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PERCEPTIONS OF HIGH SCHOOL PRINCIPALS ON

INSTRUCTIONAL LEADERSHIP AND IMPLICATIONS FOR

PRACTICE AND PROFESSIONAL DEVELOPMENT

A Dissertation

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:

Dr. Dale R. Jackson, Chair

Dr. Carolyn Bair

Dr. Robert Boody

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University of Northern Iowa

May 2002

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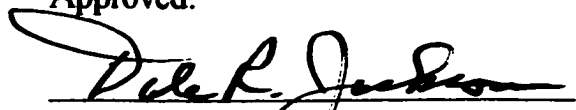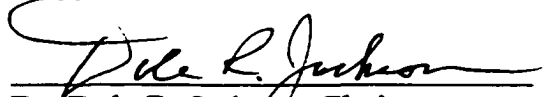
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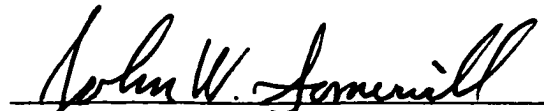
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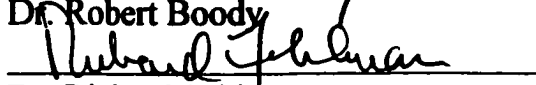of the Requirements for the Degree

Doctor of Education

Approved:

Dr. Dale R. Jackson, Chair

Dr. John W. Somervill
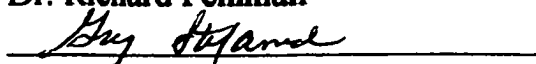Dean of the Graduate College

Dianna K. Engelbrecht

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May 2002

ABSTRACT

The purpose of this study was: (a) to determine how Iowa high school principals perceive their instructional leadership practice as defined by ISSL/ISLLC Standard 2 and the knowledge, dispositions, and performance descriptors; (b) to determine which Standard 2 indicators are most essential for the high school principal's instructional leadership practice; (c) to determine if the practices of high school principals as instructional leaders align with the identified essential indicators of Standard 2; (d) to define and describe how Iowa high school principals define instructional leadership; (e) to determine if demographics impact the instructional leadership practices of Iowa's high school principals; (f) to determine what sources of professional development are most helpful for actual instructional leadership practice; and (g) to determine what professional development needs principals have in relationship to the ISSL/ISLLC Standards. The framework for this study was Standard 2 of the ISSL/ISLLC Standards. The ISSL/ISLLC Standards are the new standards for licensure and re-licensure of Iowa school principals.

This study included both qualitative and quantitative research methods. Surveys were sent to 365 Iowa high school principals and as part

of the survey, principals were asked to nominate peers they considered exemplary instructional leaders. Six nominated principals were personally interviewed at their school sites.

The major finding of the study was the congruence between the high school principals' perceptions of their instructional leadership proficiencies and those descriptors of instructional leadership deemed most essential for instructional leadership. In addition, the interviews not only yielded similar information as the surveys, but also added richness to the description of instructional leadership practices in Iowa high schools.

Findings from the study will be useable for principals, preparation institutions, professional development organizations, and the Department of Education. An understanding of ISSL/ISLLC Standard 2 and the essential knowledge, dispositions, and knowledge descriptors is imperative for the development and support of principals who can lead and manage an educational program focused on teaching and learning.

ACKNOWLEDGMENTS

My dream has become a reality because many people have supported and encouraged me during the process of completing this dissertation. First, I would like to thank my committee members, Dr. Dale Jackson, Chair, Dr. Carolyn Bair, Dr. Rob Boody, Dr. Rich Fehlman, and Dr. Greg Stefanich. I greatly appreciate your support, patience, and wisdom in helping me reach my goal. I would like to thank Dr. Dale Jackson for being a great advisor and mentor through it all. I also want to thank Dr. Vickie Robinson who frequently listened, questioned, and encouraged me as my next-door office neighbor, and to Marlene Shea for all her assistance during the entire process.

My husband, Loren, deserves a special thank you for assuming many of my personal responsibilities, for keeping me on task, and for being there through it all. Without his support and that of other family members, I could not have accomplished this long-time goal of earning my doctorate.

The last person I want to thank is my mother. She was the daughter of immigrants who believed in the power of public education to help people achieve the American Dream. She was my first teacher and created the love of learning within me at an early age. Even though she no longer lives on earth, she lives in my heart and has impacted my whole life.

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CHAPTER I

INTRODUCTION TO THE STUDY

Overview

Results is the key word for today's public whether it is the bottom line

in the business world, the number of wins necessary for coaches to keep

their jobs, or the standardized test scores achieved in certain schools,

districts, or states.

In the September, 2001, Phi Delta Kappan, Lowell C. Rose and Alec

M. Gallup summarized the results of the 33rd Annual Phi Delta Kappa/

Gallup Poll of the Public's Attitudes Toward the Public Schools. The

summary of the results from the poll indicated the highest number of

respondents ever supported public schools, but at the same time they favored

continual reform of the existing educational system, more high stakes testing

for accountability of student learning, and removal of the principal if

progress was not being achieved in the school for meeting state standards.

For the first time in the 33 years the Poll had been administered, 51% of the

respondents gave public schools an "A" for the quality of their work. Other

findings indicated that 72% of the respondents supported reforming the

existing public education system rather than finding an alternative system,

52% of respondents believed all children can learn at a high level, and 81% of those interviewed felt most children only achieve a small part of potential. Fifty-five percent of the respondents supported President Bush's increased use of standardized tests and 75% favored holding schools accountable for student learning. Respondents also indicated by a 53% margin they were in favor of using a single standardized test to determine promotion and 57% of those polled indicated they favored using a single standardized test to determine if a student received a high school diploma. Also, the consequences for not progressing toward state standards, 32% favored withholding funding, 65% supported awarding more funding, 54% favored not renewing the principal's contract, 49% favored not renewing teachers' contracts, and 51% favored providing vouchers to parents (Rose & Gallup, 2001).

Just as the standards and accountability movement flourished throughout the nation, so, too, it flourished in Iowa. Taxpayers, parents, and businesses in Iowa as well as their counterparts nationally complained about the lack of results from the reform efforts and the monies invested in the 1960s and 1970s. The launching of Sputnik by the Russians and the implementation of extensive social programs by President Johnson hadn't

produced the results expected by the public. Rumblings about how well

public schools were preparing students in Iowa for their place in the 21st

Century started occurring in the 1980s with indictments from the Iowa

Business Round Table comprised of business and industry leaders concerned

about students not having the necessary skills for the future workplace

(Volmer, 2001). In response to criticism that students were not prepared for

the 21st Century and that many school districts had encouraged only minimal

stakeholder participation, the Iowa Department of Education implemented

280:12 and 280:18 mandates to require school districts to become

collaborative with parents, the community, and the business sector of their

school districts and to assess student progress in basic academic skills.

Board Advisory Committees comprised of representative stakeholders were

given the task of developing the school district's vision, mission, and goals

collaboratively. School districts were to report academic progress at certain

grade levels for certain subject areas and academic skills. However, testing

and achievement reporting methods were unsophisticated and inadequate for

accurately assessing the academic achievement and progress of Iowa

students. These reform efforts and accountability measures in the 1980s still

were not providing the results desired by Iowa stakeholders.

During the 1990s the federal government became increasingly involved in education. With the encouragement of President Bush, the National Governors Commission became involved in setting direction for the nation's schools and in 1994, during the Clinton Administration, the Goals 2000 document became the guiding force for American education. New federal guidelines/mandates were created for states and their schools receiving federal funding. Collaboration and accountability measures were required for determining how the federal monies would be spent, what program goals would be determined and implemented, and how the results would be assessed and evaluated (U. S. Department of Education, 1998).

As state-mandated standards became the norm across the nation, Iowa continued to hold onto the belief that local control created better standards and higher achievement results for Iowa students. To comply with federal mandates for funding, Iowa creatively developed a new model for accountability. This new model required all local school districts to develop their own standards and benchmarks in collaboration with district stakeholders. Implementation and accountability of the results of that implementation became a new state mandate for every Iowa school district. Local school districts were required to develop a Comprehensive School

Improvement Plan (CSIP) (Iowa Department of Education, 2001b). School

districts were required to report results from the implementation of the CSIP

and to verify annual progress in meeting student achievement goals by

submitting Annual Progress Reports (APR). The CSIP required school

districts to develop 3-5 year student learning goals and to report proficiency

levels in reading and math for grades 4, 8, and 11, and proficiency in science

for grades 8 and 11 annually. On September 15, 2000, every school district

in Iowa was required to submit their first official CSIP and APR (Iowa

Department of Education, 2001e; 2001f). While the CSIP process was being

developed and piloted in Iowa, new standards for teacher licensure were

being developed. This process followed the national movement for creating

new performance-based standards for teacher licensure (Iowa Department of

Education, 2001d).

Just as research indicated good teachers were essential for creating

high-performing classrooms for student learning, similar research was

suggesting that good school leaders/principals were necessary for successful

school reform. In the late 1980s, the Effective Schools Research for

principals was the fundamental and pivotal importance of effective

instructional leadership in high achieving schools (Brookover & Lezotte,

1979). In 1987, Gordon Cawelti, the Director of the Association for Supervision and Curriculum Development, speaking about the Effective Schools Research, said "Research has documented what common sense has long dictated: that school leaders do determine whether or not schools are successful" (Educational Research Service, 2000, p. 1).

To address the kind of leadership needed for effective schools for the 21st Century, initial work began for the development of the Interstate School Leaders Licensure Consortium (ISLLC) in August 1994 (ISLLC, 1996). The Consortium of 24 states and 11 professional organizations worked collaboratively to define and describe the necessary leadership skills for the 21st Century. The ISLLC Standards incorporated new understandings about educational leadership, the changing nature of society, the evolving model of schooling, and the centrality of teaching and learning for educating all children well. The ISLLC Standards were designed to be forward thinking and not to represent the status quo. The Pew Charitable Trusts provided a major foundational grant and the Danforth Foundation and the National Policy Board for Educational Administration (NPBEA) provided the consortium additional assistance. Iowa was not one of the original 24 states to initiate the development of the ISLLC Standards, but became a member

shortly thereafter. Becoming a member of ISLLC has impacted the future of educational leadership in Iowa (Iowa School Leadership Initiative, 2000).

Under the direction of the Iowa Department of Education in October, 1999, a team of stakeholders representing educational preparation institutions, business people, K-12 teachers and administrators, professional organizations, and Department of Education, was organized to determine new licensure standards for administrators. During the 18 months of meetings, the team was introduced to the six ISLLC Standards developed by the Consortium. It was suggested to the team that the ISLLC Standards be considered a possible model for developing a new performance-based system for administrator licensure in Iowa. The Leadership Initiative Team met regularly during the 1999-2000 school year, studied and discussed the ISLLC Standards, made a few additions to the Standard 2 indicators, and then recommended the adoption of the modified ISLLC Standards to the Iowa Department of Education and the Iowa Board of Licensure (see Appendix A). The ISLLC Standards are now known as the Iowa Standards for School Leaders (ISSL). The ISSL Standards became effective September 2001 for licensure of new administrators in Iowa (Iowa School Leadership Initiative, 2000).

The Problem

The majority of the work completed in Iowa thus far had focused on licensure of new principals graduating from approved preparation programs. Since the ISLLC Standards and now the ISSL Standards were developed to lead the profession, not perpetuate the status quo, how well will the ISSL Standards align with the current practice of effective instructional leaders? How do we know that ISSL Standard 2 makes a difference in schools? "What do principals need to know and be able to do as learning-focused leaders [instructional leaders] of more productive schools where students achieve worthwhile and challenging standards?" (Leithwood & Duke, 1998a, p. v). What skills and competencies will practicing high school principals need for re-licensure under a Standards-based and Performance-based licensure process?

Another problem facing principals is the national and state demand for high school reform and reinvention. Nationally, as well as in Iowa, high schools are being targeted for reform. The publication, Breaking Ranks: Changing an American Institution (NASSP, 1996), listed several recommendations to transform the American high school from a status quo institution to a vibrant, energetic center where great learning is occurring.

Just recently the report, <u>Reinventing Iowa's High Schools,</u> was made available by the Iowa Department of Education. This report summarized the results of a two-day conference convened by the Iowa Department of Education at the Governor's request in April, 2001 to discuss how to reinvent Iowa high schools, not just to tweak them. The call for reforming public schools especially high schools, the cry for increased accountability for student achievement, and the need for more effective leadership have become the legacy of the 1990s and the reality of the 21st Century (Iowa Department of Education, 2001c, 2001e). It has become imperative high school principals know what exemplary instructional leadership is, looks like, and acts like in daily practice in the high school setting.

In 1997, a study completed by the Institute for Educational Leadership at the University of Northern Iowa raised another issue related to instructional leadership. The results of this survey indicated that 87% of the K-12 principals responding to the Principalship Job Satisfaction and Shortage Survey spent from 0-45% of their time on instructional leadership activities. On that same survey, 57% of the principal respondents indicated they have had increased responsibilities for curriculum development, 66% of the principals indicated they had increased responsibility for development of

instructional practices, and 83% of the respondents indicated they had

increased student assessment accountability responsibilities. When a list of

12 issues were presented to the principals to rank order in terms of highest to

lowest priority, the issue of student achievement received the highest priority

rankings of either 1 or 2 by almost 60% of the respondents. When asked

about their satisfaction relating to the time spent on educational leadership

activities only 2.5 % of the respondents were satisfied; whereas, almost 45%

were moderately dissatisfied or very dissatisfied with the time spent on

instructional leadership activities (Institute for Educational Leadership,

1997). These findings suggested principals understood they should be more

involved in educational leadership activities, but were not doing so. If

principals knew that instructional leadership focusing on student

achievement was so necessary, what professional development support do

they need to do the task well?

<u>The Purpose of the Study</u>

The purpose of this study was to determine: (a) how well Iowa high

school principals perceived their instructional leadership practice was

aligned with the knowledge, dispositions, and performance indicators of

Standard 2 of the Iowa Standards for School Leaders (ISSL) implemented

December, 2001; (b) what Iowa high school principals perceived to be

exemplary instructional leadership; and (c) what Iowa high school principals

perceived to be their professional development needs for the improvement of

instructional leadership practice to positively impact student learning for all

Iowa high school students.

<u>Conceptual Framework</u>

Two important concepts were studied and applied to the data from this

research study to define instructional leadership and to describe instructional

leadership practice. To define instructional leadership, metaphorical

definitions found in the current leadership literature were utilized to create a

word picture of the relationship between the abstract definitions of

leadership and the concrete applications of what instructional leadership

looks like, acts like, and is in practice. Metaphors such as the leader as

community servant, the leader as the organizational architect, the leader as

the social architect, and the leader as the moral architect have provided

meaning for both the qualitative and quantitative data gathered and analyzed

in the study (Beck & Murphy, 1996; Bohlman & Deal, 1993; Bolin, 1989;

Clark, 1990; Earley, Baker, & Weindling, 1990; Elmore, 1990; Evans, 1991;

Greenfield, 1988; Greenleaf, 1977; Lashway, 1997; Murphy, 1994; Murphy & Shipman, 1999; Sergiovanni, 1995; Sergiovanni, 1999; Tyack, 1974).

Another important concept for understanding and analyzing the data was the relationship of espoused theories and theories-in-use to create a bridge of meaning between definitions of instructional leadership and descriptions of instructional leadership practice. Argyris and Schon (1974, 1996) "argue that individuals' behavior is controlled by personal theories of action: assumptions that inform and guide their behavior" (Bohlman & Deal, 1997, p. 145). Their work suggested that espoused theories represented what people say, explain, define, or describe to suggest future behavior while theories-in-use represented what people actually do based on their personal agendas or an internalized set of rules specifying how to behave. Significant discrepancies between their espoused theories, what leaders have said, and their theories-in-use, what they have done, have often occurred in organizations. This ambiguity or incongruence between what is said and what is done creates confusion rather than improvement in organizations. To study the instructional leadership practices of Iowa high school principals, the search was not just for definition and description, but also for

congruence between the perceptions of instructional leadership proficiency and the practices of instructional leaders.

<div align="center">Research Questions</div>

The basic research questions were as follows:

1. How do high school principals rate their own proficiencies as related to ISSL Standard 2 and the Standard 2 indicators?

2. What indicators for ISSL Standard 2 do exemplary instructional leaders consider most essential for their practice?

3. How do the practices of high school principals as instructional leaders align with ISSL Standard 2 and the knowledge, dispositions, and performance indicators of Standard 2?

4. What professional development has most impacted high school principals' instructional leadership capabilities?

5. What professional development is needed to facilitate high school principals' development as exemplary instructional leaders?

6. Do demographics impact the definition and practice of high school principals as instructional leaders?

7. How do high school principals as instructional leaders define and describe instructional leadership?

Definitions

For the purposes of this study, high school principals will be defined as individuals with current licensure from the Iowa Board of Licensure with a secondary and/or K-12 principalship certification. High school principals may have 9-12, 7-12, or K-12 principalship responsibilities depending on the size of the school district. However, the focus of the study will be on the instructional leadership responsibilities of the high school principalship. The Iowa Standards for School Leaders (ISSL) are defined as the six standards of educational leadership determined by the Iowa Board of Licensure for administrator licensure in Iowa. The six Iowa Standards for School Leaders are as follows:

Standard 1: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and

resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Collaborative Leadership)

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (Iowa School Leadership Initiative, 2000, p. 1; ISLLC, 1996, p. 1)

For purposes of this study, the ISSL Standard 2 and its accompanying knowledge, dispositions, and performance indicators are utilized as the definition for Instructional Leadership (see Appendix B). Also, for purposes of this study, ISSL Standard 2 indicators represented what actual instructional leadership practice should resemble. Standard 2 was selected as the standard most closely aligned with the instructional leadership job analysis research completed for the development of the School Leaders Licensure Assessment (Reese & Tannenbaum, 1999). ISSL Standard 2 was also considered foundational for the purpose of this study because its predecessor ISLLC Standard 2 was found to be the standard most likely to

ensure the success of beginning principals or the termination of practicing

principals from research studies of Superintendents in Indiana and Missouri

(Coutts, 1997; McCown, Arnold, Miles, & Hargadine, 1999).

Also, for purposes of this study, professional development

encompassed preservice experiences, inservice experiences, on-the-job

learning experiences, workshops, conferences, study groups, mentoring,

coaching, and other contextual and on-site experiences and opportunities

that contributed to the development of the knowledge base, dispositions, and

performance skills necessary for instructional leadership in the high school

principalship leading to improved student learning (Brewer, 2001; DuFour,

2001; Guskey, 1997; Sparks, 2000; Sparks & Hirsch, 1998).

Productive schools for the purpose of this study were considered those

schools where students achieved worthwhile and challenging standards.

