Instructional Management Rating Scale Mean Score for School E

Subscale	Teacher Mean Score	Principal Mean Score
Frame the School Goals	4.69	4.80
Communicate the School Goals	4.66	5.00
Supervise & Evaluate Instruction	4.51	5.00
Coordinate the Curriculum	4.51	5.00
Monitor Student Progress	4.26	5.00
Protect Instructional Time	4.51	4.00
Maintain High Visibility	3.91	4.20
Provide Incentives for Teachers	4.37	4.60
Promote Professional Development	4.37	5.00
Provide Incentives for Learning	4.47	4.60

Table 10 lists how the respondents answered for Principal F. This principal was rated with a mean score of "always."

Table 10

Principal Instructional Management Rating Scale Mean Score for School F

Subscale	Teacher Mean Score	Principal Mean Score
Frame the School Goals	4.08	4.40
Communicate the School Goals	4.44	3.80
Supervise & Evaluate Instruction	4.24	3.40
Coordinate the Curriculum	4.08	3.60
Monitor Student Progress	4.20	3.20
Protect Instructional Time	4.08	4.80
Maintain High Visibility	3.52	4.40
Provide Incentives for Teachers	4.28	4.00
Promote Professional Development	3.96	3.80
Provide Incentives for Learning	4.36	4.80

Table 11 lists the results of the teacher and principal mean score for all six

schools of the focus group. The PIMRS is used to assess three dimensions of the

instructional leadership construct: Defining the School's Mission, Managing the

Instructional Program, and Promoting a Positive School Learning Climate. There are

10 subscales with fifty items which include the following: Framing the School's

Goal, Communicating the School's Goals, Supervising and Evaluating Instruction,

Coordinating the Curriculum, Monitoring Student Progress, Protecting Instructional

Time, Maintaining High Visibility, Provide [*sic*] Incentives for Teachers, Promoting

Professional Development, and Providing Incentives for Learning. Both teacher and

principal mean score for each subscale rate as high "always" or "almost always."

Consistency in the mean score for the respondents indicates that both the subordinates

and leader feel that all of the subscales are actively being exercised within the school.

Table 11

Focus Group Instructional Leadership Functions

School	Teacher Mean Score	Principal Mean Score
Define the Mission I-II		
School A	4.48	4.60
School B	4.55	4.90
School C	4.70	5.00
School D	4.30	4.90
School E	4.67	4.90
School F	4.26	4.10
Managing the Instructional Program III-V		
School A	3.96	4.40
School B	4.45	3.33
School C	4.66	4.93
School D	4.20	5.00
School E	4.42	5.00
School F	4.17	3.40
Promoting a Positive School Learning Climate VI-X		
School A	3.95	4.20
School B	4.16	3.80
School C	4.50	4.72
School D	3.48	4.84
School E	4.32	4.48
School F	4.04	4.36

Table 12 illustrates the measures of central tendency for the focus group

principals.

The range was obtained by rank ordering the leadership behavior scores and selecting the

lowest and highest scores. The researcher performed a frequency count to obtain the

most frequent score, the mode. The researcher also obtained the median by placing the

subscale scores from lowest to highest and selecting the midpoint for the median.

Table 12

Focus Group Principal Measures of Central Tendency

Subscale	Median	Mode	Range
Frame the School Goals	4.8000	5.00	2.40
Communicate the School Goals	4.6000	5.00	1.80
Supervise & Evaluate Instruction	4.4000	5.00	2.40
Coordinate the Curriculum	4.6000	5.00	2.60
Monitor Student Progress	4.4000	5.00	2.40
Protect Instructional Time	4.2000	5.00	3.40
Maintain High Visibility	3.8000	4.40	3.00
Provide Incentives for Teachers	4.1000	4.40	3.40
Promote Professional Development	4.6000	5.00	2.60
Provide Incentives for Learning	4.6000	5.00	2.60

The focus group interview session included four elementary principals. The original group size included six principals who were equally distributed throughout this large urban school district. One of the members declined to participate, while the other member was promoted to another position and was unavailable to participate. The principals participating in the focus group interview will be identified as Principal A, B, C and D for confidentiality. The focus group interview was reported as raw data and descriptive statements. The purpose of the interview was to provide a deeper level of meaning of what successful leaders do and to identify any common themes among successful principals.

The interviewer began the session by introducing himself and by stating the topic of the dissertation and the purpose of the interview. The entire session was simultaneously recorded by two separate tape recorders while the interviewer recorded notes on paper. The interview was conducted on Monday, July 30th, at 3:40 p.m. at one of the local high schools within this large urban school district. The interviewer began the sequence of questions in the order of Principal A, B, C and D.

The following questions were asked during the focus group interview:

1. How important is data analysis when developing the school's academic goals, and what core assessments are used to make that determination? Principal A stated "Data is what drives the entire planning process; it's the foundation of "what we do". She also stated they look at the CRCT data, student attendance, and AYP reports. She emphasized that that is the starting point of identifying the deficits and how they close the achievement gaps. Principal B stated that they review the ITBS data and CRCT data as well.

Principal C stated they review the reading and math assessments from the county to close the gap of achievement. Principal D stated that they look at all of the data previously mentioned and historical data for students to determine the progression of their growth. The four respondents stated that data analysis is a key component of determining the weaknesses of their school and closing the achievement gap. The four respondents also stated that they use the CRCT and ITBS scores in addition to assessments from their county in order to establish goals.

2. What do you think is the best way to communicate goals to teachers in order to increase academic performance? Principal A stated that teachers should be a part of the decision making process in terms of establishing goals. Principal B stated that she feels that it is important to present the goals first to the teachers as a group. The teachers then should present individual goals based on student data. Principal C states the she addresses and outlines the district goals and outlines the school's goals during preplanning. After she addresses the staff, there is a breakout session during which the grade levels look at individual data and start to establish individual goals for their students. Principal D states they establish common goals during the preplanning time and review various data and continue to communicate those goals during grade level meetings. A common theme of collaborating with teachers seems to occur from the respondents in terms of communicating the goals to the teachers. All of the respondents stated that they communicate the goals during preplanning and continue to address the goals throughout the year during grade level meetings.