Productive schools have articulated the desired state for student success, the

learning processes and the setting necessary to achieve the desired state, and

have demonstrated a deep understanding of teaching and learning through

continuous professional growth (Leithwood & Duke, 1998a).

Significance of the Study

After studying the research and literature about leadership, one thing

was very obvious. Leadership definitions were numerous and ambiguous

especially for instructional leadership (Blasé & Blasé, 1999; Cross & Rice,

2000; Elmore, 2000; Fink & Resnick, 2001; Holly, 1999; ISLLC, 1996;

Lambert, 1998; Leithwood & Duke, 1998b; Murphy, 1998; NASSP, 1996;

NPBEA, 1992; Shipman & Murphy, 2001; Sparks & Hirsch, 1998). The

movement to standardize leadership definitions and expectations had

occurred periodically as professional organizations struggled to make

meaning out of the complexities associated with the principalship role.

However, ISLLC was the first group to collaboratively and systematically

attempt to develop standards that would be accepted and utilized for

preparation, licensure, and re-licensure. Currently 30 states and provinces

are utilizing some form of the ISLLC Standards for preparation, licensure,

and re-licensure of principals. Instructional leadership responsibilities have

grown dramatically and become increasingly complex as society has

changed, information has exploded, technology has become

institutionalized, and the public demand for reform and accountability have

become increasingly vocal. The complexity of changing and reforming

schools and the demand for accountability for student learning suggested that practicing high school principals needed a deep understanding of Standard 2 and how the supporting indicators were operationalized for both daily practice and re-licensure. It has become extremely important to know if high school instructional leaders demonstrate the instructional leadership competencies aligned with ISSL Standard 2 and if the ISSL Standard 2 indicators represent exemplary instructional leadership practice to the practitioners in the field.

There is great movement in the educational world and by the public to reform high schools. Research has suggested that high school principals need to spend more time on instructional leadership and/or be more skilled in instructional leadership (Institute for Educational Leadership, 1997; NAASP, 1996). This study has provided an understanding of how high school principals as exemplary instructional leaders do mediate the complexity of the high school context. It also has provided an insight into how successful instructional leaders at the high school level have developed instructional leadership competencies necessary for creating productive schools demonstrating progress in student learning. By having identified the most essential instructional leadership practices for high school principals,

practitioners can emulate those behaviors to facilitate their own development as instructional leaders.

The data from this study have provided necessary information and insight to those responsible for professional development and preservice education for aspiring and practicing high school principals.

Delimitations of the Study

The study was limited to current practicing principals in the high school setting. Principals in alternative high schools were not included in the study because their work was in a different context than the public high school principal of a so-called traditional high school. Because of the differing philosophies and guidelines governing private and public high schools, the study only included public school principals. However, principals having multiple assignments such as the K-12 principal or the 7-12 principal were included. To eliminate these principals with multiple responsibilities would have reduced significantly the number of small rural schools in the study. In addition, principals in both 3-year and 4-year high schools were included in the study. Elementary principals and middle school principals were also not included in the study because they are

considered more likely to be instructional leaders by the very nature of their work with younger children and the teaching of the basic skills.

Limitations of the Study

One important limitation of the study was the use of ISSL/ISLLC Standard 2 associated most closely with the responsibilities of the instructional leadership according to job analysis research conducted by Reese and Tannenbaum (1999). Since the state has adopted the ISSL Standards for licensure of school principals, the standards needed to be utilized for this study. Since all six standards have 212 indicators associated with them, one standard needed to be selected to allow data collection to even be feasible. A second limitation of the study was the self-reporting by principals choosing to participate in the study. A third limitation for analyzing data from the high school principals was the huge discrepancies involved in school size and student distribution in Iowa schools and the under-representation of females and ethnic and racial minorities in the Iowa principalship.

Organization of the Study

This study was conducted to describe what outstanding instructional leadership looked like, acted like, and was like in the high school setting.

The purpose was to define and describe those characteristics of outstanding instructional leadership in relationship to ISSL Standard 2 and the indicators for Standard 2.

Chapter I presented an introduction to the research study and provided a brief overview of the context surrounding the study, the problems that shaped the purpose of the study, and the questions researched to achieve the purpose of the study.

Chapter II provided a review of the literature related to the evolution and definition of instructional leadership, the process for developing and implementing the ISLLC Standards/ISSL Standards, professional development for principals, and a description of current national and Iowa high school reform efforts and recommendations.

Chapter III described the research methodology and procedures utilized in this hybrid research study. Both qualitative and quantitative methods were combined to create new definitions and descriptions of instructional leadership practices in Iowa high schools. ISSL Standard 2 was utilized to provide a framework for the research methodology and procedures.

Chapter IV summarized the results of the data collected from the surveys and interviews framed by the research questions.

Chapter V created an overview of instructional leadership in Iowa high schools derived from the research data of this study. Included in this illustration of instructional leadership were major findings of how Iowa high school principals, especially those identified as exemplary instructional leaders, translated espoused theory into theory-in-action in the high school context, how they developed their current level of expertise, and the proficiencies they identified for necessary professional development experiences to enhance their effectiveness as instructional leaders. Insights from the research and research process were shared as well as a reflection of how theory and field research have been bridged. The major significance of this research study was highlighted and recommendations for future research were suggested.

CHAPTER II

REVIEW OF THE LITERATURE

As stated in Chapter I, the primary purpose for this study was to determine: (a) how well Iowa high school principals perceived their instructional leadership practice was aligned with the knowledge, dispositions, and performance indicators of Standard 2 of the Iowa Standards for School Leaders; (b) what Iowa high school principals perceived to be exemplary instructional leadership; and (c) what Iowa high school principals perceived as their professional development needs for the improvement of instructional leadership practice that positively impacts student learning for all Iowa high school students.

To provide a foundation or framework for this research study, four areas of study were researched and reviewed. These four areas were: instructional leadership, development of the ISLLC/ISSL Standards, principalship professional development, and recommendations for reinventing and redesigning the high school. These four topics were included in the literature review because they impact the role of instructional leadership for Iowa high school principals in a constantly changing societal context.

Sources for the literature review included materials from Internet searches, resources from Departments of Education, the National Association of Secondary School Principals, the Council of Chief State School Officers, and from current books, periodicals, and journals.

Instructional Leadership

The Evolution of the Principal's Role

Throughout history, the principal has assumed many roles influenced by the interaction of social and intellectual movements in American society (Hessel & Holloway, 2002). Some of the roles assumed by principals throughout the years have impacted student learning positively and significantly, while other roles assumed by principals because of societal pressures have created work overloads for principals without a direct focus on improving student learning. However, things were not always so complicated in education. During the days of the one room schoolhouse a principal was not needed. However, as the size of schools grew and the need for teachers increased, a master teacher was designated (Iwanicki, 1999). This master teacher was responsible for hiring staff, inducting them into teaching, and supervising their work. As free public education expanded and formal teacher preparation programs were started, the master teacher became

known as the principal teacher and then later as the principal. From the early

days of being the principal teacher until the 1960s, the principal was the

leader of teaching and learning. For example, John Dewey as the principal of

the University of Chicago Laboratory School, met weekly with the teachers to

determine their work for the next week, to discuss any difficulties teachers

were experiencing, and to determine adaptations and changes to mediate

concerns and problems related to teaching and learning (Sarason, 1971).

These early meetings conducted by Dewey were not necessarily about

administrative matters, but rather focused on issues related to teaching and

learning. Until the 1960s, the principal was the principal teacher focusing on

functions related to teaching and learning and working with the school

community to share that focus (Iwanicki, 1999). Because the principal

worked closely with a teaching process that was stable and embodied what

he/she knew well, there was no real need to formalize the role of principal. In

the 1960s, the world changed dramatically with the release of Sputnik and the

resulting social changes and reforms. New curricula and instructional

methods were implemented, new buildings were built, and student rights

issues emerged. Suddenly the principal had concerns to address other than

the teaching-learning process. According to Hallinger (1992) the

principalship evolved into management. Because extensive resources were poured into the schools in the 1960s and 1970s, the public expected some meaningful results in the 1980s. The Effective Schools Research studied those high performing schools that were achieving the results so desired by the public. The Effective Schools Research suggested high performing schools were led by effective principals who focused on instruction as the key purpose of schooling (Brookover & Lezotte, 1979; Edmonds, 1979; Jackson, Logsdon, & Taylor, 1983; Taylor, 2002). Even though the critics of the Effective Schools Research believed instructional leadership in the study focused more on management functions than instructional issues and that a clear relationship between leadership and school effectiveness was not substantiated, the Effective Schools Research reinforced the importance of the principal's role in focusing on student learning (Burlingame, 1987; Codd, 1989; Deal 1987; Hallinger & Murphy, 1987; Lezotte, 1997).

Principals, however, found the transition from management roles to instructional leadership roles very difficult. A whole new set of principalship expectations and competencies were developed to address the challenge facing principals trying to transition from manager to instructional leader. With the articulated professional competencies and professional development,

it was thought principals could make the transition from manager to instructional leader (Iwanicki, 1999). Hallinger (1992) indicates that principals had difficulty making the transition to instructional leadership because of enormous new responsibilities added to their current job descriptions. There wasn't enough time in the day to do everything. As the principal struggled to fill all these roles, as well as manage the building and the change process, the task became overwhelming.

The instructional leader, as defined by the Effective Schools Research of the 1980s, evolved into the transformational leader of the 1990s. A new term, transformational leadership, became prominent in the literature in the early 1990s as leadership associated with facilitating and implementing the learning vision and transforming the culture of the school to implement changes necessary for students to learn well (Bass, 1998; Bass & Avolio, 1993; Burns, 1978; Hallinger, 1992; Lashway, 1998; Leithwood, 1992; Leithwood & Duke, 1998a; McEwan, 1998; Murphy, 1994; Murphy & Louis, 1994; Sergiovanni, 1999). The work of the transformational leader was to get everyone involved in improving "the productivity of the school through capacity building, shared decision-making, and collaborative problem solving" (Iwanicki, 1999, p. 285). If the principal was unable to do it all,

then collaboration would spread the workload and gain the support and ownership of the staff in the change process and for the reforms being developed to improve the school's productivity. It would be a win-win situation. The results of transformational leadership were defined by increased collaboration, professional growth, and the implementation of new and improved methods for the teaching/learning process. From the early 1900s until the 21st Century, the principal's role has gone full circle returning to the original focus on teaching and learning issues of the principal teacher. However, today's principal has extensive management responsibilities and tremendous student and societal issues to address that were never even imagined in the early 1900s.

Even though transformational leadership was the buzzword for the 1990s, it was not a term that had public appeal. Soon the metaphor, learner-focused leadership, became synonymous with transformational leadership because that term did have more public appeal (Iwanicki, 1999). The continual redefinition and renaming of educational leadership theories associated with the principalship has often created confusion and ambiguity and added to the complexity of understanding the principal's role and responsibility for the teaching and learning process for school leaders,

teachers, parents, and the general public. Terms such as the learner-focused

leader, the leader of learners, the educational leader, the visionary leader, the

facilitative leader, the collaborative leader, and other leadership terms

associated with leading learning communities/organizations have all tried to

capture the essence of instructional leadership (DuFour, 1999; Holly, 1999;

Terry, 1999).

Metaphorical Definitions for Instructional Leadership

Metaphors have been considered a way to make and convey meaning

for poets and scientists alike. Even though a metaphor is not the thing itself,

it can create and make the complex understandable. Current literature is

saturated with different metaphors trying to describe the complexities

involved with school leadership. In the constant endeavor to define

exemplary educational leadership, numerous metaphors have also been

created to define what it takes to create productive schools where all children

learn well (Leithwood, 1996; Leithwood & Duke, 1998a). In their writings to

describe exemplary educational leaders, Murphy and Shipman (1999) used

the following metaphors: "the leader as community servant, the leader as the

organizational architect, the leader as the social architect, and the leader as

the moral educator" (p. 212). These metaphors have become the foundation

for defining leadership standards for the 21st Century and for creating the

ISLLC Standards. Murphy and Shipman (1999) suggested, "At the heart of

servant leadership are relationships built on trust. It is more reflective and

self-critical than bureaucratic management" (p. 213). In conceptualizing the

metaphor of leader as the organizational architect, Richard Elmore (1990)

stated "the main challenge facing educational leaders is . . . to reconstruct

conceptions of authority, status, and school structure to make them

instrumental to our most powerful conceptions of teaching and learning"

(p. 63). The leader as the social architect represented the educational leader

designing and reinventing schools to fit children. Schools must become more

responsive to children in three very important ways. First,

> While the specifics are not yet clearly discernible, the overall strategy
> for tomorrow's leaders is clear: "They must invent and implement
> ways to make schools into living places that fit children rather than
> continuing to operate schools for 'good kids' who adapt to the
> existing structure." (Clark, 1990, p. 26)

Second, the social architect must find a way to reform schools to

control tracking and other methods of ability grouping that are inequitable to

poor, minority, and at-risk students. Third, the social architect as leader must

see that the school provided more "basic human support" not being provided

elsewhere for children (Murphy & Shipman, 1999, p. 214). The leader as the

moral agent no longer followed the dictates of management principles of the

business world or the social science research. Instead, the moral leader

understood:

> the two fundamental beliefs: (1) the deep significance of the task of
> the school administrator is to be found in the pedagogic ground of its
> own foundation, and (2) the new science of administration will be the
> science with values and of values. (Greenfield, 1988, p. 155)

The bottom line for the leader as moral educator was that all students

need more challenging and complex schooling and all children must have

access to it and be successful with it (Murphy & Shipman, 1999).

Espoused Theories and Theories-in-Use

Even if metaphorical definitions for educational leadership and

specifically instructional leadership have created an understanding of

instructional leadership, it is the application of that meaning and

understanding that is considered absolutely essential. Understanding without

application is not considered adequate in today's schools where all children

must learn well to lead successful and productive lives. It is the walking of

the talk that has determined whether schools have successfully reached their

mission for the children in that school. Argyris and Schon (1974, 1996) have

suggested an understanding of espoused theories and theories-in-use as

necessary for the personal effectiveness of leaders. Their research has shown that leaders operate on two levels. First, leaders hold and verbalize espoused theories that symbolize the talk that leaders provide or say to others "to try to describe, explain, or predict their behavior" (Bohlman & Deal, 1997, p. 145). Second, the behavior of leaders is based on their theories-in-use according to Argyris and Schon (1974, 1996). "A theory-in-use is an implicit program or set of rules that specifies how to behave" (Bohlman & Deal, 1997, p. 145). The manner in which leaders have viewed their organizations, the levels of confidence they have in themselves, and the trust they have developed for others in the organization, have all influenced the leaders' theories-in-use. The more congruency demonstrated between the leader's espoused theories and the theories-in-use, the more predictable and trustworthy others perceived the leader in the organization.

In studying how Iowa high school principals defined and described instructional leadership and instructional leadership practices, the search was for congruency between their perceptions of proficiency and their practices of those proficiencies associated with instructional leadership. Significant discrepancies between what the principals have indicated or said through the interviews and surveys would have suggested that their espoused theories and

their theories-in-use were in conflict. Conflict or incongruence between what is said and what is done has stymied many past school improvement efforts. However, congruence between what the high school principals perceived to be their proficiencies and what indicators they determined were essential for instructional leadership practice would have implied that their espoused theories and theories-in-use were in alignment. According to Argyris and Schon (1974, 1996), congruent instructional leaders have developed that internal consistency by being so self-reflective and self-critical that they truly understand how to be genuine and sincere in all their leadership actions. Understanding one's espoused theories and theories-in-use has tremendous implications for not only defining and describing instructional leadership, but also for the professional development needs of aspiring and practicing principals.

<u>Defining and Describing Instructional Leadership</u>

When considering the historical evolution of the principal's role and the current leadership metaphors and theories trying to bring clarity to the complexity of the principal's role in educating children well, the reality is that instructional leadership is still the key term recognized by most of the public. For example, in 1999, Richard Riley, Secretary of the U.S. Department of

Education, made these comments in a satellite Town Meeting framing his

comments about instructional leadership from his friend, Gerry Tirozzi,

former Assistant Secretary of Education and now the Executive Director of

the National Association of Secondary School Principals:

> [The principalship is] a position that is absolutely critical to educational change and improvement. A good principal can create a climate that can foster excellence in teaching and learning, while an ineffective one can quickly thwart the progress of the most dedicated reformers. In the coming years, we will be faced with a leadership crisis in our schools. We will need more principals than ever before. Those new principals will need different kinds of skills and knowledge than in the past. The key is that the principal's first priority is and must be good teaching. My good friend, Gerry Tirozzi, former Assistant Secretary of Education and now the Executive Director of the National Association of Secondary School Principals said it best--The successful principal of the future will be the individual who raises academic standards, improves academic standards for all students, and provides support and assistance to faculty. He or she will be viewed as an exemplar of instructional leadership. (Educational Research Service, 2000, p. 1)

> According to the report, Overview: Learning to Lead, Leading to Learn: Improving school quality through principal professional development, experts note that quality leadership means sharing authority and responsibility, establishing a culture that supports high achievement, and continuously using information about student performance to guide improvements and hold individuals and groups accountable for their work. Principals who serve as instructional leaders add a focus on helping teachers improve classroom performance and making academic instruction the school's top priority. (NSDC, 2001, p .2)

Effective instructional leaders focused their efforts on classrooms.

They spent time in the classrooms observing and coaching teachers. They

provided professional development and other resources to teachers. They

expected great teaching from teachers and high achievement from students.

They challenged everyone to rethink their assumptions about learning and

teaching and to be risk-takers as part of the school improvement process

(Sparks & Hirsch, 1998).

Linda Lambert (1998) stated:

Leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values and beliefs, information, and assumptions through continuing conversations; to inquire about and generate ideas together; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings. Such is the core of leadership. (p. 5)

Richard Elmore (2000) provided this definition of school leadership:

"Leadership is the guidance and direction of instructional improvement

(p. 13). It is "distributed leadership in which formal leaders widely distribute

leadership responsibilities among various role groups in the organization

while they work hard at . . . creating the common culture, or set of values,

symbols, and rituals" (p. 15). "In a distributed leadership system, the job of

leaders was to buffer teachers from extraneous and distracting

non-instructional issues so as to create an active arena for engaging and using quality interventions on instructional issues" (p. 24).

According to Joan Vydra, a principal in a Glen Ellyn, Illinois Elementary School, "the task of instructional leadership requires making sure that teachers have all they need to make magic for kids. That includes, if necessary, spending countless hours scheduling and planning to enable teachers to have time to work together" (NSDC, 2001, p. 3).

After reviewing 125 articles to determine the definition of instructional leadership, Leithwood and Duke (1998b) found that instructional leadership embodies three broad leadership responsibilities of "defining the school mission, managing the instructional program, and promoting school climate" (p. 3). This definition aligns with ISSL and ISLLC Standard 2. For the purposes associated with this research paper, instructional leadership is described as leadership that advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and professional development as described by ISLLC and ISSL Standard 2 (ISLLC, 1996; Iowa Department of Education, 2002).