3. What are some practices that you use to supervise and evaluate instruction? All of the respondents stated that being mobile throughout the building and classrooms proves to be helpful with supervising instruction. Principal A stated "I am visible for at least one hour a day"; Principal B stated, "Myself [*sic*] and my assistant principal found that management by walking around is effective." She further indicated that going through individual classrooms from ten-fifteen minutes helps them keep their hand on the pulse of what's going on within the school building. Principal C stated, "I supervise and evaluate by doing focus walks in the classrooms," while Principal D stated, "Visibility is very important" and that she participates in the lesson.

4. How do you assess and monitor the curriculum in the classroom to ensure that it is in line with the county's curricular objectives? Principal A stated that the school objectives go hand in hand with the county objectives. She further stated that if they are focused on what they need to do in the school, they are in turn meeting the objectives of the county. Principal B stated that she monitors the lesson plans which are submitted to her and to her assistant principal. Principal C stated that she has a guide of what she needs to look for in the classroom so that she can be in line and focused on what needs to be done in the classroom. Principal D stated that she monitors the lesson plan and reviews the standards. A common theme that occurred from two principals was that they review and monitor the lesson plans. The other two principals stated that it is important to be knowledgeable of the pacing charts and objectives that are generated from the district office.

5. How do you monitor student progress, and how do you account for its progress toward school goals? There was a consistent theme that occurred with the respondents on this question. Both Principal A and Principal D stated that they look into the CRCT scores to develop remedial plans for students who did not demonstrate proficiency during the previous year. Principal A and Principal C both stated they use informal assessments to monitor student progress.

6. In order to maintain time on task, how do you protect instructional time? All of the respondents stated that without exception, there are no interruptions. Principal A and Principal C stated that they remind the front office staff and set expectations with those individuals. Principal A and Principal C both stated that the teachers instruct from "bell-to-bell" to help eliminate any interruptions.

During this point of the interview session, the researcher changed direction of the interview by asking the next sequence of questions in the order of Principals D,C,B and A.

7. How do you reinforce superior performance by your teachers? All of the respondents stated that they reinforce superior performance of the teachers through the principal's bulletin, e-mail recognition, and giving small tokens of appreciation. Principal A stated that she uses notes that state "Wish my children had been lucky enough to have you" as a means of recognizing teachers when they do well. Principal B and Principal D both stated that they allow teachers to share best practices for which they have observed in the classroom.

8. How do you promote and use professional development? The respondents all stated that Professional Development was used to promote their teachers' learning.

Principal C and Principal D both stated that they promote Professional Development through grade level meetings, and Principal A and Principal D stated that they promote Professional Development through a teacher support group.

9. How do you recognize student achievements, and what impact do you feel this recognition has on the students? The respondents all stated that they recognize students globally through public announcement system and Honors Day Program. Principals A, B and D all stated that they recognize students each month through student of the month. All of the respondents stated that recognizing student achievements has a positive impact.

10. Are there any indirect effects on your practices as a school leader? Principals A, C and D all stated that "teacher commitment" is a big factor on their leadership practices. Principals B and D both stated that the school culture plays a vital role in the indirect effects of their leadership practices.

11. Are there any direct effects on your practices as a school leader? As it relates to the direct effects on leadership practices, there were varied answers and some common themes. Principals A and C both stated that they create a structured environment, and Principals A and B both stated that they set their expectations during the beginning of the year. More specifically, Principal A, while gazing into the air, stated that she creates a structured environment and likes for everything to be dotted and crossed. She stated: "When we say we're going to do something at 8:30, we do it at 8:30; we don't do it at 8:40" and "I like you to be there at 7:30, not 7:35". She believes in structure and setting expectations. While

batting her eyes, Principal B stated that she models and demands professionalism at all times and models the expectations for students' discipline. She closed by stating that "Everyone deserves to be treated with dignity and respect, so that's the way I treat students, and that's my expectation for the faculty as well." Principal C, while posturing herself in an assertive, upright position, stated that she creates a structured environment and holds everyone to that standard, and it is a given. She further stated "Basically, it makes for a great place for learning when everything is structured and routine and in place, and it's just one thing I will not compromise on." Principal D scribbled on a piece of paper and stated that she gives teachers the opportunity to loop and serve the same students they had from the previous year. She also stated that when assigning students, she carefully looks at the chemistry of the teacher, student and parent to determine where they would fit best. During the last question of the interview, the principals were given the opportunity to answer at random.

12. What is the relationship between leadership and student achievement? Principal A stated that direct contact with the teachers and creating a vision to empower others is the relationship between leadership and student achievement. She stated "You inspect what you expect; if you expect great things to happen, then you better inspect what's happening". Principal B stated that there is a direct correlation between leadership and student achievement. She stated that when everyone knows your expectations are high, the teachers will deliver the high level of instruction then the students and parents are very receiving of that and expect that. Principal C sighed with "Uuhuh" and stated that there is a big

relationship between leadership and student achievement. She stated "Leadership is the driving force; you are the driver of student achievement". Principal A added "You know how you really can't teach a teacher to be a good teacher? I don't think you really can teach a leader to be a good leader. I think most of this you're born with."

<div align="center">Response to Research Question</div>

The teachers' scores for this particular survey make this instrument reliable and valid. I found that the participants shared high ratings overall for their respective leaders. It was clear that the principals for the six schools had high expectations for themselves as well. It is the teachers' scores that will formulate the results for this study.

It was important to understand the teachers' responses of what they felt about their current principals' leadership practices. The participants were asked questions about their current leaders' behaviors as it relates to the areas of Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate.