Instructional leadership is still the key leadership theory for schooling if one believes the purpose of schooling is to help children learn well.

Instructional Leadership Theory is constantly changing in shape and form to

address the key issues of teaching and learning in today's changing society.

Other terms may represent instructional leadership at times, but eventually the

functions represented by those new terms create a more current expanded

theory of instructional leadership. However, the core principles of teaching

and learning representing the heart and soul of instructional leadership theory

are everlasting. Since the term, instructional leadership, encompassed the new

metaphors and the foundational pieces of instructional leadership, that term

was utilized as the main leadership theory underpinning ISSL Standard 2.

The ISLLC Standards

Development of the ISLLC Standards

The leadership issues related to teaching and learning processes began

to be addressed more intensely in both the field and university setting in the

mid-1980s. The publication The Leaders for America's Schools by the

National Commission on the Excellence in Educational Administration (1987)

brought the instructional leadership issue to the educational forefront. Soon

thereafter, the National Policy Board for Educational Administration

(NPBEA) was created largely to address the changing forces in society and

the changing nature of leadership. The NPBEA was a predecessor to ISLLC

in an attempt to respond to the needs of schools and their students and to

coordinate efforts to accomplish that goal (ISLLC, 1996). In August, 1994,

the ISLLC initiative began with contributions from 24 member states, a

foundational grant from the Pew Charitable Trusts, and support and

assistance from the Danforth Foundation and the NPBEA. ISLLC operates

under the jurisdiction of the Chief State School Officers. The 24 member

states that contributed to the ISLLC Initiative are Arkansas, California,

Connecticut, Delaware, Georgia, Illinois, Indiana, Kansas, Kentucky,

Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Jersey,

North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Texas,

Virginia, Washington, and Wisconsin. The 11 professional organizations that

collaborated with the 24 members states were the American Association of

Colleges for Teacher Education, American Association of School

Administrators, Association for Supervision and Curriculum Development,

Association of Teacher Educators, National Association of Elementary

Principals, the National Association of Secondary Principals, National

Association of State School Boards of Education, National Council of

Professors of Educational Administration, National Policy Board of

Educational Administration, National School Boards Association, and the

University Council for Educational Administration. These 24 states and 11

professional organizations created a powerful coalition to collaboratively

develop a set of leadership standards that would address the changing nature

of the educational environment, the changing nature of education, and the

changing environment of leadership (ISLLC, 1996).

To accomplish the task of developing a framework for educational

leadership for 21st Century Schools, the Consortium:

> tackled the design strategy in two ways. First, we relied heavily on the
> research on the linkages between educational leadership and
> productive schools especially in terms of outcomes for children and
> youth. Second, we sought out significant trends in society and
> education that hold implications for emerging views of leadership--and
> subsequently for the standards that give meaning to those new
> perspectives on leadership. (ISLLC, 1996, p. 5)

Because school leadership is multi-faceted and involves great

complexity, creating the standards to reflect effective leadership was a

challenging task. One reason for the complexity of studying leadership is that

many different leadership styles representing many different patterns of

beliefs and values can be equally effective. The Consortium determined that

three major belief statements about leadership would anchor their work.

> Effective school leaders are strong educators, anchoring their work on
> central issues of learning and teaching and school improvement. They
> are moral agents and social advocates for the children and communities

they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community. (ISLLC, 1996, p. 5)

After reaching agreement on these three foundational attributes of

leadership, the Consortium members looked at the changing nature of society

and its impact on the future of education and the types of leaders needed in

the schools of tomorrow. There are several major shifts occurring in today's

society. First, our society is becoming more diverse "racially, linguistically,

and culturally" (ISLLC, 1996, p. 5). Second, more children and their families

are living in poverty creating a scenario where the physical, mental, and moral

well-being of our students and their families is declining.

In addition "the shift to a post-industrial society, the advance of the

global marketplace, the increasing reliance on technology, and a growing

infatuation with market-based solutions to social needs pose significant new

challenges for education" (ISLLC, 1996, p. 5).

As the Consortium members focused on schooling itself, they

determined three central themes that would redefine leadership skills for

school leaders. In Phi Delta Kappan (1997), Anne Lewis summarized the

three central themes determined by ISLLC to redefine the leadership skills

needed for the 21st Century. The first theme focuses on redefining teaching

and learning to more successfully challenge and engage all students in K-12 settings. All educators are reassessing their beliefs and philosophies about knowledge, intelligence, assessment, and instruction. Second, parents and communities seemingly want "caring-centered concepts of schooling, not bureaucracies" (p. 99). To become a participatory democracy the organization must flatten. Third, all stakeholders will assume greater roles and responsibilities in the schooling of all children.

After determining the three major beliefs about educational leadership and studying the major trends in a changing society, ISLLC developed seven major principles to guide and assess the development of the standards and to give meaning to the standards and their indicators. The seven principles are:

- Standards should reflect the centrality of student learning.
- Standards should acknowledge the changing role of the school leader.
- Standards should recognize the collaborative nature of school leadership.
- Standards should be high, upgrading the quality of the profession.
- Standards should inform performance-based systems of assessment and evaluation for school leaders.
- Standards should be integrated and coherent.
- Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community. (ISLLC, 1996, p. 7)

The ISLLC Consortium members felt strongly about including these seven principles into performance-based standards to strengthen licensure requirements, to revise approval for university-based preparation programs, and to provide a common set of standards that the field of educational leadership lacked. Efforts in other educational arenas such as the Interstate New Teacher's Assessment and Support Consortium, INTASC, appeared to be a powerful leverage for reform. It appeared that standards were the best approach to reform licensure, program approval, and candidate assessment in educational leadership (ISLLC, 1996).

The ISLLC members unanimously agreed to develop one set of standards for all school leadership positions. Even though the responsibilities differed for different school positions, the ISLLC Consortium determined there were "heart and soul" topics that applied to all educational leadership roles and responsibilities. The Consortium members also agreed to develop six major standards so the standards would not be so numerous to be overwhelming to use. While developing the standards, the continual focus by the members of the Consortium was on teaching and learning and the creation of powerful learning environments. All the standards were designed to focus on teaching and learning and the extent that teaching and learning support the

learning environment. Every standard begins with the stem: "A school administrator is an educational leader who promotes the success of all students by . . ." (ISLLC, 1996, p. 8). The indicators supporting each standard were defined as knowledge, dispositions, and performances and were terms borrowed from the INTASC Standards. Originally, there was disagreement about the inclusion of dispositions because of the impossibility of assessing them. However, the following two statements by David Perkins (1995) eventually convinced the members of the value of their inclusion. The statements made by David Perkins were as follows: "Dispositions are the proclivities that lead us in one direction rather than another within the freedom of action we have" (p. 275). "Dispositions are the soul of intelligence, without which the understanding and know-how do little good" (p. 278).

At the conclusion of the work on the standards, the ISLLC Consortium members stated, "its standards reflect--that instruction and learning have become 'the heart and soul of effective leadership'" (Lewis, 1997, p. 100).

However, not all people in educational leadership agreed with the Standards Movement in the educational arena. After analyzing the planning models suggested by the ISLLC Standards, Robert Beach and Ronald Lindahl

(2000) suggested the standards are rather fragmented and have an unclear

theoretical base. In rebuttal, the members of the Consortium stated they

created standards designed to lead the profession, not lag behind it. If they

used only empirical research demonstrating current best and/or past practice

in educational leadership, the content of the standards would not necessarily

represent what needs to be done today or tomorrow in America's schools

(Murphy & Shipman, 1999).

Utilization of the ISLLC Standards

To give teeth to the standards and to facilitate the reforms desired by

ISLLC, one of their first initiatives after the development of the ISLLC

Standards was to contract with Educational Testing Services (ETS) (2001) to

develop an ISLLC Assessment for licensure of beginning principals. Even

though the ISLLC Assessment does not directly affect this research study, it

does provide a necessary foundation for understanding how the standards

were reviewed, examined, and analyzed after approval by the Consortium.

The ISLLC funding states wanted to ensure that all new principals had a set

of certain knowledge and skills aligned with the ISLLC Standards before

being licensed to practice. It was determined the assessment would focus on

the principalship because "principals play such a central role in schools and

because the knowledge and skills required of principals often are critical to the competent professional practice of others in school administration positions" (Murphy & Shipman, 1999, p. 246). According to Joe Murphy, ISLLC Chairperson, at the 1998 American Educational Research Association conference, the School Leaders Licensure Assessment (SLLA) will be both the "Trojan horse and the sledgehammer to compel the field to move toward implementing the vision for school leadership that the standards convey" (Latham & Pearlman, 1999, p. 246).

According to Richard Tannebaum (1999) moving a set of standards into a "technically sound, innovative, fair, legally defensible assessment" created many challenges for ETS (Latham & Pearlman, 1999, p. 246). The Consortium granted the six assessment developers who were all former teachers and administrators working for ETS a great deal of autonomy in designing the assessment. ETS determined that they needed to be flexible enough to respond to things learned during the process of developing the assessment, develop a way for the principalship candidates to have authentic tasks accurately representing the depth and breadth of the standards, and to "raise the bar from the traditional operational/managerial model for the principalship into an instructional leadership model" (Latham & Pearlman,

1999, p. 247). The ISLLC Consortium followed the same procedures for developing the assessments that the National Board for Professional Teaching Standards (NBPTS) had utilized. Latham and Pearlman (1999) refer to the process as the "APPLE Criteria: Administratively feasible, Professionally acceptable, Publicly credible, Legally defensible, and Economically affordable" (Latham & Pearlman, 1999, p. 247). Another piece of the puzzle for the ETS staff was determining tasks to represent the knowledge and skills since the ISLLC Standards "do not identify exercises or tasks one must complete to be a competent practitioner" (Latham & Pearlman, 1999, p. 248). Also, the six standards were not rank-ordered in priority or importance so all must be considered equally important. This lack of priority created a challenge for the test makers. They either had to assess all indicators or develop a method to determine which indicators are critical and need to be assessed and which indicators can be left out of the assessment. To solve this dilemma, ETS involved competent practitioners throughout the development and review process while creating the assessment. It was also determined that the authentic tasks would focus on knowledge and performance indicators because there currently was no acceptable method for assessing dispositions accurately and equitably. An authentic assessment was really

impossible to develop because the very nature of assessing aspiring principals

seeking licensure made the assessment no longer truly authentic. Because of

the challenges involved with creating this assessment, ETS utilized:

> The traditional validity criteria established in 1985 by the American
> Psychological Association (APA), American Educational Research
> Association (AERA), and the National Council of Measurement in
> Education (NCME) and the new criteria recommended by researchers
> like Linn, Baker, and Dunbar (1991) and Pearlman (in Press).
> (Latham & Pearlman, 1999, p. 250)

Another challenge for ETS was the tension between lead and lag. The

mandate from ISLLC was to create an assessment to raise the bar for those

aspiring to become principals. Candidates for principalship licensure needed

to demonstrate the cutting-edge knowledge and skills necessary to reflect the

ISSL Standards, the new model for school leadership. In many professional

assessments, a job analysis determined the essential knowledge and skills to

assess. One criticism for job analysis is that the "status quo" was reflected in

the responses from practitioners. However, with the charge from ISLLC to

create an assessment to lead the profession, ETS decided to utilize the job

analysis in combination with the ISLLC Standards. The job analysis framed

the content of the scenarios used in the assessment and the standards used to

evaluate the responses (Latham & Pearlman, 1999).

The format for the assessment was also a major challenge for ETS. It was decided the format used by the NASSP Assessment Center was too expensive at $1,500 per person, was extremely labor intensive, and would be difficult to administer on a large scale. Even though the information gained from the experience would be extremely beneficial for the candidate, the process would probably not be legally defensible for licensure of an aspiring principal. Portfolios were also considered, but portfolios were considered by ETS more feasible for re-licensure than licensure because aspiring principals would not have the necessary experiences to demonstrate the real-life competencies being assessed. After reviewing the options for an authentic assessment, it was determined to use constructed-response questions for which the candidates would suggest actions that would hopefully reflect the vision of the ISLLC Standards.

> This is particularly important within the licensure context because it allows us to differentiate those who have a grasp of the important issues regarding a question--such as learning and teaching implications of a situation, the needs of stakeholders involved, and relevant ethical considerations--and those who lack any clear understanding of these issues. The licensure decision hinges on this distinction between those who can and those who cannot demonstrate standards-relevant knowledge and performances in responding to realistic situations. (Latham & Pearlman, 1999, p. 254)

The final ISLLC Assessment for Principalship Licensure developed by

ETS was comprised of three modules. Module I was comprised of the

Evaluation of Actions I, ten short vignettes, and Actions II, six longer

vignettes. These vignettes required the candidate to determine what to do

next or how to handle certain scenarios. Module II was titled Synthesis of

Information and Problem Solving. During this part of the assessment,

candidates were given documents necessary for the work of principals and

were asked to utilize the documents to make decisions and solve problems

related to learning and teaching. The third module, Analysis of Information

and Decision Making, required candidates to analyze seven documents of

which at least six documents relate to learning and teaching.

> Questions related to this module might include: What is the important
> issue in the data presented in this document? What other information
> would you need to assess the information presented in the document?
> Where would you get such information? What important patterns do
> you observe in the data presented in the document? What steps would
> you take with your staff to address the issues raised by the data
> presented in the document? How would you present the information
> contained in this document to parents, community organizations,
> and/or staff? (Latham & Pearlman, 1999, p. 257)

The assessment was field-tested. Form A was field-tested in

December, 1996, and Form B was field-tested in May, 1997. Two hundred

candidates from the funding states, as well as candidates from Texas and

Alaska, participated in the field-testing. Practitioners were involved in all parts of the development and implementation stage. Practitioners also scored the piloted assessments. Qualitative as well as quantitative data were collected about the piloted assessments. After the field-testing, ISLLC formed a Technical Advisory Committee to review the data. This committee asked ETS (2001) to specifically review the test results data to make sure candidate scores were not adversely affected by gender, race, or ethnicity. Since white candidates had scored higher, a weighting system was created to minimize the racial/ethnic scoring gaps. The following evaluation system was determined for the ISLLC Assessment:

- ► Evaluation of Actions I: 20%
- ► Evaluation of Actions II: 20%
- ► Synthesis of Information and Problem Solving: 30%
- ► Analysis of Information and Decision Making: 30%. (ISLLC, 1997, p. 7-8)

The national administration of the ISLLC Assessment for Principalship Licensure began October, 1998. The six states that funded the development of the ISLLC Assessment and are currently using it for licensure of principals are Arkansas, Kentucky, Maryland, Mississippi, Missouri, and North Carolina (ISLLC, 1997).

<u>Professional Development for Principals</u>

<u>The Need for Professional Development for Principals</u>

If the ISLLC Standards was the model for changing school leadership and if the ISLLC Assessment was the impetus to create school leadership change for new principal licensure, then what happened to principals currently practicing? How would they be re-licensed? How would current practitioners develop the knowledge and skills necessary for school change if they did not already have them? The Consortium for Policy Research in Education (CPRE) had been studying the reform efforts in schools across the nation for the past 15 years. From their work, three principles emerged according to Susan H. Fuhrman and Allan Odden in a Kappan Special Section on School Reform in the <u>Phi Delta Kappan</u>, September, 2001.

> First, there must be clear and ambitious goals, together with such indicators of results as coherent educational standards and sound measures of student achievement. Second, when ambitious goals seek to increase performance by significant amounts, the core technology of education--instructional practice--must change dramatically. Since education reformers hope to double or triple the proportion of students scoring at or above high levels of proficiency, a strong focus on instructional change is necessary. Such large increases in achievement do not happen by doing harder what we've done before; both the nature of instruction and the way it is organized will need to change. Third, achieving dramatically improved instruction in all schools requires extensive investment in continuing professional development, in strong curricula, and in leadership at the system and school level. (Fuhrman & Odden, 2001, p. 60)

According to Dennis Sparks (NSDC, 2001), Executive Director of the National Staff Development Council, one of the most useful and cost-effective means for increasing student learning was the engagement of school leaders in sustained standards-based professional study. Because principals impacted school culture, structure, and instructional programs, providing professional development to the nation's 100,000 principals would likely have a greater impact in increasing student achievement than any other school reform. "Up to now, principals have been the missing link of the reform movement" according to Dennis Sparks, Executive Director of the National Staff Development Council (NSDC, 2001, p. 1). He believed properly designed professional development would allow principals to gain experience as instructional leaders and to reflect on what they had learned to serve as a catalyst to improve the principals' knowledge and skills to impact school improvement efforts. An overview of the report, <u>Learning to Lead, Leading to Learn: Improving School Quality through Principal Professional Development</u>, called "for a national strategy to ensure that all principals learn to become instructional leaders--by spending large amounts of time observing teaching and helping teachers focus attention where it is needed most to raise achievement" (NSDC, 2001, p. 1).

Sparks and Hirsch (1998) suggested in their report that current training, initial preparation, and professional development must be overhauled to provide principals the knowledge and skills necessary to lead today and in tomorrow's schools. They believed the current training principals receive is too abstract or too focused on managerial tasks such as budgeting.

A New Model for Professional Development for Principals

After reviewing successful models in the field of professional development for principals from school districts in New York and Kentucky, Sparks and Hirsch (1998) have developed themes representing the new format of professional development for principals.

- Provide principals with more real world experiences and perspectives. Establish incentives and accountability to improve principal skills.
- Reorient preparation and professional development to include more hands-on learning.
- Set benchmarks for funding that ensure sufficient support for programs. (p. 2)

New models for professional development have been researched and developed over the past 10 years as part of the extensive research conducted in the area of teacher professional development. In Designing Professional Development for Change, J. Bellanca (1995) suggested that inservice training, staff development, and professional development were terms that needed to

be defined because they are not the same thing even though they are often

used interchangeably. Bellanca (1995) defined inservice as:

Inservice training was defined as:

Part of full day
Introduction to topic or awareness
Topics of general interest or availability
Attendance required

Staff development was defined as:

Multi-day instruction
Demo and guided practice added with workshop
Participation optional
Individual application encouraged

Professional development was defined as:

Expectation and structure for transfer
On-going, long-term systemic change for individual and organization
Full organizational support with scheduled follow-up incentive to
change
Aligned with district and site vision for excellence
Impact of change on individual and organization assessed.
(Bellanca, 1995, p. 7)

Both inservice training and staff development shared the same

characteristic that there was no formal follow-up scheduled. Both inservice

training and professional development required released time. Both staff

development and inservice training had multi-day organizational needs. All

three terms, inservice training, staff development, and professional

development, shared the commonality of purpose. The shared purpose of all three events was to learn new ideas on what and how to teach. Only the definition of professional development incorporated the three key concepts considered essential for principalship professional development: results-driven, systems thinking, and constructivism (Senge, 1990; Skrla, Erlandson, Reed, & Wilson, 2001; Sparks, 1994; Sparks & Hirsch, 1997; Tennessee Department of Education, 1998).

Recommended Methods of Professional Development for Principals

Elizabeth McCay in Educational Leadership (2001) suggested that principals need opportunities to learn, reflect, and change. She indicated that principals can grow and change on the job by reading and discussing information that challenges their thinking, by having opportunities to get feedback from peers, by having interaction with colleagues outside of their local school districts, by having access to financial and material resources, moral support, and release time, by having hands-on learning experiences and applications, and by having opportunities to teach others. These opportunities for professional growth would be integrated because principals need many avenues for growth.

Ray Lemley, Executive Director of the Texas Principals Leadership

Initiative, wrote that principals need opportunities to interact with new

models and new paradigms for creating effective schools for the future.

> Principals certainly need continued and ongoing developmental work in essential skills. We know what the skills are, and we know how to teach them. We simply need to refine and sustain. Here are some essential considerations for principal development:
>
> ► Pay attention to the principal and principalship
> ► Educate the principal about change
> ► Build sound and effective relationships
> ► Build sharing, networking, and mentoring activities
> ► Teach, support, and encourage reflection
> ► Talk about transcendent and transformative issues
> ► Stress values, ethics and purposeful missions
> ► Build communities of leaders. (Lemley, 1997, p. 36)

Lemley continued by saying that "what gets rewarded gets done"

(p. 37). If professional development of principals was a high priority, then

those participating in the professional development should be rewarded,

acknowledged, and applauded for seeking to grow and change.

The Educational Research Service's Informed Educator Series (1999)

publication, Professional Development for School Principals, stated "effective

staff development for administrators is long-term, planned, and job

embedded; focuses on student achievement; supports reflective practice; and

provides opportunities to work, discuss, and solve problems with peers"

(p. 5). Activities that supported that type of principalship development are journaling, study groups, support networks including peer coaching, mentoring, portfolios, and professional organizations, team training, and personal and professional development plans (Barnett, 1989; Brown & Irby, 1997; Daresh & Playko, 1989, 1997; DuFour & Eaker, 1998; Joyce & Showers, 1982; Merriam, 1983; Mohr, 1998; Schon, 1983, 1987; Skrla, Erlandson, Reed, & Wilson, 2001; Sparks & Loucks-Horsley, 1990; Zepeda, 1999).

Richard Elmore indicated "effective principal development should provide principals with substantive research on teaching and learning, take place in the principal's home school, focus on solving real problems, and include networks of principals who serve as critical friends" (Black, 2000, p. 48). If schools are serious about standards-based education for students and quality teaching, they would require all principals to:

- ► Be members of ongoing study groups that delve deeply into the most important instructional issues in their schools
- ► Regularly visit one another's schools to learn outstanding practice, critique colleague's improvement efforts, and support one another in improving instruction; and
- ► Receive frequent in-school coaching on critical skills areas such as working with teachers to improve instruction, analyzing data, and critiquing student work. (Sparks & Hirsch, 1998, p. 5)

ISLLC Professional Development for School Leaders

After the development of the ISLLC Standards, three goals were determined by the Consortium to facilitate widespread adoption and implementation of the Standards. Phase I was to develop the ISLLC Assessment for licensure of beginning principals and later beginning superintendents. Phase II was the development of the ISLLC Portfolio for re-licensure. Phase III was the development of a collaborative Professional Development Process for School Leaders (CPDP). The CPDP brings into action many of the qualities proposed and suggested by others interested in professional development for principals. According to the ISLLC publication, Propositions for Quality Professional Development of School Leaders (2000), professional development for school leaders:

- ► Validates teaching and learning as the central activities of the school;
- ► Engages all school leaders in well-planned, integrated, career-long learning to improve student achievement;
- ► Promotes collaboration to achieve organizational goals while meeting individual needs;
- ► Models effective learning processes; and
- ► Incorporates measures of accountability that direct attention to valued learning outcomes. (p. 4)

The CPDP for School leaders was "a performance-based assessment that addresses the needs of schools or districts while enhancing the

professional growth of school leaders" (Shipman & Murphy, 2001, p. 1).

Major components of the ISLLC performance-based assessment for as a

professional growth opportunity for school leaders are:

- ► Establishing personal and professional development goals that emphasize teaching and learning and are consistent with school improvement goals, district goals, and the ISLLC Standards.
- ► Identifying a team of colleagues to serve as the collaborative professional development team.
- ► Presenting the professional development plan to the professional development team, receiving feedback, and making revisions.
- ► Preparing professional development portfolios that address specific needs or challenges and include reflections.
- ► Presenting work products to professional development teams to receive additional feedback that will help school leaders refine ideas, critique and further develop products, and continue to monitor progress toward achieving professional development goals.
- ► Engaging in continuous reflection and reexamination of the professional development plan, leading to a summative evaluation, a critique of the plan by the team, and revision of the plan to begin the process anew. (Shipman & Murphy, 2001, p. 1)

The ISLLC Standards for School Leaders are based on a

standards-based performance model for school leadership resulting from two

decades of preparation and research by a consortium of all major professional

organizations involved in school leadership preparation and/or with school

leadership development.

These standards differ from similar previous attempts because of their specific focus on high expectations of success anticipated for 'all' students, their emphasis on teaching and learning as the primary grounding for school leadership, and because of the importance the standards place on beliefs and values in providing direction for school leaders. (Van Meter & McMinn, 2001, p. 33)

If "the principal is the guardian of a sacred trust—an implicit contract with every parent: Send us your children and we will educate them and prepare them to participate in an increasingly complex and diverse society" (Riggins, 2001, p. 32), then a new way of thinking about and implementing school leadership was needed.

Reinventing the High School

Implications From Breaking Ranks: Changing an American Institution

In recent years, the institution of the traditional high school has come under close scrutiny in terms of its success in educating "all" students well for the 21st Century. In 1996, the National Association of Secondary School Principals in partnership with the Carnegie Foundation published the publication, Breaking Ranks: Changing an American Institution as a report for the Advancement of Teaching on the High School of the 21st Century. Many break-the-mold recommendations came from the study to facilitate the design and creation of a new high school where a vibrant and energetic learning

center meets the learning needs of all high school students. In Chapter 13 of

the **Breaking Ranks** publication titled "Leadership Attributes that Need

Nourishing" the authors recommend:

> 1. The principal will provide leadership in the high school
> community by building and maintaining vision, direction, and focus for
> student learning.
> 2. Selection of high school principals will be based on qualities of
> leadership rooted in established knowledge and skills that result in
> dedication to good instructional practice and learning.
> 3. Current principals will build and refine the skills and knowledge
> required to lead and manage change.
> 4. The principal will foster an atmosphere that encourages teachers to
> take risks to meet the needs of students.
> 5. The superintendent and other central office administrators, as well
> as school board members, will exercise leadership in support of the
> planning, implementation, and long-range momentum of improvement
> at the school level.
> 6. Teachers will provide the leadership essential to the success of
> reform, collaborating with others in the educational community to
> redefine the role of the teacher and to identify sources of support that
> redefined role.
> 7. The leadership of students, parents, and others in the school
> community will enhance the work of the principal who should
> recognize this potential for leadership by nurturing and supporting it.
> (NASSP, 1996, p. 99)

> For the success of school reform, leadership must diffuse itself
> throughout the school community. The principal occupies the pivotal
> position, but restructuring cannot prevail unless it draws on the
> strengths of teachers and others associated with the high school.
> (NASSP, 1996, p. 98)

Three years later in 1999, John Daresh authored an article in <u>NASSP</u>

<u>Journal of Secondary and Higher Education</u> indicating that preparation

institutions must address the recommendations found in <u>Breaking Ranks:</u>

<u>Changing an American Institution</u> in principalship preparation programs. His

recommendations suggested that all future leaders "need expertise in focusing

on and promoting teaching and learning as the core activity of the school"

(p. 3), must have a clear commitment to educational values discussed in

<u>Breaking Ranks</u>, must know how to manage change, how to work with

diverse groups of people, and that preparation institutions must develop and

utilize new methods for teaching aspiring principals (Daresh, 1999).

However, these recommendations not only were important for preparation

institutions, but also for all organizations responsible for meeting the

professional development needs of practicing principals. High schools will

not be changed without the assistance of well-prepared and skilled

instructional leaders.

<u>Implications of the UEN Study: Redefinition of High School:</u>

<u>A Vision for Iowa</u>

Not only are high schools being scrutinized on the national level, but

also on the state level both externally and internally. The Urban Education

Network (UEN), is a coalition of Iowa's eight largest school districts. These

school districts continuously "collaborate to support each other, share

information, share and address concerns, specifically related to Iowa's urban

students, resolve common concerns, and promote positive public policy for

urban education" (UEN, 2001, p. ii). Members of the UEN share common

characteristics: all districts have at least two high school attendance centers

and/or a school population of at least 10,000 students with cultural, social,

and economic diversity, broad ethnic representation, and extensive

transportation systems. The UEN published, <u>Redefinition of High School: A</u>

<u>Vision for Iowa</u>, a compilation of their research about what urban high

schools in Iowa could and should be. The research of the UEN focused on

relationships, leadership, the equitable diverse high school, the curriculum,

organization and time, school environment, instructional strategies,

assessment and accountability, professional development, technology,

post-secondary connections, and governance for value-added school districts.

The publication, <u>Redefinition of High School: A Vision for Iowa</u>, presented

three strategies for leadership in the 21st Century high school (UEN, 2001):

> Strategy 1: Expect multiple points of leadership, especially from the
> superintendent and high school administrators, to provide instructional

leadership in the high school community by creating and nourishing a vision, specific direction, and a focus for student learning. (p. 10)

Strategy 2: Evolve from a hierarchical leadership model to one of collaboration and shared decision-making. (p. 11)

Strategy 3: Develop a co-responsibility leadership model within teaching and staff ranks. (p. 13)

The major implications of the UEN study related to strategies for

leadership indicated the high school principal was to be viewed as an

instructional leader rather than as a manager. It was recommended that UEN

districts hire only high school principals who demonstrated competence in

understanding instructional strategies that resulted in student achievement. In

addition, high school principalship leadership was expected to demonstrate

expertise in documenting student learning gains, analyzing achievement

setbacks, and correlating data to school strategic planning for high student

achievement.

Implications of the Study: Redesigning Iowa's High Schools

In addition to the UEN study related to redefining Iowa's urban high

schools, Governor Tom Vilsack also demonstrated interest in improving

Iowa's high schools. On April 17 and 18, 2001, the Iowa Department of

Education brought together 150 leaders from all over Iowa to start the

process of studying Iowa high schools and determining recommendations for improvement.

> The Governor's clear message emphasized the responsibility we all have for providing the leadership that can literally reinvent Iowa's high schools. He acknowledged the need for strong leadership between schools, employers, and communities, and the need for local flexibility to successfully address the challenges facing secondary education in Iowa. (Iowa Department of Education, 2001c)

The first question addressed at the conference sponsored by the Iowa Department of Education was, "Do stakeholders believe Iowa high schools need to change, and if so, how?" Participants answered the first part of the question with a resounding YES. The conference studied the six priorities of renewal from the Breaking Ranks publication through several group processes designed to gather both quantitative and anecdotal information. The Public Forum Institute managed the event and through the use of a Priority/Feasibility Matrix identified the following areas of focus for schools, communities, and the state's research for reinventing Iowa's high schools:

- ► Student-centered high schools, as opposed to subject-centered choices for all students must be part of the redesigning of the high school.
- ► Accommodations for individualized learning.
- ► Provide multiple approaches to learning and teaching and adequate time for development and implementation is critical for both students and teachers.

> ►   Involving the total community in the learning process
>   seriously review the need for alternatives to Carnegie Units.
>   (Iowa Department of Education, 2001c, p. 2)

The focus topics from the conference were summarized in an Executive Summary. Even though leadership was not directly addressed in the Executive Summary of the Reinvention of Iowa's High School Conference, it was addressed in the priority/feasibility matrix as letter I.: "New Style of Leadership (master leadership with energy)" (Iowa Department of Education, 2001e, p. 23). Looking at the list of recommendations in terms of instructional practices, curriculum, and assessment, the high school principal was indeed going to be required to be a Master Instructional Leader.

On August 10, 2001, the State Board of Education adopted the study of Redesigning of High Schools--Improving Connections between high schools and post-secondary institutions as a priority for 2001-2002. According to Judy Jeffrey during an ICN presentation to the Iowa Council of Professors of Educational Administration on February 25, 2002, the team responsible for studying the redesign of Iowa's high schools has focused on research related to successful and effective high schools, best practices found in those successful and effective high schools, and the growing demand for alternative high schools. In October, 2002, the Redesigning High Schools Study Team

will present recommendations to the State Board of Education that may

include legislative changes, revision of the Carnegie Unit for credentialing

high school students, and recommendations for many other innovative

changes for Iowa's high schools. Obviously, changes in how high schools are

structured and how they function requires a high school principal who is

innovative, student-centered, and dedicated to seeing that all members of the

high school community achieve and demonstrate high levels of learning. The

new demands for the high school principal in Iowa closely relates to Standard

2 of the Iowa Standards for School Leaders.

CHAPTER III

DESIGN OF THE STUDY

The Purpose of the Study

The purpose of this study was to determine: (a) how well Iowa high school principals perceived their instructional leadership practice was aligned with the knowledge, dispositions, and performance indicators of Standard 2 of the Iowa Standards for School Leaders to be implemented December, 2001; (b) what Iowa high school principals perceived to be exemplary instructional leadership; and (c) what Iowa high school principals perceived as their professional development needs for the improvement of instructional leadership practice that positively impacts student learning in all Iowa high schools.

The Research Questions

The basic research questions were as follows:

1. How would high school principals rate their own proficiencies as related to ISSL Standard 2 and the Standard 2 indicators?

2. What indicators for ISSL Standard 2, do exemplary instructional leaders consider most essential for their practice?

3. How well do the practices of high school principals as instructional leaders align with ISSL Standard 2 and the knowledge, dispositions, and performance indicators of Standard 2?

4. What professional development has most impacted high school principals' current instructional leadership capabilities?

5. What professional development is needed to facilitate high school principals' growth as exemplary instructional leaders?

6. Do demographics impact the definition and practice of high school principals as instructional leaders?

7. How do high school principals as instructional leaders define and describe instructional leadership?

The Subjects

Every lead public high school principal in the state of Iowa was invited to participate in this study. However, principals in alternative high schools and in private high schools were not included in the study because they work in a different context than the public high school principal of a so-called "regular" high school. Principals having multiple assignments such as the K-12 principal or the 7-12 principal were included as well as principals of both 3-year and 4-year high schools. According to the data

from the Iowa Department of Education, 365 high school principals met the

criteria for participation. The 365 principals were grouped into four

different school-size classifications. Because Iowa high schools have a

greatly skewed population distribution ranging from 44 to 2,344 students,

the following categories were selected to represent both the percentage of

schools in each category and the percentage of students represented by each

size division.

1. Schools with fewer than 199 students in their high schools

representing 36% of all Iowa high schools and educating 12.4% of Iowa

students were designated as Group 1.

2. Schools with 200-399 students in their high schools representing

approximately 37% of all Iowa high schools and educating approximately

26% of Iowa's high school students were designated as Group 2.

3. Schools with 400-999 students in their high schools representing

14% of all Iowa high schools and educating approximately 23% of Iowa's

high school students were designated as Group 3.

4. Schools with 1,000-2,400 students in their high schools

representing 10% of all Iowa high schools and educating approximately 39%

of Iowa's high schools were designated as Group 4 (see Appendix C).

Even though Groups 3 and 4 represent approximately 27% of the high

schools in Iowa, they are divided into two groups because they educate a

higher percentage of the total number of high school students in the state

than do Groups 1 and 2.

Research Procedures and Methodology

The Model for the Study

Qualitative and quantitative methods were combined in this study in

an endeavor to create new definitions and descriptions of instructional

leadership practice at the high school level. Some of the methods used in

this descriptive research study modeled the Administrator Performance

Assessment Project conducted in 1994 by the Connecticut Department of

Education (Iwanicki, 1999). The Successful Principals Study, part of the

Administrator Assessment Project, was conducted in three different stages to

validate the Connecticut Standards for School Leaders, a modified version of

the ISLLC Standards. The first stage of the project asked principals from

the state "to nominate up to five colleagues who were successful principals--

that is, they believed these principals were successful in enhancing teaching

and learning in their schools" (Iwanicki, 1999, p. 286). The principals who

were nominated were asked to complete the Educational Leadership Self

Inventory that was aligned with the Connecticut Standards for School

Leaders. Nominated principals were asked to respond to 69 statements that

described performances from the Connecticut Standards for School Leaders

on the Educational Leadership Self Inventory (ELSI; Connecticut State

Board of Education, 2001). The format for the questionnaire is based on the

Principal Instructional Management Scale by Philip Hallinger (1984). The

content of the questionnaire is copyrighted by the Connecticut Department

of Education and ISLLC and is based on the Connecticut Standards for

School Leaders adapted by Larry Jacobsen in 1999 (Connecticut Department

of Education, 2001). After collecting the survey data, nine principals were

selected to be interviewed to determine if espoused theory was actually

theory in practice. A team of researchers then observed the principals in

action in their home schools.

The Survey Instrument

A survey utilizing Standard 2 and its associated indicators was

developed by the researcher based on the model developed by the

Connecticut Department of Education and ISLLC (see Appendix D).

However, many modifications were made to the Connecticut model in the

development of the Instructional Leadership used to survey Iowa high

school principals. The major portion of the Instructional Leadership Survey focused on having high school principals self-evaluate their understanding of the ISSL Standard 2 knowledge indicators, their commitment to the Standard 2 dispositions indicators, and their perceived proficiencies of the ISSL Standard 2 performance indicators. The scale for self-rating their proficiencies and commitments consisted of four choices: low, medium, high, and very high. These four choices were also utilized in the Successful Principals Survey (Iwanicki, 1999). As part of the Instructional Leadership Survey, high school principals were asked to nominate up to five peers they considered exemplary instructional leaders in their schools. After the respondents rated the relationship of the ISSL Standard 2 indicators to their instructional leadership knowledge, practices, and dispositions, they were asked to review the list of indicators to rank order the three to five most essential indicators they believed were absolutely essential for instructional leadership success in their current positions. The three to five essential indicators rank-ordered by the respondents were analyzed to discover which indicators high school principals in Iowa considered the essential proficiencies for instructional leadership as aligned with ISSL Standard 2. In addition, principal participants were asked to rank order those three

indicators for knowledge, dispositions, and performances indicators that represented areas where they felt they needed professional growth and development for the enhancement of their instructional leadership skills. Survey participants were also asked to check those professional development experiences that have had the most influence on their instructional leadership practices.