The results of the study were formulated from the responses of the focus group session. The focus group session asked the principals who made AYP for the past three academic school years open-ended questions related to specific questions about instructional practices, management of the curriculum, and student achievement. The respondents were able to express what is involved in the day to day activities of a successful principal and how their leadership behaviors impact student achievement.

Overall, the respondents reported a high mean score in each subscale of principal leadership practices. The results are summarized and reported in Tables 2-12. These tables summarize the mean score of each subscale for both the teacher and the principal.

The responses for the focus group were summarized and highlighted by the major themes and verbatim quotes of the respondents for each question. The most important finding is that there was a high correlation between the teachers' and principals' responses.

Each research question is stated separately. A discussion of the research question is given with a response of the findings as it relates to the study. What is the relationship between leadership behaviors and elementary student achievement in a large urban school district? The respondents indicated that there is a direct relationship with leadership behaviors and student achievement because the principal is the driving force of student achievement. According to the tables, the principals had active leadership in all subscales of the PIMRS survey as it relates to instruction. The two lowest subscales were ranked in maintaining high visibility and providing incentives for teacher.

1. What leadership behaviors do respondents perceive as positively impacting student achievement in a large urban school district? Overall, the principals had a favorable rating in each subscale. The top two ratings for the subscales were "Frame the School Goals" and "Communicate the School Goals." The second top subscales were "Supervise and Evaluate Instruction" and "Coordinate the Curriculum," followed by the third highest rating subscale of "Promote Professional Development" and "Provide Incentives for Learning." The fourth highest ratings received by the teachers were "Monitor Student Progress" and "Protest Instructional Time." At the bottom tier of the ratings were "Maintain High Visibility" (3.68) and "Provide Incentives for Teachers" (3.88). There proves to be consistency in the scores for this particular subscale.

2. What do elementary principals state are the direct effects of leadership behaviors of the principal on elementary student achievement? The respondents of the focus group all stated that they do have a direct impact on student achievement. The respondents stated that there is a direct correlation between principal leadership and student achievement. In general, the respondents all stated that they are able to impact student achievement by creating a structured routine environment by setting their high expectations during the beginning of the year. Creating structure results in an environment conducive to learning. One of the respondents indicated that modeling and demanding professionalism provides a guide and structure for the students to model. Providing teachers with the opportunity to teach the same group of students from the previous year also impacts student achievement. Pairing teachers with the same group of students offers an advantage for the teacher and student for early learning opportunities and diagnosis for early instructional intervention. Strategically placing students based on the characteristics of the teacher, student and parent allows for an optimal learning opportunity. The principals felt that direct contact with the teachers and creating a vision to empower others were also contributing factors to student achievement. The principals of the focus group all felt that they are the driving force of student achievement, and it is the decisions made by the leader that are vital to student achievement.

3. What do elementary principals state are the indirect effects of leadership behaviors of the principal on elementary student achievement? The

respondents reported that teacher commitment and the school culture both play a vital role in the indirect effects of their leadership practices. These responses were consistent with Waters, Marzano, and McNulty who reported that student achievement is substantially boosted by school climate and quality instruction.

Summary

These findings indicate the areas in which the respondents exercised active leadership. Although most effective principals do not necessarily score a "5" on all subscales of the PIMRS, the respondents indicated the consistency of active leadership from this subgroup of principals who made AYP for three consecutive years. The results are summarized and reported for each individual school in Tables 5-10, and Table 12 displays the measures of central tendency for all schools combined. In general, the respondents reported a high mean score for the principals, which indicate active leadership in most of the subscales. An important finding to note is that the area where there was a low mean score was not related to instruction. Further discussion of these findings will occur in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Chapter V presents the results of the data collection from the study involving a large urban school district. The purpose of this study investigated principal leadership behaviors that positively impact student achievement in elementary schools. This chapter presents the results of the data collected through teacher and principal survey in addition to a focus group session. The major elements to be presented included the teachers' responses about their current leaders' leadership practices, how the principals rated themselves individually, and the major themes and statements from the focus group session.

One focus group interview with the four elementary school principals and the following ten subscales was used to report the findings: These include: 1) Frame the School Goals, 2) Communicate the School Goals, 3) Supervise and Evaluate Instruction, 4) Coordinate the Curriculum, 5) Monitor Student Progress, 6) Protect Instructional Time, 7) Maintain High Visibility, 8) Provide Incentives for Teachers, 9) Promote Professional Development, and 10) Provide Incentives for Learning. These 10 subscales were broken down into three instructional dimensions: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. Each instructional dimension provided active leadership in the various subscales and instructional dimensions. Specific characteristics and behaviors of elementary principals were discussed as a result of the participants' involvement in a focus group interview. A

direct relationship was found between successful principals who achieved AYP and active leadership that contribute to student achievement.

Analysis of Research Findings

The analysis of the data collected as part of this study is presented in this chapter. The data is related to the primary research topic: What works: Principal leadership behaviors that positively impact student achievement. The major findings of this investigation are discussed through the focus group interview session and the PIMRS instrument.

Discussion of Research Findings

All respondents recorded the principals as having active leadership in all ten subscales of the PIMRS survey. Although they were all rated as having active leadership, the two lowest rated subscales were maintaining high visibility and providing incentives for teachers. An investigation of the composite mean score for each subscale for all of the focus group principals was conducted in the first research question: What leadership behaviors do respondents perceive as positively impacting student achievement in a large urban school district?

The findings did point to the fact that leadership behaviors do and can have an impact on student achievement. All schools were reported as having a high mean score in each of the subscales that the teachers reported as having active leadership. The focus group session with the principals indicated that leadership does impact student achievement by creating a vision to empower the teachers, and that setting high expectations helps teachers deliver meaningful instruction, which in turn provides students with optimal learning opportunities. This prove to be consistent with Maehr

(1991) who asserts that leaders can create an environment that can influence student achievement by stressing goal setting, offering students choices, instructional settings and rewarding them for their achievements. Research also indicates that the vision the principal has for a school serves as a guide for the teachers and, most importantly, inspires teachers to connect to the work needed to improve learning for the students. Scheurich's (1998) study with low-performing schools determined that successful schools have a strong vision. A review conducted by Ofsted identified leadership as a key characteristic for creating vision, values and goals for the school, while Hallinger and Heck's (1996) review indicated findings that principal leadership geared toward school-wide purposes, such as the mission statement and the vision of the leader, make a difference in student learning.