Demographic Information

Demographic questions related to gender, highest academic degree, age, preparation program, licensure date, years as an educator, principal, principal in current district and in current building, number of different schools served as a principal, racial/ethnic classification, state certified building enrollment, hours worked weekly as a principal, amount of time spent on instructional leadership, delegation of instructional leadership, percentage of minority students, and percentage of students receiving free or reduced lunches was gathered (see Appendix E). Demographic information gathered from the survey administration was studied to determine patterns that influenced instructional leadership practice and professional development needs. Four variables such as school size, gender, years of practice as a principal, and years as a principal in the same building were

correlated with survey questions for a more in-depth analysis of instructional leadership practice and professional development needs.

Survey Protocol

For this study, all high school principals from all public high schools in Iowa were sent a survey. Principals responded to the survey utilizing a self-addressed postage-paid envelope. With the survey, participants received a cover letter explaining the purpose of the study and how the information provided the researcher would be used (see Appendix F). Participants were guaranteed confidentiality and all other research requirements of the University of Northern Iowa were fulfilled.

The Interview

To validate the information from this survey, six principals were interviewed. As part of the demographic survey, principal survey participants were asked to nominate up to five colleagues, Iowa high school principals who they considered exemplary instructional leaders impacting teaching and learning for students. The four principals receiving the most nominations in each specific school size group, plus two at-large representatives receiving a significant number of nominations, were invited to be interviewed through personal telephone calls. Checks with

professional organizations and the Area Education Agencies verified their inclusion.

The information gathered from individual face-to-face interviews provided data about instructional leadership patterns of practice and if espoused theory was really theory-in-action (Iwanicki, 1999). The interview participants were provided opportunities to shape and enhance their responses to the major questions being asked. These questions were open-ended, aligned with the survey, and intended to broaden and deepen the survey responses (see Appendix G). Even though the interview questions were structured and provided to the participant to serve as a guide, the interviewer took the responsibility of guiding the participant as needed to stay on the topic and to clarify and/or expand responses.

Interview Protocol

Interview protocol was followed to ensure confidentiality (see Appendix H). The principals invited to participate in the interviews were provided a document explaining the process for the interview and asked to sign a permission form to be interviewed. Permission to tape the interviews was also be solicited from the interview participants. Permission was also given for follow-up calls and e-mails. Participants being interviewed were

assured they would only be identified by school size, gender, and race or ethnicity in the dissertation. None of the principals or their schools would be named in the dissertation. Assurance was given to interview participants that the interview tapes would be destroyed following dissertation approval. The interview lasted approximately one hour and took place in the principal's school.

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Treatment of the Data

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Descriptive Analyses

The survey data were described and analyzed utilizing SPSS, Version 11, and statistical software. Descriptive statistics reported the frequencies of responses reported by high school principals in terms of their perceptions of their level of proficiency for the knowledge, dispositions, and performance indicators associated with Standard 2 of the Iowa Standard for School Leaders. Frequency reports were created and utilized for the questions related to what the principals considered essential indicators in terms of knowledge, dispositions, and performances for their instructional leadership practice, professional development needs, and influential professional development experiences. Cross-tabulations compared the data by school size, gender, years as principal, and years as principal in the current

building. The means, medians, standard deviations, and minimum and maximum values were computed for the data by school size, gender, years as a principal, and highest attained educational degree. Demographic information of the principal survey participants was summarized by descriptive statistics to describe the survey respondents and then compared to documents from the Iowa Department of Education summarizing demographic information for the entire population of public high school principals in Iowa to determine how representative the survey population was compared to the entire population of public high school principals.

Comparative Analyses

One way ANOVA and Pearson Chi-Square tests were conducted for four variables: school size, gender, years as principal, and highest attained educational degree. These four variables were utilized in determining significance for each of the knowledge, dispositions, and performance indicators of ISSL Standard 2. The data provided a rich description of the principals' self-perceived instructional leadership proficiencies correlated for any levels of significance by school size, gender, years of principalship practice, and highest attained educational degree. Levels of significance

provided suggestions for principalship preparation programs, professional development organizations, and for future research.

Qualitative Analyses

The interview recordings were transcribed and analyzed. The content from the interview transcripts, as well as the interviewer's notes, were coded to see how the participant's responses aligned with the purpose of the study, how well they matched the interview questions asked the participants, and what reoccurring themes and patterns appeared that represented the literature related to instructional leadership practices (Weiss, 1998).

Conclusion

The survey data provided a rich database to describe what high school principals perceived as their current instructional leadership proficiencies as well as what they considered the most essential ISSL Standard 2 indicators for their instructional leadership practices. The information derived from the interviews was reviewed and analyzed to see if those nominated as exemplary instructional leaders utilized certain patterns of instructional leadership practices that impacted instruction in their schools or shared certain instructional leadership characteristics. The qualitative and quantitative data were integrated to create a synthesized portrait of the high

school principals who participated in the surveys but also these six

exemplary instructional leaders who represented different school size,

gender, race, years as a principal, and years in the same building. The

purpose for creating this profile was to develop a deeper and richer

understanding of how exemplary instructional leaders are positively

impacting student learning and student achievement for Iowa high school

students. The results for this quantitative/qualitative research study are

reported in Chapter IV.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The purpose of this study was to describe: (a) how well Iowa high school principals perceived their instructional leadership practices, (b) what high school principals perceived to be the essential indicators for exemplary leadership, and (c) what Iowa high school principals perceived to be their professional development needs for the improvement of instructional leadership to positively impact student learning for all high school students. The framework for this study was Standard 2 of the Iowa Standards for School Leaders (ISSL) and the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The ISSL/ISLLC Standards have been adopted as the new standards for licensure and re-licensure of Iowa K-12 principals.

The results of this study are considered important for three important reasons. First, the Iowa Department of Education has required all Iowa schools to focus all their efforts on student achievement through the Comprehensive School Improvement Plan (CSIP) and the Annual Progress Reports (APR's); therefore, school principals are held accountable for

improvement of student learning in their school settings. Second, the emphasis on the redesign and reinvention of Iowa high schools has created a need for principals who are strong instructional leaders with the expertise necessary to develop schools where all children succeed. Third, if aspiring and practicing principals are required to demonstrate competency of the ISSL/ISLLC Standards for licensure and re-licensure, then preparation institutions, professional development organizations, and the Iowa Department of Education need to know which knowledge, dispositions, and performances are considered most essential for school leaders to create productive schools where all children learn well.

To achieve the goals of this study, a survey was developed utilizing ISSL/ISLLC Standard 2 and the associated indicators for knowledge, dispositions, and performances, and was sent to all lead high school principals in Iowa to complete. The high school principal survey participants were also asked to nominate up to five peers, high school principals, they considered exemplary instructional leaders as part of the survey. The principals receiving the most nominations in each of the four school-size groups as well as two at-large principals receiving a significant number of nominations were interviewed face-to-face at their school sites.

Principal survey participants also provided basic demographic information about their school settings, personal data, and other contextual information related to their roles as high school principals on an enclosed questionnaire accompanying the survey.

The Subjects

Information from the Iowa Department of Education, Bureau of Planning, Research, and Evaluation, and the Basic Educational Data Survey (BEDS; 2001a) provided the data about Iowa's public high schools. The Bureau of Planning, Research, and Evaluation also supplied the address labels for the 367 public high schools considered traditional high schools. Since the Department of Education's database would not be updated with the current list of principals' names for each high school until January 2002, the labels were addressed to the High School Principal rather than to the individual principal by name. Because of familiarity with Iowa's public high schools, one high school on the mailing list was immediately identified as an alternative high school and removed from the mailing list. The Department of Education indicated that the reporting of alternative high schools was a mixed procedure so it was possible that one or two high schools on the list might be alternative high schools. The high school

principal of another high school was called to confirm its identity as a traditional high school. The principal of that school confirmed funding for the school came from both the district and Human Services. Therefore, it was not a traditional high school. However, the principal was interested in the survey and was mailed one at the principal's request. However, that returned survey was not utilized in this study.

After identifying all schools on the mailing list as a traditional public high school, the lead principal of each identified traditional Iowa public high school was sent a survey to complete. As indicated, alternative public high schools were not included in the study because school districts can submit information about alternative high schools to the Iowa Department of Education in various ways. Principals having multiple assignments such as the K-12 principal or the 7-12 principal were included as part of the high school principalship population for this study. A total of 365 surveys were sent to the public high school principals representing traditional high schools.

Because Iowa high schools have a greatly skewed population distribution from 44 to 2,344 students, four different school-size categories were selected to represent both school size and student population

distributions. The following four groups were designated for reporting the results of this study. Groups 3 and 4 represented approximately 28% of the high schools in Iowa and are divided into two groups because they do educate a higher percentage of the total number of high school students in the state than do Groups 1 and 2. In fact, 23,787 high school students of Iowa are educated in the state's 14 largest high schools (see Appendix C). The Urban Education Network (UEN) representing Iowa's eight largest districts with 21 high schools has indicated they educate 25% of Iowa public school students. For the purpose of studying instructional leadership, the groupings in this study considered both school size (see Appendix C) and student population distributions. The data presented in Table 1 is from the Department of Education. The total student population listed in Table 1 and marked with an asterisk does not include 9th grade students educated in junior high schools and other facilities designed for 9th grade students.

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

Of the possible 365 surveys mailed to the lead high school principals in all of Iowa school districts with high schools, 205 surveys were returned. The actual number of surveys returned was 206, but the one survey represented the alternative school that did not fit the sample parameters.

Table 1

Distribution of Iowa High Schools by School Size (n = 367)

Group #	# Students	# Schools	% Schools	# Served	% Served
1	44-199	132	36.0	18,341	12.4
2	200-399	137	37.3	38,376	25.9
3	400-999	57	15.5	33,783	22.8
4	1000-2344	41	12.2	57,672	38.9
Total		367	100.0	*148,172	100.0

Note. *Does not include 9th grade students educated in junior high schools and other facilities designed for 9th grade students.

Another survey was returned with a letter from the high school counselor indicating the high school principal had been on a leave of absence since the beginning of the year and the school was operating without a principal.

It was determined that 204 surveys qualified for further analysis and the actual number of schools to be represented in the study was 365 high schools. Fifty-six percent of all surveys sent to high school principals were

returned and qualified to be included in the analyses for this study. Both the smallest and largest high schools in Iowa participated in this study so the range of school size is from 44 to 2,344 students.

Preliminary data analysis also suggested the survey responses were similarly representative of the original school size groupings. For example, Group 1 schools comprised 36% of Iowa schools according to the Iowa Department of Education and represented 30.4% of the schools in this study. Group 2 and Group 3 schools were slightly over-represented. Expected participation by principals from those groups should have been 37.3% for Group 2 schools and 15.5% for Group 3 schools. However, the principals responding to this study from Group 2 represented 42.2% of the respondents and the principals from Group 3 represented 16.2% of the respondents. Group 4 principals in the study represented 11.3% of the participants; however, data from the Iowa Department of Education indicated Group 4 principals should have comprised 12.2% of the participants from that size of high schools. Both Groups 1 and 4 were slightly underrepresented and Groups 2 and 3 were slightly overrepresented in the study when compared to the data from the Department of Education.

Fifty-six percent of Iowa public high school principals returned

surveys and those participating principals have responsibility for educating

57% of the students educated in Iowa public high schools. Just as Table 1

did not include 9th grade students educated in junior high schools and other

9th grade facilities, the number of students represented in this study is also

marked with an asterisk to indicate that 9th grade students are not necessarily

included in that total number of students. The distribution of the 204

surveys returned by the high school principals participating in this study is

summarized in Table 2 by size of school and size of student population.

Demographic Characteristics of Respondents

Personal Characteristics of Iowa Principals Responding to the Survey

As part of the demographic questionnaire, principals were asked to

submit: (a) personal data for age, race, gender; (b) educational data related to

their educational experiences; (c) work experience data; and (d) contextual

data about the schools in which they serve as principals. Tables 3, 4, 5, 6, 7,

and 8 report the summary of these descriptors.

Table 3 presents the self-reported personal data submitted by high

school principals related to the age of Iowa public high school principals,

which has been of high interest to Iowa's educational stakeholders. A large

Table 2

Distribution of 204 Returned Surveys by School Size & Student Population

Group #	# Students	# Schools	% Schools	# Served	% Served
1	44-199	62	30.4	8,506	10.0
2	200-399	86	42.2	24,436	28.9
3	400-999	33	16.2	19,901	23.5
4	1000-2344	23	11.2	31,865	37.6
Total		204	100.0	*84,708	100.0

Note. *Does not include 9th grade students educated in junior high schools and other facilities designed for 9th grade students.

number of retirements in the high school principalship could create a limited

pool of qualified candidates according to the School Administrators of Iowa

(SAI). Over 50% of all principals responding to the survey in this study are

age 46 or older. With the current IPERS Rule of 88, most educators who

started teaching at age 22 can retire at the age 55. With 50% of all

principals reaching retirement age in the near future and the increasing

Table 3

Age Data of Iowa High School Principals Participating in this Study

Age of Principals	Number of Principals	Percent of Principals
23-35	25	12.3
36-45	52	25.7
46-55	103	50.7
56-65	23	11.3
Total	*203	100.0

Note. *Does not include 9th grade students educated in junior high schools and other facilities designed for 9th grade students.

demands on the high school principal, there will be increasing concerns

about recruiting and preparing principals capable of providing instructional

leadership and facilitating the creation of productive schools where all

children learn well and are achieving success.

Just as the aging population of high school principals has caused

concern for professional and educational organizations in Iowa, so has the

underrepresentation of females in lead secondary principalship roles been

noted by the same organizations. The number of lead female high school principals who participated in this study and the size of schools they represented are summarized in Table 4. In this study, the 32 female principals responding to the survey represented 15.7% of the respondents. There were 11 female principals each in Groups 1 and 2 schools and there were 5 female principals each in Group 3 and 4 schools. In this study, Group 4 schools had the highest representation of female principals.

Racial and ethnic diversity is still greatly underrepresented in the secondary principalship membership. According to the Gary McCoy, February 28, 2002, from the Iowa Department of Education, it has been difficult to develop an accurate picture of ethnic representation for the secondary principalship because reporting files are poorly coordinated. However, he indicated the following information was fairly representative of the 367 high school principals reported on BEDS Reports. According to his information, there were three African-American males and no African American females serving as high school principals. There were five Native American secondary principals with four being male and one being female. There was no record indicating any high school principals are Hispanic, Asian, or a representative of any other race or ethnic group. The

Table 4

Summary of Gender Represented by the Participants in this Study

Group #	# Female	% Female	# Male	% Male	Total #
1	11	17.7	51	82.3	62
2	11	12.8	75	87.2	86
3	5	15.0	28	85.0	33
4	5	21.8	18	78.2	23
Total	32		172		204

African-American male principal in this study represented a Group 4 school having more than 1,000 students and the Native American male principal participating in this study represented a Group 1 school having fewer than 199 students. Table 5 demonstrates the lack of racial/ethnic diversity found in the principalship from the data related to this study, as well as the data from the Iowa Department of Education.

Table 5

Racial/Ethnic Diversity Represented by the Participants in this Study

Race of the Principals	Number of Principals	Percent of Principals
White	202	99.00
Black	1	.05
American Indian	1	.05
Total	204	10.00

In reality, diversity in the student population of Iowa high schools is quite limited. Ninety percent of the principals responding to the survey served in buildings where racial and ethnic minorities represented less than 10% of the student body. The mean representing the percentage of students classified as racial/ethnic minorities in the Iowa high schools participating in this study was 4.4%. This percentage provides strong evidence that Iowa has continued to be a state with little diversity in its student population. Table 6 summarizes the different percentages of racial/ethnic minority

students found in Iowa's public high schools as reported by the high school

principals participating in this study.

Table 6

Minority Students in Schools of Principals Responding to Survey

% Minority Students	# of Schools	% of Schools
0	22	10.9
1	79	39.3
2-4	52	25.9
5-10	29	14.4
11-20	9	4.5
21-50	10	5.0
Total	201	100.0

Table 7 documents that 49% of the high schools represented in this

study have less than 21% of their students receiving free or reduced lunches.

Only seven schools reported having more than 51% of their student body

receiving free/reduced lunches. The mean representing the percentage of

students receiving free or reduced meals at the high school level is reported

in this study as 24%. In actuality, the percentage of students receiving free

Table 7

Students Receiving Free/Reduced Meals in Schools Represented in Study

#Students Receiving Free/Reduced Meals	# Schools	% Schools
3-9%	16	8.4
10-14%	25	13.2
15-21%	52	27.3
22-30%	53	27.9
31-50%	37	19.5
51-83%	7	3.7
Total	*190	100.0

Note. *14 principals did not report this data.

or reduced meals at the high school level as reported by the high school

principals could be even greater because high school students have

traditionally been reluctant to accept free or reduced lunches.

In summary, Tables 3-7 provide descriptions of the age, gender, and

race for the Iowa high school principals involved in this study as well as an

understanding of the context of the schools represented by those principals.

In Tables 8-10 data are presented summarizing the level of education

attained by the high school principals as well as data related to their

preparation institutions and year of licensure. Table 8 indicates that 70% of

principals in this study have completed only a Master's Degree and only

30% have continued their education to receive more advanced degrees. In

fact only 12 principals of the 201 respondents have an earned doctorate.

Table 9 suggests that 36% of the practicing principals have received

their principalship licensure during the past eight years. With the concern

about the upcoming retirements of many high school principals according to

data collected by the SAI, licensure of 36% of the principals in the past eight

years was an encouraging indicator implying that the field may be

replenishing itself. However, it is not known if the 36% of practicing

principals who graduated from principalship preparation programs during

Table 8

Educational Experiences of Iowa High School Principals Responding to Survey

Highest degree earned	# Achieving Degree	% Achieving Degree
Doctorate	12	6.0
Specialist	43	21.4
Master's	141	70.1
6th year Certificate	5	2.5
Total	201	100.0

the past eight years represent the actual number of students graduating from preparation programs during that time period. They may be a minority or majority of students completing preparation programs during the past eight years.

The data from Table 10 suggest that Iowa principalship preparation institutions were responsible for preparing approximately 66% of the

Table 9

Year of Licensure of Iowa High School Principals Responding to Survey

Year of Licensure	# Licensed	% Licensed
Prior to 1980	23	11.5
1980-1984	30	15.0
1985-1989	40	20.0
1990-1994	35	17.5
1995-1999	54	27.0
2000-2002	18	9.0
Total	100	100.0

principals who responded to the instructional leadership survey for this study

for preparing the other 33% of practicing principals in Iowa high schools

who are represented in this study. Table 10 lists the University of Northern

Iowa (UNI) as a separate Iowa Principalship Preparation Program because it

represents the researcher's institution. The additional data gathered from the

Table 10

Preparation Institutions Representing Principals Responding to Survey

Preparation Institution	# of Principals	% of Principals
UNI	46	22.5
All other Iowa	88	43.1
Illinois	10	4.9
Minnesota	5	2.5
Missouri	24	11.8
Nebraska	13	6.4
South Dakota	12	5.9
Other States	6	2.9
Total	204	100.0

study related to UNI will be utilized to recommend program improvements for principalship preparation.

Table 11 describes the work experiences of the Iowa high school principals who participated in this research study. The mean score for the number of years of being an educator was 22.6 years, for serving as a principal was 10.9 years, for serving as the high school principal in the same district was 7.5 years, and for serving as a principal in the current building was 7.2 years. Unfortunately, the means for serving in the same district and in the same building as the high school principal were missing 23 responses. Apparently, many survey respondents misread the header for answering those two questions. A mean score for the number of different districts in which the high school principal served was 1.9 districts. Table 11 summarizes the responses of the principals related to their years of service as a principal.

The change literature has repeatedly indicated that individual change requires 3-5 years and organizational change requires 5-7 years of stable and consistent leadership (Senge, 1990; Sergiovanni, 1999). The principal, especially as instructional leader, has been considered essential for providing that stable and consistent leadership for school improvement efforts. The mean for the number of years served in the current building by the principals involved in this study is 7.2 years. This mean suggests that the stability

Table 11

Years as Principal of Iowa High School Principals Responding to Survey

Years As Principal	# of Principals	% of Principals
1.5	59	29.1
6-10 years	50	24.6
11-15 years	43	21.2
16-20 years	24	11.8
21 or more years	27	13.3
Total	203	100.0

necessary for school improvement/change is a current asset for many Iowa

high schools. Table 12 summarizes the data related to years served as

principal in the same building as reported by 180 survey respondents.

Contextual issues related to the long hours required for the work of

the high school principalship have been discussed repeatedly by professional

organizations such as the National Associations for Secondary Principals,

the School Administrators of Iowa, and the Iowa Leadership Initiative Team.

Table 12

Years as Principal in Current Building as Reported by Principals

Years Current Bldg	# Principals	% Principals
1-2 years	49	27.2
3-5 years	52	28.9
6-7 years	20	11.1
8 or more years	59	32.8
Total	180	100.0

According to this study, approximately one-third of the principals reported working 51-60 hours and two-thirds of the responding principals reported working more than 60 hours a week. Unfortunately, 20 principals did not respond to this question on the questionnaire. The results of the data summarized in Table 13 clearly demonstrate that being a high school principal required a major time commitment.

As a follow-up to the question related to the number of hours worked weekly, principals involved in this study were asked how much time they

Table 13

Hours Worked Weekly as the Building Principal

Hours Worked Weekly	# of Principals	% of Principals
41-50	2	1.0
51-60	61	33.2
61-70	88	47.8
71-80	24	13.0
80+	9	4.9
Total	184	100.0

spent daily on instructional leadership as high school principals. Sixty-six percent of the principals indicated they spent less than 20% of their day being involved in instructional leadership responsibilities. Only 6% of the principals responded that they spent more than 50% of their time each day being involved with instructional leadership responsibilities. Table 14

provides a summary of the instructional leadership habits of the high school principals involved in this study.

If the majority of the principals involved in this study on instructional leadership were spending less than 50% of their day involved in instructional leadership, then who filled that role as instructional leader? Seventy-six percent of the respondents or 150 principals indicated they delegated instructional leadership responsibilities. Instructional leadership responsibilities were most commonly delegated to assistant or associate principals as indicated by 37 respondents. Sixteen principals from Group 4 schools, 17 principals from Group 3 schools, and four principals from Group 2 schools delegated instructional leadership to their associate or assistant principals. Only two principals from Group 4 and three principals from Group 3 delegated instructional leadership to curriculum facilitators, coordinators, or directors whereas 25 principals in Group 2 and 12 principals in Group 1 delegated instructional leadership responsibilities to curriculum directors/coordinators. Lead teachers and department chairs were identified having instructional leadership responsibilities by 15 Group 4 principals, by 10 Group 3 principals, by 29 Group 2 principals, and by 19 Group 4 principals. Principals in all groups mentioned school improvement

Table 14

Time Spent Daily as an Instructional Leader

% of Day-Inst. Ldsp	# of Principals	% of Principals
0-5	20	10.2
6-15	58	29.6
16-20	52	26.5
21-30	35	17.9
31-50	19	9.7
Over 50	12	6.1
Total	*196	100.0

Note. *Missing 8 responses for this data.

teams, curriculum teams, building teams, and learning teams as having

important instructional leadership responsibilities. However, Groups 1 and

2 had the widest array of staff to which instructional leadership

responsibilities were delegated. They listed mentors, counselors, AEA staff,

Dean of Students, the Liaison Officer, Support Staff, and the Superintendent as all having instructional leadership roles in their districts.

Quantitative Analyses Related to Research Questions

Two hundred four surveys from Iowa high school principals were analyzed to answer the research questions associated with this study about the instructional leadership practices of Iowa high school principals. In addition, the demographic information gathered from the demographic questionnaire included with the study was analyzed to extend the results of the survey data.

Research Question 1

How do high school principals rate their own instructional leadership practices as framed by ISSL/ISLLC Standard 2?

Because ISSL/ISLLC Standard 2 was the referencing framework for instructional leadership in this study, principals were asked to evaluate themselves in terms of their understanding of the 11 knowledge indicators, their commitment to the 9 dispositions, and their proficiency for each of the 24 performance indicators included in the Instructional Leadership Survey representing the ISSL/ISLLC Standard 2 indicators. The principals self-evaluated their level of understanding, commitment, and proficiency by

selecting one of the following responses: 1 (low), 2 (medium), 3 (high), and

4 (very high) on the Instructional Leadership Survey. Means and Standard

Deviations were computed for each indicator listed on the survey to

summarize the principal's self-ratings of their instructional leadership

proficiencies. Table 15 suggests the principals had a medium to high

understanding of the knowledge concepts.

Table 16 presents the results of the commitment of the high school

principals to the disposition statements listed in Part II of the Instructional

Leadership Survey. The mean scores for the dispositions ranged from 2.98

to 3.79 suggesting a high agreement philosophically with the disposition

statements by the principals responding to the survey. Indicator D6,

representing the principal's commitment to the belief/values of the benefits

that diversity brings to the school community received the least commitment

by the respondents for any of the disposition statements. A mean score of 1

represented low commitment to the dispositions while a mean of 4.00

represented a very high commitment to the dispositions.

Principals did not score themselves as highly when self-evaluating

their proficiencies of the performance indicators for Standard 2 as they did

in self-evaluating their commitment to the dispositions. In Table 17, means

Table 15

The Means and Standard Deviations for Standard 2 Knowledge Indicators

Knowledge Indicators	Mean	SD
K1 Student growth & development	2.98	.617
K2 Applied learning theories	2.73	.730
K3 Applied motivational theories	3.00	.732
K4 Curriculum design, implementation, evaluation and refinement	2.74	.781
K5 Principles of effective instruction	3.26	.627
K6 Measurement, evaluation & assessment strategies	2.81	.735
K7 Diversity and its meaning for educational programs	2.51	.811
K8 Adult learning & professional development models	2.40	.740
K9 The change process for systems organizations, & individuals	2.88	.731
K10 The role of technology in promoting student learning & professional growth	2.87	.722
K11 School cultures & instructional program conducive to student learning & staff professional development	3.02	.691

Table 16

The Means and Standard Deviations for Standard 2 Dispositions

Disposition Indicators	Mean	SD
D1 Student learning is the fundamental purpose of schooling	3.79	.417
D2 The proposition that all students can learn	3.49	.608
D3 The variety of ways students can learn	3.53	.547
D4 Lifelong learning for self & others	3.58	.594
D5 Professional development as an integral part of school improvement	3.39	.638
D6 The benefits that diversity brings to the school community	2.98	.772
D7 A safe & supportive learning environment	3.77	.446
D8 Preparing students to be contributing members of society	3.71	.476
D9 The partnership & collaboration with & among staff	3.51	.592

for performance indicators 6, 19, 20, 21, and 23 were computed to be less

than 3.00. The initiating statement for each of those performance indicators

Table 17

The Means and Standard Deviations for Standard 2 Performance Indicators

Performance Indicators	Mean	SD
P1 All individuals are treated with fairness dignity and respect	3.67	.470
P2 Professional development promotes a focus on student learning consistent with the school vision and goals	3.21	.621
P3 Students & staff feel valued & important	3.49	.575
P4 the responsibilities & contributions of each individual are acknowledged	3.11	.620
P5 Barriers to student learning are identified, clarified, and addressed	3.01	.627
P6 Diversity is considered in developing learning experiences	2.57	.737
P7 Lifelong learning is encouraged & modeled	3.30	.648
P8 There is a culture of high expectations for self, student, and staff performance	3.44	.563
P9 Technologies are used in teaching & learning	3.19	.641

(table continues)

Performance Indicators	Mean	SD
P10 Student & staff accomplishments are recognized and celebrated	3.09	.681
P11 Multiple opportunities to learn are available to all students	3.08	.635
P12 The school is organized and aligned for success	3.19	.643
P13 Curricular, co-curricular, extra-curricular programs are designed, implemented, evaluated, & refined	3.15	.663
P14 Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies	3.20	.700
P15 The school culture & climate are assessed on a regular basis	3.04	.747
P16 A variety of sources of information are used to make decisions	3.12	.625
P17 Student learning is assessed using variety of techniques	3.16	.651
P18 Multiple sources of information regarding performance are used by staff & students	3.02	.632
P19 A variety of supervisory & evaluation models is employed	2.53	.751

(table continues)

Performance Indicators	Mean	SD
P20 Pupil personnel programs are developed to meet the needs of students and their families	2.73	.722
P21 Staff have opportunities to work collaboratively with peers for improving student learning	2.79	.770
P22 The administrator maintains a direct connection to the learning environment	3.35	.638
P23 Analyzes, interprets, and uses educational research for improving student learning	2.87	.751
P24 Seeks feedback on their own performance	3.00	.721

was: as the principal, I facilitate processes and engage in activities ensuring

that P6--Diversity is considered in developing learning experiences;

P19--A variety of supervisory and evaluation models is employed; P20--

Pupil personnel programs are developed to meet the needs of students and

their families; P21--Staff have opportunities to work collaboratively with

peers for improving student learning; and P23--Analyzes, interprets, and

uses educational research for improving student learning. Both P21 and 23

are Iowa additions to the Standard 2 indicators recommended by the Iowa

Leadership Initiative. Indicator P1 had an extremely high mean of 3.67.

The P1 indicator referred to the statement that all individuals are treated with

fairness, dignity, and respect. The next highest mean for a performance

indicator was P3 with a 3.49 mean. P3 referred to the statement that

students and staff feel valued and important.

Table 18 reported the composite means and standard deviations for

knowledge, dispositions, and performance indicators for ISSL/ISLLC

Standard 2. The composite mean for all 11 knowledge indicators was 31.03

and the standard deviation was 5.22. The minimum score possible in the

knowledge section of the survey was 11 and the maximum score possible

was 44. The actual range of the principals' self-ratings was 18-44. Overall,

the principals considered themselves highly proficient in their understanding

of the knowledge indicators.

The composite mean for all nine dispositions indicators was 31.78 and

the standard deviation was 3.21. The range of possible scores in this section

was from 9 to 36. The actual range of the principals' self-perceived

commitment to the dispositions was from 23 to 36. With a mean of 31.78

Table 18

Composite Summary for the Standard 2 Indicators

Indicator	# Indicators	Mean	SD
Knowledge	11	31.03	5.22
Dispositions	9	31.78	3.21
Performances	24	74.32	9.19

and a fairly tight range of scores, the data related to the disposition

indicators from the instructional leadership survey implied that principals

held personal and professional dispositions highly aligned with the

ISSL/ISLLC Standard 2 dispositions.

The composite mean for all the 24 performance indicators was 74.32

with a standard deviation of 9.19. The minimum score possible in the

performance section was 24 and the maximum score possible was 96. The

actual range of scores was 50-96. The data suggested an alignment between

the principals' self-ratings of their own personal instructional leadership

practices with the performance indicators of ISSL/ISLLC Standard 2.

Research Question 2

Which indicators of the ISSL/ISLLC Standard 2, do instructional leaders consider most essential for their practice according to their self-ratings?

After completing each section of the survey circling their self-ratings of the knowledge, dispositions, and performance indicators, the principals were asked to rank the three knowledge indicators, the three dispositions statements, and the five performance indicators they considered most essential for their instructional leadership practice. The 11 knowledge and nine dispositions indicators were to be listed as a 1st choice, 2nd choice, and 3rd choice. Because there were 24 performance indicators, the respondents were asked to rank the five performance indicators as a 1st choice, 2nd choice, 3rd choice, 4th choice, and 5th choice. A simple frequency chart showing the number of votes for each of the knowledge, disposition, and performance indicators ranked by the principals as essential for their instructional leadership practice are reported in Tables 19, 20, and 21.

Table 19 reported the number of 1st place votes, 2nd place votes, and 3rd place votes each knowledge indicator received. The knowledge

indicators considered most essential are ranked as 1st, 2nd, and 3rd in the right column of Table 19.

Table 20 summarizes the number of 1st place votes, 2nd place votes, and 3rd place votes each dispositions indicator received from the survey respondents. The dispositions considered most essential are ranked as 1st, 2nd and 3rd in the right column of Table 20. See Table 16 for a full description of disposition indicators.

Table 21 noted the number of 1st place votes, 2nd place votes, 3rd place votes, 4th place votes, and 5th place votes each performance indicator received by the participating principals. The performance indicators considered most essential are listed as 1st, 2nd, 3rd, 4th, and 5th in the right column of Table 21. The performance indicators receiving the most votes from all five lists of indicator rankings are considered the five performance statements that practicing principals believe are most essential for their instructional leadership practice. Each of these five indicators completed the header: As the principal, I facilitate processes and engage in activities ensuring that . . . . The five performance indicators selected as most essential by high school principals were P1: All individuals are treated with fairness, dignity, and respect; P8: There is a culture of high expectations for

Table 19

Knowledge Indicators Considered Most Essential for Instructional
Leadership

Indicator	#1 Votes	# 2 Votes	#3Votes	Most Essential Rank
K1	29	18	15	3rd
K2	10	14	10	
K3	11	10	14	
K4	17	34	17	
K5	60	47	18	1st
K6	6	18	45	
K7	3	3	6	
K8	1	5	6	
K9	16	20	31	
K10	2	8	7	
K11	47	25	33	2nd
Total	202	202	202	

Table 20

Disposition Indicators Considered Most Essential for Instructional Leadership

Indicator	#1 Votes	# 2 Votes	#3 Votes	Most Essential Rank
D1	90	25	12	1st
D2	25	41	14	3rd
D3	12	24	29	
D4	9	27	24	
D5	6	14	22	
D6	1	2	8	
D7	36	31	41	2nd
D8	16	20	31	
D9	6	17	20	
Total	201	201	201	

self, student, and staff performance; P3: Students and staff feel valued and

important; P22: Analyzes, interprets and uses educational research for

Table 21

Performances Considered Most Essential for Instructional Leadership

Indicator	#1 Votes	# 2 Votes	#3 Votes	#4 Votes	#5 Votes	Rank
P1	72	11	15	9	3	1st
P2	9	19	3	6	4	
P3	14	26	15	1	5	3rd
P4	1	5	10	3	2	
P5	9	13	6	7	1	
P6	0	3	2	2	1	
P7	6	5	13	8	4	
P8	15	27	13	15	13	2nd
P9	0	0	6	4	5	
P10	1	1	3	3	10	
P11	2	8	10	10	5	
P12	5	8	9	14	6	
P13	1	1	3	4	8	
P14	5	6	13	6	6	
P15	17	10	8	6	10	5th
P16	4	4	11	3	2	
P17	3	6	14	13	6	
P18	1	1	5	6	5	
P19	0	3	1	3	2	
P20	2	4	1	2	1	
P21	0	6	5	8	10	
P22	17	11	13	11	21	4th
P23	4	4	3	5	8	
P24	1	4	5	1	5	
Total	189	189	189	189	189	

improving student learning; and P15: The school culture and climate

are assessed on a regular basis. There were only 189 responses in Table 21

because tie votes were not counted as part of the total. For a full description

of the performance indicators see Table 17.

Table 22 provides a summary of the indicators Iowa high school

principals reported as absolutely essential for their instructional

leadership practice.

Research Question 3

How do the instructional leadership practices of Iowa high school

principals align with the knowledge, dispositions, and performance

indicators of Standard 2 identified as essential by the Iowa high school

principals participating in this study?

In Table 23, the knowledge, dispositions, and performance indicators

that principals ranked as their greatest proficiencies were compared to the

indicators principals ranked as the most essential for their instructional

leadership practice. Table 23 clearly illustrated the high level of alignment

between the indicators of Standard 2 considered most essential for

instructional leadership practice and the proficiencies principals perceived

they utilized as instructional leaders. Knowledge indicators, K5: Principles

Table 22

The Most Essential Indicators for Instructional Leadership

Most Essential Indicators

Most Essential Knowledge Indicators for Instructional Leadership

K5: Principles of effective instruction

K11: School cultures and instructional program conducive to student learning and staff professional development

K1: Student growth and development

Most Essential Disposition Indicators for Instructional Leadership

D1: Student learning is the fundamental purpose of schooling

D7: A safe and supportive learning environment

D2: The proposition that all students can learn

Most Essential Performance Indicators

P1: All individuals are treated with fairness, dignity and respect.

P8: There is a culture of high expectations for self, student, and staff performance.

P3: Students and staff feel valued and important.

P22: The administrator maintains a direct connection to the learning environment.

P15: The school culture and climate are assessed on a regular basis.

Table 23

The Alignment of the Principals' Perceptions of their Greatest Proficiencies With Those Indicators Identified Most Essential Indicators for Instructional Leadership

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Highest Level of Proficiency and Most Essential for Practice

K5: Principles of effective instruction.

K11: School cultures and instructional program conducive to student learning and staff professional development.

D1: Student learning is the fundamental purpose of schooling.

D7: A safe and supportive learning environment.

P1: All individuals are treated with fairness, dignity and respect.

P3: Students and staff feel valued and important.

P8: There is a culture of high expectations for self, student, and staff performance.

P22: The administrator maintains a direct connection to the learning environment.

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of effective instruction and K11: School cultures and instructional program

conducive to student learning and staff professional growth represented a

perfect congruence between what the principals perceived as their greatest

knowledge proficiencies with what they perceived to be the most essential

knowledge indicators for exemplary instructional leadership. The same

congruence was found between the two disposition statements, D1: Student

learning is the fundamental purpose of schooling, and D7: A safe and

supportive leaning environment. The principals also perceived four

performance indicators as high proficiencies they possessed for instructional

leadership practice as well essential indicators for instructional leadership.