The principals in the focus group session stated that creating a vision and setting high expectations help teachers to deliver high instruction which in turn increases student achievement.

The data from the mean scores of all schools on the first dimension of the survey discusses the mission as it relates to the vision of the leader. Table 11 displays a high mean score in subscales I, and II, which define the mission of the school.

There is also a correlation with the McRel studies and subscale VI, "Protect Instructional Time." Research indicates that leadership was one of the several defining characteristics of successful schools. The teachers rated their principals with a mean score of 4.2 "Always" exhibiting the leadership behaviors within their school to help impact student achievement. Actions such as these indicate that the leader has active leadership in the specified areas designed to improve student achievement.

"Monitor Student Progress" (subscale V) was rated as a high mean indicating active leadership. This subscale addresses the areas of meeting with teachers individually to discuss student progress and informing teachers of the school's performance results in written form (e.g., memo or newsletter). The high mean score of the survey in this area was significantly related to the responses teachers gave in the Blasé (2000) review. Teachers indicated that dialogue with their principals encouraged them to reflect critically on their learning and professional practices. Overall, the teachers reported positive effects of communication with their principals, which resulted in positive teaching practices and student progress. Continued praise from the principal significantly affected their motivation and self-esteem.

Research also reports that effective principals who provide staff development help emphasize teaching and learning. The opportunities presented in this area increased teacher innovation, risk taking, instructional focus and motivation, all of which created lifelong learning in the students.

<div align="center">Conclusions</div>

Since the teachers' scores make the instrument reliable and valid, below will be a representation of their current leaders' leadership practices.

Framing the School's Goals

The principals' ranked in this subscale were rated with a mean average of 4.30 or higher. Only one of the principals had a mean score of 4.08. This subscale had an overall average of 4.50.

Communicating the School's Goals

The principals mean average score for this subscale ranked in the mid 4.00 rating. This subscale had an overall average of 4.58.

Supervise and Evaluate Instruction

This particular subscale presents varying mean score averages. Mean score for this subscale ranked from a low of 3.84 to a high of 4.84. Another principal in this category was ranked at a low of 4.23. The principals who were ranked low on this subscale were categorized on the high end of "neither" or "always" according to the survey. This subscale had an overall average of 4.37.

Coordinate the Curriculum

Coordinating the curriculum received ratings that were categorized in the "always" section of the survey. A mean score average of 4.23 and 4.13 were reported as the two lowest mean scores for the focus group principals. This subscale had an overall average of 4.37.

Monitor Student Progress

The six schools ranked in this subscale had a fairly consistent average. All schools in this subscale ranked as "always" demonstrating these practices. This subscale had an overall average of 4.19.

Protect Instructional Time

Five of the six schools were ranked in the 4's with the exception of one school in this particular subscale. One of the schools was ranked at a low of 3.26 in this area. According to the survey, this particular school may need to work more in the areas of limiting interruptions during instruction, ensuring that students are not called to the

office, ensuring that tardies and truant students suffer specific consequences, and encouraging teachers to use instructional time and limiting co-curricular activities during instructional time. This subscale had an overall average of 4.12.

Maintain High Visibility

There is strong evidence of a low mean score in this subscale. Four of the six principals had a mean score that ranked in the low 3's. Evidence indicates that those principals lack effectiveness in the areas of taking time to talk informally with students, visiting classrooms, covering classes, providing instruction to classes, and attending co-curricular activities. This subscale had an overall average of 3.68

Provide Incentives for Teachers

The principals had an average of 3.88. This particular subscale was another subscale that had an overall low rating.

Promote Professional Development

The overall rating for this subscale was ranked at a 4.29. Principals within this particular district are mandated to implement professional development throughout the school year.

Provide Incentives for Learning

This subscale received an overall rating of 4.35. Although five of the schools had a high rating in the 4.0 range, there was one school that had a rating of 3.92.

The following is a list of the three instructional dimensions of the focus group principals

Defining the School's Mission

Teacher participants identified this particular dimension with a total median average of 4.7. This particular dimension consists of the following subscales: "Framing the School Goals" and "Communicating the School Goals."

Managing the Instructional Program

Teacher participants identified this particular dimension with a total median average of 4.46. This particular dimension consists of the following subscales: "Supervise and Evaluate the Curriculum," "Coordinate the Curriculum" and "Monitor Student Progress."

Promoting a Positive School Learning Climate

Teacher participants identified this particular dimension with a total median average of 4.7. This particular dimension consists of the following subscales: "Protect Instructional Time," "Maintain High Visibility," "Provide Incentives for Teachers," "Promote Professional Development" and "Provide Incentives for Learning."

The principals in general had a high median average collectively for each subscale. Active leadership in all subscales reported the teachers' awareness of the need to help impact student achievement based on their motivation to create learning opportunities for student learning.

Implications

This study is intended to be of value in offering suggestions for improving school effectiveness through analyzing how teachers perceive leader behavior. The results of the survey suggest some type of training or professional development, specifically in the areas of maintaining high visibility and providing incentives for teachers in areas in

which the teachers were rated low in comparison to the other subscales. Identification of the lower rated subscales also suggested further research in those areas and the impact it has on teacher performance and student achievement.

Below are the answers to the research questions for this investigation.

1. What leadership behaviors do respondents perceive as positively impacting student achievement in a large urban school district?

Here are the practical implications of what successful principals say help increase student achievement:

- Having a vision

- Creating a structured environment

- Modeling professionalism

- Managing the Instructional Program

The above implications stated by successful principals have a direct correlation with research studies which validate not only the importance of leadership but its connection to student achievement.

2. What do elementary principals state are the direct effects of leadership behaviors of the principal on elementary student achievement? The principals indicated that they all have a direct impact on student achievement because they are able to create an environment that is conducive to learning and that structure and routine provide the teaching staff, as well as the students, with a guide to success.

3. What do elementary principals state are the indirect effects of leadership behaviors of the principal on elementary student achievement? The respondents

all stated that it is the teacher commitment and school culture that has an indirect

effect on their leadership behaviors.

Recommendations for Further Research

As a mixed research study, the findings of this investigation raised questions and

issues that should be addressed through further research. The findings of this study were

based on survey and interview style research. Utilizing a quantitative and qualitative

form of inquiry raised the confidence level of the study. Employing the focus group

interview allowed the researcher to explore the thoughts and ideas of elementary

principals as they relate to certain leadership behaviors that they employ to help increase

student achievement.

The present study rests on the basic assumption that certain leadership behaviors

help to increase student achievement. Therefore, exercise in certain leadership behaviors

exhibited by successful elementary principals could lead to increased student

achievement. It would be of great importance to test that assumption. It is recommended

that the study be replicated with principals with longevity that has not achieved AYP

status.

Concluding Thoughts

As the researcher of this investigation, I feel that this study can serve as an

awareness of what leadership behaviors are exercised by effective principals who

achieved AYP. The experience of investigating the parameters of the study was

rewarding and exciting. This research project exposed me to the leadership behaviors

that teachers feel are not only supportive to them but to the students as well.

Participating in the focus group interview with the principals who made AYP for three

consecutive years allowed me to experience the "hallways" and "classrooms" of each individual principal's school. Exposure to this process afforded me the advantage of experiencing and understanding the passion and commitment it takes to be a successful leader who can help to impact student achievement.

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APPENDICES

APPENDIX A

APPROVAL LETTER FROM GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-681-5465		Administrative Annex
		P.O. Box 8005
Fax: 912-681-0719	Ovrsight@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Jason R. Moffitt
125 Winchester Dr.
Covington, GA-30016

CC: Dr. Walter Polka
P.O. Box-8131

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: June 5, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: **H07232**, and titled **"What Works: Principal Leadership Behaviors that Positively Impact Student Achievement in Elementary Schools"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

N. Scott Pierce
Director of Research Services and Sponsored Programs

APPENDIX B

APPROVAL LETTER FROM DEKALB SCHOOLS

premier
DEKALB
County School System

Research and Evaluation
3770 North Decatur Road
Decatur, GA 30032-1099
678-676-0023
www.dekalb.k12.ga.us

CRAWFORD LEWIS, Ph.D.
SUPERINTENDENT

July 19, 2007

Mr. Jason R. Moffitt
125 Winchester Drive
Covington, GA   30016

Reference: Research Proposal, *What Works: Principal Leadership Behaviors That Positively Impact Student Achievement in Elementary Schools*   (File No. 2007-656)

Dear Mr. Moffitt:

This letter is to advise you that your research proposal has been approved for implementation in the DeKalb County School System.

Be advised that this approval is valid until July 11, 2008. Should there be any addendums, design changes, or adverse events to the approved protocol, they must also be submitted in writing to the DCSS Director of Research and Evaluation. Changes should not be initiated until written approval is received. Should there be a need to extend the time requested for the project, a written request must be submitted for approval at least one month prior to the anniversary date of the most recent approval. This is the responsibility of the researcher. Should the time for which approval is given expire, it will be necessary to resubmit the proposal for another review by the Research Review Committee. **Please remember that the names of schools or the school system must not appear in your final report.** Local school administrators and staff members may decline participation in the study even though district approval has been given.

Please forward a copy of your results to me when they are completed. Please accept my best wishes for a successful research project. Feel free to call me at 678.676.0023 if you have any questions or concerns.

Sincerely,

Douglas Wren, Ed.D.
Director of Research and Evaluation

File

"THE SCHOOL CANNOT LIVE APART FROM THE COMMUNITY"

APPENDIX C

APPROVAL LETTER FROM AUTHOR TO USE SURVEY

College of Management – Mahidol University
69 Vipawadee Rangsit Rd.
Bangkok, 10400 Thailand
(662) 206-2091

Office of the Chief Academic Officer
Prof. Philip Hallinger
Philip.h@cmmu.net

Dec. 28, 2006

Jason Moffitt, Ed. S
Assistant Principal
Canby Lane Elementary
4150 Green Hawk Trail
Decatur, Georgia 30035

Dear Mr. Moffitt:
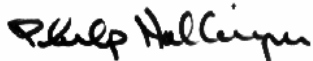
As copyright holder and publisher, you have my permission as publisher to use the *Principal Instructional Management Rating Scale* (*PIMRS*) in your doctoral research study. In using the scale, you may make unlimited copies of any of the three forms of the PIMRS.

Please note the following conditions of use:
1. This authorization extends only to the use of the PIMRS for research purposes, not for general school district use of the instrument for evaluation or staff development purposes;
2. The user agrees to send a soft copy of the completed study to the publisher upon completion of the research.

Please be advised that a separate *permission to publish* letter, needed by UMI for publication of the instrument in your dissertation, will be sent after the publisher receives a soft copy of the completed study.

Sincerely,

Professor Philip Hallinger

APPENDIX D

APPROVAL LETTER FROM AUTHOR TO PUBLISH

College of Management
Mahidol University

Office of the Chief Academic Officer
69 Vipawadee Rangsit Rd.
Bangkok, 10400
hallinger@gmail.com

November 7, 2007

Jason Moffit
Assistant Principal
Redan Elementary
1914 Stone Mountain-Lithonia Road
Redan, Georgia 30074-9999

Dear Mr. Moffit:

You have my permission to use the PIMRS in your research and for UMI to include the PIMRS scale in your dissertation which they will publish. I understand that they may reproduce single copies and give my assent for that purpose.

Congratulations on your accomplishment.