These four performance indicators were P1: Ensuring all individuals are

treated with fairness, dignity, and respect; P3: Ensuring staff and students

are valued; P8: Ensuring there is a culture of high expectations for self,

students, and staff performance; and P22: Ensuring the administrator

maintains a direct connection to the learning environment. See Tables 15,

16, and 17 for full description of the indicators.

Research Question 4

What professional development has been most influential in helping

principals develop the knowledge competencies, dispositions, and

performance competencies necessary for instructional leadership in the high

school setting?

As part of the survey, principals were asked to respond to the following choices of professional development experiences impacting their instructional leadership practice: Administrator Preparation Program, Mentoring/Coaching, SAI Programs/Workshops, District/Building Professional Development, On-the-Job Experiences, DE Programs/ Workshops, and Other. The survey participants could select as many responses as they desired. They could also write the name(s) of other influential professional development experiences following the choice labeled "Other." Each section of the survey, Part I: knowledge indicators, Part II: dispositions indicators, and Part III: the performance indicators, requested respondents to check their choices of professional development experiences most influential in developing instructional leadership competencies. Table 24 summarizes the data that principals provided about their most influential professional development experiences influencing their instructional leadership practices. Principals indicated on-the-job experiences provide them the most influential professional development for their instructional leadership practices. In reviewing Table 25, the data indicated that 83-86% of the respondents agreed with that option. Even though mentoring/coaching and district/building professional development

Table 24

A Summary of the Principals' Choices Regarding Influential Professional Development Experiences Impacting Instructional Leadership Practice

Prof Dev. Exp.	K. Choices	D. Choices	P. Choices
Prep. Program	Yes-99 48.5	Yes-103 50.5%	Yes-98 48.0%
	No-105 51.5%	No-101 49.5%	No-106 52%
Mentoring	Yes-68 33.3%	Yes-61 29.9%	Yes-72 35.3%
	No-136 66.7%	No-143 70.1%	No-132 64.7%
SAI Programs	Yes-131 64.2%	Yes- 124 60.8%	Yes-137 67.2%
	No-73 35.8%	No-80 39.2%	No-67 32.8%
Dist/Bldg Prof Dev.	Yes-78 32.2%	Yes-88 43.1%	Yes-92 45.1%
	No-126 61.8%	No-116 56.9%	No-112 54.9%

(table continues)

Prof Dev. Exp.	K. Choices	D. Choices	P. Choices
On-the Job Exp.	Yes-180 88.2%	Yes-177 86.8%	Yes-170 83.3%
	No-24 11.8%	No-27 13.2%	No-34 16.7%
AEA Programs	Yes-98 48.0%	Yes-106 52.0%	Yes-114 55.9%
	No-106 52.0%	No-98 48.0%	No-90 44.1%
DE Programs	Yes-34 16.7%	Yes-36 17.6%	Yes-39 19.1%
	No-170 83.3%	No-168 82.4%	No-165 80.9%
Other:	Yes-27 13.2%	Yes-24 11.8%	Yes-20 9.8%
	No-177 86.8%	No-180 88.2%	No-184 90.2%

might be seen as job-embedded professional development, it was not rated

highly by the survey participants as having been influential on their

instructional leadership growth. The next highest response for influential professional development indicated that 60-67% of the respondents felt SAI professional development experiences had been very influential for their instructional leadership practice. However, the approximately 63.5% yes votes for the SAI Programs was considerably less than the 85% yes votes for on-the-job experiences. Another interesting result was that only 17-19% of the principals rated the professional development experiences from Iowa Department of Education programs as having been influential on their instructional leadership practices. The data in Table 24 are reported using a frequency and percentage report for each of the professional development choices principals indicated were influential for their instructional leadership practice.

Table 25 summarizes the results of the "yes" responses from the principals in the ranking of the professional development experiences having the greatest influence on their instructional leadership practice. Even though the choice, "Other" is listed at the end of the list, that choice did receive a significant number of votes. Other choices listed by the respondents on the survey include meeting and discussing with other principals, professional reading, study groups, and self-study, ASCD, Contemporary School

Table 25

Summary of the "Yes" Response for Most Influential Professional
Development Related to the Principals' Instructional Leadership Practices

Rank	Knowledge	Dispositions	Performance
1	On-the-Job	On-the-Job	On-the-Job
2	SAI Prog.	SAI Prog.	SAI Prog.
3	Prep Prog.	AEA Prog.	AEA Prog.
4	AEA Prog.	Prep Prog.	Prep Prog.
5	Mentoring	Dist/Bldg	Dist/Bldg
6	Dist/Bldg	Mentoring	Mentoring
7	DE Prog.	DE Prog.	DE Prog.
8	Other	Other	Other

Leadership, Capturing Kids Hearts, professional development conferences,

coursework, and working with an AEA Consultant. The most common

responses for "Other" from principals of all school sizes were meeting and

discussing with other principals, professional reading, study groups, and self-study. Meeting and discussing with other principals were overwhelmingly the first choice for the "Other" response.

<u>Research Question 5</u>

What professional development did principals perceive as needed to facilitate their professional development as exemplary instructional leaders?

To answer that question, the principal respondents were asked to list the indicators for the knowledge, dispositions, and performance sections of the survey representing the choices of professional development opportunities they wanted to have to enhance instructional leadership. The total number of "Yes" responses for the 11 knowledge indicators were from 25 to 66 responses, for the nine disposition indicators the range was 22 to 66 responses; and for the 24 performance indicators the range was 13-54 responses. Table 26 summarizes the top three choices for professional development opportunities selected by the principals related to the knowledge, dispositions, and performance indicators of ISSL/ISLLC Standard 2 foundational for exemplary instructional leadership.

The information shown in Table 26 is crucial for understanding the needs of practicing principals in terms of new licensure standards, new requirements for accountability for student learning, new demands for

Table 26

Summary of Knowledge, Dispositions, and Performance Indicators
Representing Professional Development Needs

Indicators

Knowledge Indicators Representing Professional Development Needs

1st Choice: K6: Measurement, evaluation, and assessment
Strategies (66 votes)

2nd Choice: K3: Applied motivational theories (62 votes)

3rd Choice: K2: Applied learning theories (57 votes)

Disposition Indicators Representing Professional Development Needs

1st Choice: D3: The variety of ways in which students can learn
(66 votes)

2nd Choice: D9: The partnership and collaboration with and among staff
(58 votes)

3rd Choice: D5: Professional development as an integral part of school
improvement (54 votes)

Performance Indicators Representing Professional Development Needs

1st Choice: P23: Analyzes, interprets, and uses educational
research for improving student learning (54 votes)

2nd Choice: P19: A variety of supervisory and evaluation models is employed
(48 votes)

3rd Choice: P17: Student learning is assessed using variety
of techniques (37 votes)

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teacher evaluation, new demands for redefining, redesigning, and reinventing the high school, and the constant need for more resources in a time of diminishing resource availability. The suggestions provided by the principals in this study will be helpful not only for planning meaningful and relevant job-embedded professional development for principals, but also for developing relevant and job-embedded preparation programs for aspiring principals.

<div align="center">Demographic Characteristics</div>

Research Question 6

Do demographics impact the definition and practice of instructional leadership by Iowa high school principals?

To answer this question, four kinds of demographic information were examined to determine if there was a relationship between the demographic characteristics and the principals' self-ratings of their knowledge, dispositions, and performance proficiencies referenced in ISSL/ISLLC Standard 2. The four demographic characteristics that were studied were school size, gender, educational background, and years as a principal. These four characteristics were selected for analysis because school size, gender, educational background, and years as a principal were easily defined and determined within the sample of principals who participated in this study.

To determine if there was any statistical significance between these four demographic characteristics and the principals' ratings of their instructional leadership practices, Pearson Chi-Square Tests and Analysis of Variance (ANOVA) were computed. A p value at .05 or less was considered the determiner for further analysis of a particular demographic characteristic. Post hoc tests, using a p value of .05 were computed to look individually at the knowledge, dispositions, and performance indicators for significance.

Table 27 summarizes the results of the Analysis of Variance for School Size and the knowledge, dispositions, and performance indicators composites. Table 27 reports a p value of .024 for the knowledge indicators composite and school size and a p value of .005 for dispositions and school size. The p values and effect size suggested there was no practical significance worthy of further study.

To examine the relationship between school size and the knowledge indicators of ISSL/ISLLC Standard 2, Post Hoc tests were run to look at what differences might be found among the four groups of schools and what differences might be discovered between the individual knowledge indicators in relationship to school size. The K7 indicator related to knowledge about diversity and its meaning for educational programs showed

Table 27

Analysis of Variance for the ISSL/ISLLC Standard 2 Indicators As Related to School Size

Composite	#	M	SD	SE	df	MS	F	Sig
Knowledge Composite								
Groups 1. 44-199	62	29.9	4.6	.58				
2. 200-399	82	30.9	5.5	.61				
3. 400-1,000	33	31.6	5.3	.92				
4. 1,000-2,344	22	33.7	4.9	1.05				
Total	199	31.0	5.2	.37				
Between Groups					3	84.7	3.2	.024*
Within Groups					195	26.4		
Total					198			
Dispositions Composite								
Groups 1. 44-199	61	31.1	3.4	.44				
2. 200-399	85	31.8	3.3	.36				
3. 400-1,000	33	31.5	2.7	.47				
4. 1,000-2,344	23	33.9	1.9	.39				
Total	202	31.8	3.2	.23				
Between Groups					3	44.1	4.5	.005*
Within Groups					198	9.8		
Total					201			
Performance Composite								
Groups 1. 44-199	59	73.8	9.9	1.28				
2. 200-399	78	73.7	9.0	1.01				
3. 400-1,000	33	74.8	8.0	1.39				
4. 1,000-2,344	20	77.5	9.8	2.2				
Total	190	74.3	8.19	.67				
Between Groups					3	83.2	.99	.401
Within Groups					186	84.5		
Total					189			

Note. Significant at the .05 level.

the most significance with $p < .01$. This finding can be inferred to suggest that large school principals have more experiences with diversity in terms of educational programming and more opportunities to work within that arena. Table 28 summarizes the specific indicators showing a relationship to school size.

In analyzing the differences between school size and the principal's commitment to the dispositions, there were significant mean differences between Groups 1, 2, 3 with Group 4. The Group 4 schools, Iowa's largest high schools, had the highest mean scores for certain indicators. However, the largest mean difference related to school size was between Group 1, the smallest schools in the study, and Group 4. The dispositions indicator D6 related to diversity demonstrated the highest level of significance at .001. It would be expected that the Group 4 principals were committed to D6 because it is reflective of their school and work environments. It is also important to remember Group 4 represented the smallest sample in the study and a small sample size can affect data results.

Gender of the principals was also studied. A p value of .001 was noted with females having a mean of 33.9 and males a mean of 30.5 for the knowledge indicators. For the dispositions, females had a mean of

Table 28

Specific Knowledge Indicators Computing Significance by School Size

Knowledge Indicator	N	M	SD	SE	Significance
K5: Principles of effective instruction					.030*
1. 44-199	62	3.2	.65	.08	
2. 200-399	86	3.2	.62	.07	
3. 400-999	33	3.4	.61	.11	
4. 1,000-2,344	23	3.6	.51	.11	
Total	204	3.3	.63	.04	
K7: Diversity and its meaning for educational programs					.000*
1. 44-199	62	2.3	.69	.09	
2. 200-399	86	2.5	.79	.09	
3. 400-999	33	2.5	.87	.15	
4. 1,000-2,344	22	3.2	.80	.17	
Total	203	2.5	.81	.06	
K9: The change process for systems, organizations, and individuals					.015*
1. 44-199	62	2.7	.70	.09	
2. 200-399	85	2.9	.73	.08	
3. 400-999	33	3.0	.71	.12	
4. 1,000-2,344	23	3.2	.72	.15	
Total	203	2.9	.73	.05	
K11: School cultures and instructional program conducive to student learning and staff professional development					.025*
1. 44-199	62	2.9	.67	.08	
2. 200-399	86	3.0	.69	.08	
3. 400-999	33	3.2	.71	.12	
4. 1,000-2,344	23	3.3	.62	.13	
Total	204	3.0	.69	.05	

Note. *Significant at the .05 level.

33.1 and males had a mean of 31.5. However, there were only 32 female principals in this study compared to 172 males. Therefore, the small sample size of females probably had an important impact on the p value. There was no significance differences for the performance indicators by gender. Table 30 reports ANOVA for Standard 2 indicators by gender.

After examining the data, it was determined that a level of .001 significance suggested a need for further analysis of the data to determine which knowledge indicators showed significance at the level of .05 or less. Finding a significant difference in mean scores for the knowledge indicators between the females having a composite mean of 33.9 and the males having a composite mean of 30.5 was interesting as well as puzzling. There appeared to be no clear implications or suggestions in the data to indicate why females scored higher mean scores. The only small difference noted in the data was that three female principals represented 25% of the principals in the study with doctorates even though only 15.7% of all the participants in the study were female.

Another possibility is the small sample size of females in the study. Since the range of scores computed for the mean of each knowledge indicator was quite tight and the range of scores for the male principals

Table 29

Specific Disposition Indicators Indicating Significance by School Size

Dispositions Indicator	N	M	SD	SE	Significance
D2: The proposition all students can learn					.043*
1. 44-199	62	3.3	.65	.08	
2. 200-399	86	3.5	.59	.06	
3. 400-999	33	3.6	.56	.10	
4. 1,000-2,344	23	3.7	.54	.11	
Total	204	3.5	.61	.04	
D5: Professional development as an integral part					
of school improvement					.031*
1. 44-199	62	3.2	.67	.09	
2. 200-399	86	3.4	.64	.07	
3. 400-999	33	3.4	.61	.11	
4. 1,000-2,344	23	3.7	.47	.10	
Total	204	3.4	.64	.05	
D6: The benefits that diversity brings to					
the school community					.001*
1. 44-199	62	2.8	.85	.11	
2. 200-399	86	3.0	.70	.08	
3. 400-999	33	2.9	.78	.14	
4. 1,000-2,344	23	3.6	.51	.11	
Total	204	2.98	.77	.05	
D9: The partnership and collaboration with and among staff					.038*
1. 44-199	62	3.5	.65	.08	
2. 200-399	85	3.5	.52	.06	
3. 400-999	33	3.3	.69	.12	
4. 1,000-2,344	23	3.8	.42	.09	
Total	203	3.5	.59	.04	

Note. *Significant at the .05 level.

representing 84.3% of the respondents was wider, the females scored a higher composite mean. Thus, sample size should be considered in interpreting the relationship between gender and the knowledge indicators representing one aspect of instructional leadership practice.

Table 31 reports the knowledge indicators that computed a p value of .05 or less by gender. Even though the significance level for the disposition indicators by gender was less than that for the knowledge indicators, it was significant enough to do further analysis of the data to determine which indicators had computed higher mean scores for the females in the study. The females had a mean of 33.1 and males had a mean of 31.5 for the disposition indicators. One interesting observation was that the knowledge indicators showing the highest level of significance aligned with D3 and D5 showing the highest level of significance for the dispositions.

Again, sample size and possibly educational attainment might have a bearing on the results from this part of the study as noted in the discussion related to Table 31. Table 32 reports the dispositions that showed a level of significance of .05 or less by gender.

A third characteristic examined was highest educational degree attainment. It would be considered possible that one's level of education

Table 30

Analysis of Variance for the ISSL/ISLLC Standard 2 Indicators Related to Gender

Composite			#	M	SD	SE	df	MS	F	Sig
Knowledge Composite										
Groups	1.	Females	30	33.9	5.4	.98				
	2.	Males	169	30.5	5.0	.39				
Between Groups							1	290.9	11.2	.001*
Within Groups							197	25.9		
Total							198			
Dispositions Composite										
Groups	1.	Females	32	33.1	2.6	.46				
	2.	Males	170	31.5	3.3	.25				
Between Groups							1	68.6	6.8	.010*
Within Groups							200	10.0		
Total							201			
Performance Composite										
Groups	1.	Females	27	76.7	10.6	2.0				
	2.	Males	163	73.9	8.9	.69				
Between Groups							1	173.9	2.1	.152*
Within Groups							188	84.0		
Total							189			

Note. *Significant at the .05 level.

Table 31

Specific Knowledge Indicators Indicating Significance by Gender

Knowledge Indicator		N	M	SD	SE	Significance
K2: Applied learning theories						.000*
Group 1	Females	32	3.2	.74	.13	
Group 2	Males	172	2.7	.70	.05	
Total		204	2.7	.73	.05	
K3: Applied motivational theories						.012*
Group 1	Females	32	3.1	.72	.13	
Group 2	Males	172	2.7	.72	.06	
Total		204	2.8	.73	.05	
K4: Curriculum design, implementation, evaluation, and refinement						.001*
Group 1	Females	32	3.2	.63	.11	
Group 2	Males	171	2.7	.78	.06	
Total		203	2.7	.78	.06	
K5: Principles of effective instruction						.008*
Group 1	Females	32	3.5	.62	.11	
Group 2	Males	172	3.2	.62	.05	
Total		204	3.3	.63	.04	
K8: Adult learning and professional development models						.000*
Group 1	Females	32	2.9	.72	.13	
Group 2	Males	172	2.3	.70	.05	
Total		204	2.4	.74	.05	
K11: School cultures and instructional program conducive to student earning and staff professional development						.022*
Group 1	Females	32	3.3	.68	.12	
Group 2	Males	172	3.0	.68	.05	
Total		204	3.0	.69	.05	

Note. *Significant at the .05 level.

might have provided a deeper knowledge base for instructional leadership

practice and also have impacted practicing principals' dispositions and

performances. Again Pearson Chi Square and ANOVA were utilized as a

screening device to determine if any possible relationship might exist

between educational degree attainment and the knowledge, disposition, and

performance indicators. Only the knowledge indicators showed any

important level of significance as shown in Table 33.

The significance for the knowledge indicators resulted from mean

differences between principals holding a master's degree and principals

holding a doctorate. There was no significant difference between those

holding a doctorate, specialist degree, or a 6th year degree. Obviously, it

would be expected that a person holding a doctorate would have the

strongest knowledge base related to instructional leadership. It is also

important to note that only 12 principals reported having a doctorate;

whereas 141 or 70% of the participants reported that the master's degree was

their highest level of degree attainment. Again, a small sample can affect

any results associated with this data.