Sincerely,

[signature]

Professor Philip Hallinger
Chief Academic Officer

APPDENDIX E

HUMAN PARTICIPATION PROTECTIONS EDUCATION FOR RESEARCH

COMPLETION CERTIFICATE

National Cancer Institute
U.S. National Institutes of Health | www.cancer.gov
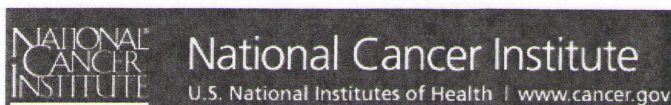
| NCI Home | Cancer Topics | Clinical Trials | Cancer Statistics | Research & Funding | News |

Human Participant Protections Education for Research T

Completion Certificate

This is to certify that

jason moffitt

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 01/28/2007.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
http://www.nih.gov

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A Service of the National Cancer Institute

FIRSTGOV

APPENDIX F

COMMUNICATION LETTER TO PRINCIPAL

April 26, 2007

Dear Principal,

I am doctoral candidate in the Department of Leadership, Technology, and Human Development at Georgia Southern University. For completion of this degree, I have chosen to study what leadership behaviors positively impact student achievement among elementary students.

You and your third through fifth grade teachers were selected to participate in this study. Please assist me in completing this study by answering all questions on the Principal Instructional Management Rating Scale (PIMRS). The survey takes about 20 min to complete. All responses to the questions are confidential. Findings from the survey will be reported as raw data and will be kept in a secured file by the researcher.

I would also appreciate it if you would allow 20 minutes for me to administer the PIMRS (TEACHER FORM) to your third through fifth grade teachers. I will call you next week to set up a time when it will be convenient for you.

Thank you in advance for your cooperation and time. If you have any questions concerning my request, please feel free to call me at 678-676-3502 or e-mail jrm8781@fc.dekalb.k12.ga.us.

Sincerely,

Jason R. Moffitt

APPENDIX G

PRINCIPAL AND TEACHER INFORMED CONSENT LETTERS

Principal Informed Consent

Title: What Works: Principal Leadership Behaviors That
                                        Positively Impact Student Achievement in Elementary
                                        Schools.

Principal Investigator: Jason R. Moffitt

Faculty Advisor: Dr. Walter Polka, Department of Leadership, Technology,
                                        and Human Development at Georgia Southern University

I.   Purpose:

You are invited to participate in a research study. The purpose of the study is to
investigate and report principal leadership behaviors that may impact student
achievement. You are invited to participate because you are an elementary principal
whose school achieved AYP during the 2005-2006 school year. Seventy-two participants
will be recruited for this study. The enclosed survey will take 20 minutes to complete.

II.   Procedures:

If you decide to participate, you will complete questions related to your principal
leadership practices on the scantron form provided. After completing the
questionnaire, return the survey and scantron form to the researcher through U.S.
mail with the enclosed self-addressed envelope. Sign your informed consent and
send it separately through interoffice courier to keep your information private.
Returning your signed informed consent indicates that you completed a survey.

III.   Risks:

In this study, you will not have any more risks than you would in a normal day.

IV.   Benefits:

Participation in this study may benefit you personally by helping to identify leadership
behaviors among elementary school principals.   These are principals at successful
elementary schools.

V.   Voluntary Participation and Withdrawal:

Participation in this research is voluntary. You do not have to be part of this study. If
you decide to change your mind, you have the right to drop out at any time. You may
skip questions or stop participating at any time. Whatever you decide, you will not lose
any benefits to which you are otherwise entitled.

VI. <u>Confidentiality:</u>

Your records will be kept private to the extent legally allowed. The information you provide for this research is confidential, and the researcher will keep all raw data in a secured file. Your name and other facts that might reveal who you are will not appear in any published results. Any findings will be in a summarized format across participants without individual data.

VII. <u>Contact Persons:</u>

You may contact me with questions at 770-385-5517 or by e-mail at jrm8781@fc.dekalb.k12.ga.us. You may contact the Office of Research Services and Sponsored Programs at 912-681-0843 for questions about your participant rights.

VIII. <u>Copy of Consent Form to Subject:</u>

I will give you a copy of this consent form to keep.
If you are willing to volunteer for this research, please sign below.

_____   _____
Participant   Date

Jason Moffitt, Ed. S   _____
Principal Investigator   Date

Principal Informed Consent (Focus Group)

Title: What Works: Principal Leadership Behaviors That
                                   Positively Impact Student Achievement in Elementary
                                   Schools.

Principal Investigator: Jason R. Moffitt

Faculty Advisor: Dr. Walter Polka, Department of Leadership, Technology,
                                   and Human Development at Georgia Southern University

I.   Purpose:

You are invited to participate in a research study. The purpose of the study is to
investigate and report principal leadership behaviors that may impact student
achievement. You are invited to participate because you are an elementary principal
whose school achieved AYP during the 03-04, 04-05, and 05-06 school years. Six
participants will be recruited for this study. Participation will require 60 minutes of your
time. Certified third through fifth grade teachers employed in your school will complete
a survey regarding your principal leadership behaviors.

II.   Procedures:

If you decide to participate in this study, you will be asked to participate in an interview
session to answer questions related to your leadership behaviors and practices on: (1)
framing the school goals, (2) communicating school goals, (3) supervising and evaluating
instruction (4) coordinating curriculum (5) monitoring student progress (6) protecting
instructional time (7) maintaining high visibility (8) providing incentives for teachers (9)
promoting professional development and (10) providing incentives for learning. The
interview will take approximately 60 minutes. Your comments will be recorded on
audiotape to accurately document your responses for this research.

III.   Risks:

In this study, you will not have any more risks than you would in a normal day.

IV.   Benefits:

Participation in this study may benefit you personally by helping to identify leadership
behaviors among elementary school principals. These are principals at successful
elementary schools.

V.   Voluntary Participation and Withdrawal:

Participation in this research is voluntary. You do not have to be part of this study. If
you decide to change your mind, you have the right to drop out at any time. You may

skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

VI.   Confidentiality:

Your records will be kept private to the extent legally allowed. I will use pseudonyms to protect the identity of each principal and their school. The information you provide for this research is confidential and all raw data will be kept in a secured file by the researcher. I will be the only person who will have access to the information you provide. Your name and other facts that might reveal who you are will not appear in any published results. Any findings will be in a summarized format across participants without individual data. After the interview has been completed, the audio tapes will be stored for five years, July 2007-July 2012. All audio tapes from the completion of the study will be destroyed after five years.

VII.   Contact Persons:

You may contact me with questions at 770-385-5517 or by e-mail at jrm8781@fc.dekalb.k12.ga.us. You may contact the Office of Research Services and Sponsored Programs at 912-681-0843 for questions about your participant rights

VIII.   Copy of Consent Form to Subject:

I will give you a copy of this consent form to keep.
If you are willing to volunteer for this research, please sign below.

_____   _____
Participant   Date

Jason Moffitt, Ed.S   _____
Principal Investigator   Date

Teacher Informed Consent

Title:	What Works: Principal Leadership Behaviors That Positively Impact Student Achievement in Elementary Schools.
Principal Investigator:	Jason R. Moffitt
Faculty Advisor:	Dr. Walter Polka, Department of Leadership, Technology, and Human Development at Georgia Southern University

I.   Purpose:

You are invited to participate in a research study. The purpose of the study is to investigate and report principal leadership behaviors that may impact student achievement. You are invited to participate because you are an elementary teacher whose school made AYP during the 03-04, 04-05, and 05-06 school years. Sixty-three participants from six elementary schools within this large urban school district will be recruited for this study. The enclosed survey will take 20 minutes to complete.

II.   Procedures:

If you decide to participate, you will be asked to remain afterschool to complete the survey. You will be asked to complete the demographic information and survey related to your current principal's leadership practices on the scantron form provided. You will be asked questions related to your current principal's leadership behaviors and practices on: (1) framing the school goals, (2) communicating school goals, (3) supervising and evaluating instruction (4) coordinating curriculum (5) monitoring student progress (6) protecting instructional time (7) maintaining high visibility (8) providing incentives for teachers (9) promoting professional development and (10) providing incentives for learning. After completion of the survey, the researcher will supply the respondents with identical white envelopes. The respondents will return the identical envelopes through a slot of a locked privacy box. A third party will mix up all the envelopes before the researcher collects them for data analysis. The purpose is to obtain respondents' anonymity.

III.   Risks:

In this study, you will not have any more risks than you would in a normal day.

IV.   Benefits:

Participation in this study may benefit you personally by helping to identify leadership behaviors among elementary school principals.   These are principals at successful elementary schools.

V.   Voluntary Participation and Withdrawal:

Participation in this research is voluntary. You do not have to be part of this study. If you decide to change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

VI.   Confidentiality:

Your records will be kept private to the extent legally allowed. The information you provide for this research is confidential, and the researcher will keep all raw data in a secured file. Your name and other facts that might reveal who you are will not appear in any published results. Any findings will be in a summarized format across participants without individual data.

VII.   Contact Persons:

You may contact me with questions at 770-385-5517 or by e-mail at jrm8781@fc.dekalb.k12.ga.us. You may contact the Office of Research Services and Sponsored Programs at 912-681-0843 for questions about your participant rights.

VIII.   Copy of Consent Form to Subject:

I will give you a copy of this consent form to keep.
If you are willing to volunteer for this research, please sign below.

_____   _____
Participant   Date

Jason Moffitt, Ed.S   _____
Principal Investigator   Date

APPENDIX H

FOCUS GROUP INTERVIEW QUESTIONS

Focus Group Questions

1. How important is data analysis when developing the school's academic goals, and what core assessments are used to make that determination?

2. What do you think is the best way to communicate goals to teachers in order to increase academic performance?

3. What are some practices that you use to supervise and evaluate instruction?

4. How do you assess and monitor the curriculum in the classroom to ensure that it is in line with the county's curricular objectives?

5. How do you monitor student progress and how do you account for its progress toward school goals?

6. In order to maintain time on task, how do you protect instructional time?

7. How do you reinforce superior performance by your teachers?

8. How do you promote and use professional development?

9. How do you recognize student achievements, and what impact do you feel this recognition has on the students?

10. Are there any indirect effects on your practices as a school leader?

11. Are there any direct effects on your practices as a school leader?

12. What is the relationship between leadership and student achievement?

APPENDIX I

PIMRS (PRINCIPAL SURVEY)

PRINCIPAL INSTRUCTIONAL MANAGEMENT

RATING SCALE

Principal Form

Published by:

Dr. Philip Hallinger

7250 Golf Pointe Way
Sarasota, FL 34243
Leadingware.com
813-354-3543
philip@leadingware.com

Principal Form 2.0

**THE PRINCIPAL INSTRUCTIONAL MANAGEMENT
RATING SCALE**

PART I: Please provide the following information if instructed to do so by the person administering the instrument:

(A)   Gender: ____Male (A)   ____Female (B)

(B)   Number of school years you have been a teacher:

     ___ 1 (A)   ___ 5-9 (B)   ___ more than 15 (C)

     ___ 2-4 (D)   ___ 10-15 (E)

(C)   Number of school years you have been principal:

     ___ 1 (A)   ___ 5-9 (B)   ___ more than 15 (C)

     ___ 2-4 (D)   ___ 10-15 (E)

(D)   Number of school years you have been principal at this school:

     ___ 1 (A)   ___ 5-9 (B)   ___ more than 15 (C)

     ___ 2-4 (D)   ___ 10-15 (E)

PART II: This questionnaire is designed to provide a profile of your leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice as you conducted it during the past school year. For the response to each statement:

     5 represents *Almost Always*

     4 represents *Frequently*

     3 represents *Sometimes*

     2 represents *Seldom*

     1 represents *Almost Never*

In some cases, these responses may seem awkward; use your judgement in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question.

Thank you.

To what extent do you . . . ?

		ALMOST NEVER			ALMOST ALWAYS	

I. FRAME THE SCHOOL GOALS

1.	Develop a focused set of annual school-wide goals	1	2	3	4	5
2.	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3.	Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4.	Use data on student performance when developing the school's academic goals	1	2	3	4	5
5.	Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5

II. COMMUNICATE THE SCHOOL GOALS

6.	Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7.	Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8.	Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9.	Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10.	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5

III. SUPERVISE & EVALUATE INSTRUCTION

| 11. | Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school | 1 | 2 | 3 | 4 | 5 |
| 12. | Review student work products when evaluating classroom instruction | 1 | 2 | 3 | 4 | 5 |

		ALMOST NEVER			ALMOST ALWAYS	

13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)   1   2   3   4   5

14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)   1   2   3   4   5

15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)   1   2   3   4   5

IV. COORDINATE THE CURRICULUM

16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)   1   2   3   4   5

17. Draw upon the results of school-wide testing when making curricular decisions   1   2   3   4   5

18. Monitor the classroom curriculum to see that it covers the school's curricular objectives   1   2   3   4   5

19. Assess the overlap between the school's curricular objectives and the school's achievement tests   1   2   3   4   5

20. Participate actively in the review of curricular materials   1   2   3   4   5

V. MONITOR STUDENT PROGRESS

21. Meet individually with teachers to discuss student progress   1   2   3   4   5

22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses   1   2   3   4   5

23. Use tests and other performance measure to assess progress toward school goals   1   2   3   4   5

		ALMOST NEVER			ALMOST ALWAYS	
24.	Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25.	Inform students of school's academic progress	1	2	3	4	5

VI. PROTECT INSTRUCTIONAL TIME

26.	Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27.	Ensure that students are not called to the office during instructional time	1	2	3	4	5
28.	Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29.	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30.	Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5

VII. MAINTAIN HIGH VISIBILITY

31.	Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
32.	Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33.	Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34.	Cover classes for teachers until a late or substitute eacher arrives	1	2	3	4	5
35.	Tutor students or provide direct instruction to classes	1	2	3	4	5

VIII. PROVIDE INCENTIVES FOR TEACHERS

36.	Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37.	Compliment teachers privately for their efforts or performance	1	2	3	4	5

		ALMOST NEVER				ALMOST ALWAYS

38.	Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39.	Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40.	Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5

IX. PROMOTE PROFESSIONAL DEVELOPMENT

41.	Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
42.	Actively support the use in the classroom of skills Acquired during in-service training	1	2	3	4	5
43.	Obtain the participation of the whole staff in important in-service activities	1	2	3	4	5
44.	Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
45.	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	1	2	3	4	5

X. PROVIDE INCENTIVES FOR LEARNING

46.	Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47.	Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48.	Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49.	Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50.	Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

ABOUT THE AUTHOR

Professor Dr. Philip Hallinger, author of the *Principal Instructional Management Rating Scale* (PIMRS), received his doctorate in Administration and Policy Analysis from Stanford University. He has worked as a teacher, administrator, and professor and as the director of several leadership development centers. He has been a consultant to education and healthcare organizations throughout the United States, Canada, Asia, and Australia. He is currently Professor and Executive Director of the College of Management, Mahidol University, in Thailand.

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APPENDIX J

PIMRS (TEACHER SURVEY)

PRINCIPAL INSTRUCTIONAL MANAGEMENT

RATING SCALE

TEACHER FORM

Published by:

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Teacher Form 2.0

**THE PRINCIPAL INSTRUCTIONAL MANAGEMENT
RATING SCALE**

PART I: Please provide the following information about yourself:

(A)   Gender: _____Male (A)   _____Female (B)

(B)   Years, at the end of this school year that you have worked with the current principal:

    ___ 1 (A)   ___ 5-9 (B)   ___ more than 15 (C)

    ___ 2-4 (D)   ___ 10-15 (E)

(C)   Years experience as a teacher at the end of this school year:

    ___ 1 (A)   ___ 5-9 (B)   ___ more than 15 (C)

    ___ 2-4 (D)   ___ 10-15 (E)

PART II: This questionnaire is designed to provide a profile of principal leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your observations of the principal's leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice of this principal during the past school year. For the response to each statement:

   5 represents *Almost Always*
   4 represents *Frequently*
   3 represents *Sometimes*
   2 represents *Seldom*
   1 represents *Almost Never*

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question. Thank you.

To what extent does your principal . . . ?

I. FRAME THE SCHOOL GOALS

1.	Develop a focused set of annual school-wide goals	1	2	3	4	5
2.	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3.	Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4.	Use data on student performance when developing The school's academic goals	1	2	3	4	5
5.	Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5

II. COMMUNICATE THE SCHOOL GOALS

6.	Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7.	Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8.	Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9.	Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10.	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5

III. SUPERVISE & EVALUATE INSTRUCTION

11.	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12.	Review student work products when evaluating classroom instruction	1	2	3	4	5

		ALMOST ALWAYS			ALMOST ALWAYS

13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)   1   2   3   4   5

14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)   1   2   3   4   5

15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)   1   2   3   4   5

IV. COORDINATE THE CURRICULUM

16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)   1   2   3   4   5

17. Draw upon the results of school-wide testing when making curricular decisions   1   2   3   4   5

18. Monitor the classroom curriculum to see that it covers he school's curricular objectives   1   2   3   4   5

19. Assess the overlap between the school's curricular objectives and the school's achievement tests   1   2   3   4   5

20. Participate actively in the review of curricular materials   1   2   3   4   5

V. MONITOR STUDENT PROGRESS

21. Meet individually with teachers to discuss student rogress   1   2   3   4   5

22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses   1   2   3   4   5

23. Use tests and other performance measure to assess progress toward school goals   1   2   3   4   5

		ALMOST ALWAYS			ALMOST ALWAYS	
24.	Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
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