An interesting observation is that 3 of the knowledge indicators,

K 2, 4, and 5 are aligned with the same knowledge indicators showing

Table 32

Specific Disposition Indicators Indicating Significance by Gender

Dispositions Indicator		N	M	SD	SE	Significance
D3: The variety of ways in which students can learn						.015*
Group 1	Females	32	3.8	.51	.09	
Group 2	Males	172	3.5	.55	.04	
Total		204	3.5	.55	.04	
D4: Life long learning for self and others						.017*
Group 1	Females	32	3.8	.47	.08	
Group 2	Males	172	3.5	.61	.05	
Total		204	3.6	.59	.04	
D5: Professional development as an integral part of school improvement						.011*
Group 1	Females	32	3.7	.54	.10	
Group 2	Males	172	3.3	.64	.05	
Total		204	3.4	.64	.05	

Note. *Significant at the .05 level.

significance by gender. As was suggested in the discussion related to gender, 25% of principals holding doctorates were females even though their representation in the entire study was only 15.7%. Since both the female principals and the principals holding doctorates represent small samples in the study, the results from this data need to be considered very carefully in terms of the effects created by small sample size.

Table 33

Analysis of Variance for ISSL/ISLLC Standard 2 Indicators Related to Education

Composite	#	M	SD	SE	df	MS	F	Sig
Knowledge Composite								
Groups 1. Doctorate	12	35.3	5.0	1.45				
2. Ed Specialist	43	32.3	4.6	.70				
3. Masters	136	30.5	5.3	.46				
4. 6th Yr. Cert.	5	33.8	4.3	1.93				
Total	196	31.1	5.2	.37				
Between Groups					3	99.2	3.8	.012*
Within Groups					192	26.4		
Total					195			
Dispositions Composite								
Groups 1. Doctorate	12	33.5	2.5	.71				
2. Ed Specialist	43	32.3	3.1	.47				
3. Masters	139	31.5	3.3	.28				
4. 6th Yr. Cert.	5	31.6	3.0	1.3				
Total	199	31.8	3.2	.23				
Between Groups					3	20.2	2.0	.118
Within Groups					195	10.2		
Total					198			
Performance Composite								
Groups 1. Doctorate	12	78.9	6.1	1.74				
2. Ed Specialist	41	74.6	7.8	1.22				
3. Masters	129	73.8	9.8	.87				
4. 6th Yr. Cert.	5	74.6	9.7	4.34				
Total	187	74.3	9.3	.68				
Between Groups					3	99.2	1.2	.325
Within Groups					183	85.3		
Total					186			

Note. *Correlation is significant at the 0.05 level.

Since only the knowledge indicators computed any degree of significance with p value of .012 in relationship with the highest degree of educational attainment of the principals participating in the study, the individual knowledge indicators with a significance of .05 or less have been further analyzed and reported in Table 34.

The last demographic characteristic examined was years as a principal or the respondent's experience in the principalship role. The purpose for examining this demographic characteristic was to see if the principals' years of experience impacted their self-perceived proficiencies for the knowledge, dispositions, and performance indicators for their instructional leadership practice. Chi Square tests and ANOVA were computed for all three sets of indicators associated with ISSL/ISLLC Standard 2 to determine if there was significance for the composites of the indicators with p representing .05. However, the ANOVA computations showed no significant relationship between years serving as a principal and the principals' responses to the survey instrument rating their levels of understanding, commitment, and proficiency associated with the ISSL/ISLLC Standard 2 indicators. The results for ANOVA are reported in Table 35.

Table 34

Specific Knowledge Indicators Indicating Significance by Education Attainment

Knowledge Indicator		N	M	SD	SE	Significance
K1: Student growth and development						.002*
Group 1	Doctorate	12	3.6	.67	.19	
Group 2	Ed Specialist	43	3.0	.56	.09	
Group 3	Masters	140	2.9	.61	.05	
Group 4	6th Yr. Cert.	5	3.2	.45	.20	
Total		200	3.0	.62	.04	
K2: Applied learning theories						.011*
Group 1	Doctorate	12	3.3	.78	.23	
Group 2	Ed Specialist	43	2.8	.59	.09	
Group 3	Masters	141	2.7	.75	.06	
Group 4	6th Yr. Cert.	5	3.0	.71	.32	
Total		201	2.7	.73	.05	
K4: Curriculum design, implementation, evaluation, and refinement						.021*
Group 1	Doctorate	12	3.4	.67	.19	
Group 2	Ed Specialist	43	2.7	.70	.11	
Group 3	Masters	140	2.7	.80	.07	
Group 4	6th Yr. Cert.	5	2.8	.84	.37	
Total		200	2.8	.78	.06	
K5: Principles of effective instruction						.007*
Group 1	Doctorate	12	3.8	.45	.13	
Group 2	Ed Specialist	43	3.2	.66	.10	
Group 3	Masters	141	3.2	.61	.05	
Group 4	6th Yr. Cert.	5	3.8	.45	.20	
Total		201	3.3	.62	.04	
K10: The role of technology in promoting student learning and professional growth						.033*
Group 1	Doctorate	12	2.9	.67	.19	
Group 2	Ed Specialist	43	2.9	.68	.10	
Group 3	Masters	140	2.8	.74	.06	
Group 4	6th Yr. Cert.	5	3.8	.45	.20	
Total		200	2.9	.73	.05	

Note. *Significant at the .05 level.

Qualitative Analysis Related to Research Question

Research Question 7

How do high school principals define and describe instructional leadership?

To address this research question, information was sought and synthesized from six face-to-face interviews with the principals who had been designated as exemplary instructional leaders by their peers when completing the Instructional Leadership Survey. The interview data were utilized to extend the definition and description of instructional leadership provided by the quantitative data summarized for research questions 1-6.

The four principals who received the most nominations as an exemplary instructional leader for each of the school size groups were invited to be interviewed. Therefore, one principal was selected to be interviewed from a Group 1 school of 44 to 199, a Group 2 school of 199 to 399, a Group 3 school of 400 to 999, and a Group 4 school of 1,000 to 2,344. The two other principals who were interviewed were at-large candidates who also received a high number of nominations and represented an outstanding female principal and an outstanding African-American male principal. Both these principals are well respected by their peers as are the

Table 35

Analysis of Variance for ISSL/ISLLC Standard 2 Indicators Related to Years as a Principal

Composite	#	M	SD	SE	df	MS	f	Sig
Knowledge Composite								
Groups 1. 1-5 years	58	30.4	4.9	.65				
2. 6-10 years	49	31.9	5.6	.81				
3. 11-15 years	42	30.1	5.4	.83				
4. 16-20 years	23	30.6	4.7	.98				
5. 21 or more years	26	32.5	5.1	1.00				
Total	198	31.0	5.2	.37				
Between Groups					4	39.1	1.4	.222*
Within Groups					193	27.1		
Total					197			
Dispositions Composite								
Groups 1. 1-5 years	59	31.7	3.1	.40				
2. 6-10 years	50	32.2	3.4	.48				
3. 11-15 years	43	31.5	3.0	.46				
4. 16-20 years	22	31.7	3.5	.74				
5. 21 or more years	27	32.0	3.3	.63				
Total	201	31.8	3.2	.22				
Between Groups					4	3.0	.29	.886*
Within Groups					196	10.3		
Total					200			
Performances Composite								
Groups 1. 1-5 years	54	74.6	8.4	1.1				
2. 6-10 years	46	72.8	11.6	1.7				
3. 11-15 years	40	74.6	8.7	1.4				
4. 16-20 years	23	72.8	7.6	1.6				
5. 21 or more years	26	77.2	7.9	1.5				
Total	189	74.3	9.2	.7				
Between Groups					4	99.8	1.2	.321*
Within Groups					184	84.6		
Total					189			

Note. *Significant at the .05 level.

other four principals selected to be interviewed. SAI and AEA representatives confirmed all principals interviewed as outstanding instructional leaders.

Two hundred fifteen principals were nominated as exemplary instructional leaders. The highest number of nominations any one principal received was 17. Group 1 nominees received the smallest number of votes even those principals represent 36% of Iowa high school. The two principals who represented Group 2 and Group 3 schools received the largest number of nominations. These nominations came from school leaders from all areas of the state and from all sizes of schools. Even though Group 2 and Group 3 schools had two candidates with the highest number of nominations overall, more principals in Group 4 received a large number of nominations than any other group even though Group 4 represented a fewer schools.

Twenty-five surveys did not include any nominations. Comments such as these were written on the survey, "I have no way of knowing;" "Time!! I don't have much contact with principals other than short meetings! No knowledge of their programs;"and "Not enough time to collaborate with others to give answers."

Each of the interviews lasted approximately 60 minutes and was tape-recorded. The principals were extremely gracious and very anxious to talk about instructional leadership and their practices in their schools. In terms of demographic information, the principals interviewed were three white males, two white females, and one African-American male. The interview participants had served as principals for 12-21 years. One had been a principal for 12 years, three for 15 years, one for 18 years, and one for 21 years. They had served as principals in their current buildings for a range of 7-15 years. One had served in the current building for 7 years, one for 11 years, one for 12 years, two for 13 years, and one for 15 years.

The following narrative of the interviews was summarized by their responses to the interview questions. The interview was structured through the use of the interview questions (see Appendix H). The participants were told to shape the questions however they liked. As the interviewer, I also participated in the discussion and frequently asked questions to elicit more information related to the interview questions. Quotation marks are used to indicate direct quotes from the participants. The names of the principals or the names of their schools will not be used in this dissertation in order to provide confidentiality for the interview participants.

The first question asked of principals was: How would you define instructional leadership? The participants all expressed similar ideas about instructional leadership but in many different ways. All thought instructional leadership is the mission of the principalship and student achievement is the mission of the school. "It takes dedication to remain focused on instructional leadership and not allowing other parts of the job to interfere with instructional leadership." These instructional leaders constantly try to model, collaborate, build relationships, and be personally involved in facilitating educational programs responsive. They also discussed the importance of creating quality curriculum, equipping people to be effective teachers, finding and nurturing the expertise in the building, providing teachers the necessary support system, giving staff the power and information to make the necessary decisions to improve instruction. One principal stated:

> Instructional leadership is not management even though there are management tasks associated with instructional leadership. Everything must focus on student performance--whether it is staff development or faculty or working with parents or whatever it is--the entire mission has got to be enhancing student learning.

Another principal used the metaphor of an orchestra conductor to define instructional leadership.

It's kind of like an orchestra--conducting an orchestra is like helping students learn. How you provide the resources, the training, the encouragement, the expertise, the edge, finding the right ways for everyone to play in order to make the sound the most beautiful it can be. To me seeing children learn has that same meaning. A natural high for me is a symphonic orchestra so the beauty of that intricacy to me is a very, very complex, beautiful thing. I think I'm the conductor of the orchestra . . . you have to work individually with people, you have to constantly be studying and planning the script all the time, you have to be interacting, giving feedback, finding out the kind of music that brings their soul out as well. And all of it, though, to give justice to that final masterpiece.

After providing this marvelous metaphor with passion in her voice, she started to cry. "I feel I am not able to accomplish what I really want to do for students. There are so many constraints in high schools that keep you from doing the right things for kids."

Another principal indicated his great sorrow in having his responsibilities increased. He is now 7-12 principal and 7-12 Activities Director. Most of his days start at 6:00 a.m. and end at 10:00 p.m. at night. He is unable to be the instructional leader he desires to be. All the principals talked about their definitions of instructional leadership with such passion that you knew helping children learn well was their consuming focus and mission as a principal. However, when the constraints become too great for these people passionate about educating children well, discouragement and disillusionment become daily companions. Both discouraged principals are

currently seeking other jobs where hopefully there will be greater support for instructional leadership from the Boards of Education and Superintendents.

The second question asked the interview participants was: Why do you think your peers selected you as an exemplary instructional leader? All the comments were a bit different. One principal indicated that he has talked freely at conference meetings about the class he always taught for seniors until recently to interact with students and model effective teaching strategies. He believes many principals are afraid to step back into the classroom. Other respondents had no idea why they were selected. One said that he rarely goes to meetings; he just tries to do his job well. Another principal indicated he has served as principal in three different parts of the state and his school is well known for being a good school district. Two respondents indicated personal traits. One has been told numerous times she is visionary and the other principal said people tell him he is crazy. He is not afraid to take professional risks to get the job done. Another principal said she is probably known because she is a high profile female principal who went to work in a school that had no place to go but up. All felt very honored to have been nominated by their peers as exemplary instructional

leaders and were very modest and humble about their abilities as instructional leaders.

The third question the principals were asked was: What kinds of things do you do to demonstrate instructional leadership? The one principal is working with associate principals to help them accomplish expectations for instructional leadership goals. The principal has been reading about the ISSL/ISLLC Standards and has developed a rubric aligned with the standards to guide the work of the associate principals. In addition, this principal is involved in teaching and studying with associates, staff, etc. to improve instruction for students.

Another principal has worked with staff to implement block scheduling. This principal provides professional development to all teachers within the school day. There are 100 teachers in the building and the school utilizes a 4 period day. Every other week, teachers must dedicate a 60-minute prep period to meet with the principal-teacher. Teachers are divided into groups of 25 and have assignments, demonstrate performance, etc.

> What's been good about it is it gives me a chance to say what I see as good teaching. I really have to put my money where my mouth is; I have to actually be able to engage them for sixty minutes even though

many of them don't want to be there. And I somehow have to excite them and make whatever we're doing relevant to their teaching.

Additionally, the teachers are videotaped all the time and we constantly work with data to improve student learning. "Teaching in this building is not about ego, but about students and the improvement of instruction and learning."

Four of the six principals have facilitated a change in their schedules through studying with the staff about how to improve instruction. The principal utilizing the trimester block schedule indicated test scores have skyrocketed and other measures of student achievement have also risen. This same principal is allowing teachers to hire the new staff and to meet individually with the candidates just as a principal would do. Several teachers are involved in the hiring process.

One principal credits the NCA School Improvement Process as being a marvelous way to "walk the talk" as an instructional leader. This process has really provided the school with an instructional focus and mission. Another principal indicated the school focus is on assessment and professional development related to teaching in the block. Because of his partnerships with the business world, he utilizes staff development personnel from the business and corporate world.

The bottom line is that all the principals interviewed are actively involved with staff and students to improve instruction. If they delegate any instructional leadership responsibilities, they provide the necessary training and support to see that those responsibilities are accomplished. However, even in the largest school represented by these principals, all the principals described their involvement as "hands on" instructional leaders.

The fourth question asked principals was: How do you organize and manage your time and resources for instructional leadership practice? Again answers varied considerably around this topic. One principal divides the budget so all the teams in the building have money to support instruction. This principal subsidizes a few things, but staff and students determine for the most part the utilization of the entire budget. This same principal blocks out two hours a day for teacher observations and classroom visits to complete this year's 90 probationary observations. Another principal holds management meetings every Monday morning with the Dean, the building manager, the two vice-principals, the campus monitor, and whoever else needs to be there to take care of the logistical tasks for the week. Once those tasks are defined and delegated, the rest of the week can be focused on student learning. In addition, the principal keeps a tight schedule and sticks to it.

Another principal works with the staff to develop the educational strategies for the building. At every staff meeting, a department in the high school is responsible for teaching a new instructional strategy to other staff. All work is done across the curriculum. The staff development plan is what organizes the time and efforts of the school. All staff including both certified and support staff is included on all levels of the staff development plan.

The two principals interviewed without assistant principals have a greater struggle with accomplishing all the tasks associated with the principalship. The one principal reserves weekends for completing paperwork, etc. because he feels his job is to be out in the building working with staff and students during the school day.

The next question for the principals was: What specific instructional leadership practices have made a difference for all the learners in your high school? Again, answers varied. However, the principals with block schedules felt that type of schedule has provided tremendous opportunities to improve instruction for students. The principal utilizing trimesters indicate students change classes with the seasons of the year. These changes keep students energized and enthusiastic about learning. Another principal

utilizing a block schedule said that the block schedule has helped teachers become aware that listening is the most ineffective way to get students to learn and that has made a direct impact on instruction in the classroom. "To continue to rely on teacher talk as a way to deliver instruction is a fatal error."

Teachers and principals are also working in study groups reading books about the achievement gap and other relevant research about student achievement. They ask themselves, what does this research mean for their school and their students. One principal working with staff to study the achievement gap made these comments.

> What this school is doing is looking at the "gap within the gap."
> Within a minority gap there are those students who are achieving so
> we want to start to do positive things with those students who are
> achieving to show that yes we may have this percentage not
> achieving, but within this gap, it's not as bad as it looks because we
> know we have this percentage who is achieving.

Another principal has worked with the community college to develop collaborative courses for juniors and seniors. Other practices impacting students in this high school are a tutoring reading service and providing a critical thinking course for all incoming freshmen. Students are coming to the high school with the six traits of reading that emphasizes too much the role of reading rather than in-depth thinking.

Principals were also asked: What kinds of professional development experiences have impacted your instructional leadership practice? Two of the principals listed business-related professional development that tremendously impacted them. One was a leadership professional development experience that met monthly for one year. This principal was the only educator involved in that professional development as he worked with corporate, business, and community leaders throughout that year. The other principal was involved in a diversity workshop provided by John Deere and McDonalds that forced the principal to confront personal beliefs about diversity and racial discrimination.

One principal was really excited about a recent professional development related to technology. A 23,000-student school district in Virginia provided every student with a computer. Students attend school through their sophomore year and then as juniors and seniors students are involved in a virtual high school.

Other principals have really valued workshops related to collecting and analyzing data, looking at alternative assessments, and learning how to improve student learning/achievement.

One principal in a large school district indicates that the superintendent is currently providing wonderful professional development called Transformation Leadership training for the district's principals that includes networking with other principals, learning strategies for instructional leadership with guided practice. Principals are coaches for other principals.

The next question posed to principals was: What are your current professional development needs? Several indicated they needed to learn how to do more with less. Budgetary concerns were expressed in most interviews.

One principal liked taking part in professional development with his staff because they were all learning together about things relevant to their students and their building.

When asked about the ideal delivery system for professional development, the answers varied immensely. One principal indicated that it has to be relevant, have rigor, and involve relationships representing the new basic skills for leadership. Two principals who are in somewhat isolated parts of the state think the ICN should be utilized more frequently for

professional development. Other principals abhor the idea of not meeting face-to-face for professional development.

The last question addressed to the principals: Was how would redesign or reinvent the high school? All principals indicated that the current structure of high schools is very constraining. They all want flexibility to do what needs to be done to meet the learning needs of all the students. One principal felt that standards and benchmarks are pushing high schools back into the old departmental model and damaging the "cross the curriculum" work so necessary to remove barriers and traditional structures in high schools. Another principal discussed all the current articles in leadership journals about the importance of class size and school size. Three principals think the ideal high school would be about 400-500 students so everyone can participate and feel included in the school. Another principal would hire the best possible teachers for his ideal school. He thinks it is getting extremely difficult to hire quality teachers. This same principal thinks school leaders should study the 200 school districts in the country that have school 4 days a week. The fifth day could be used for remediation in the morning and professional development in the afternoon.

When asked if they would like to share anything else about instructional leadership, one principal pulled out a notebook documenting student achievement data that the staff works with daily in their pursuit of improving student learning. Another principal proudly showed me two posters documenting the school's curriculum mission statement and the four pillars of learning. All curriculum development and implementation is filtered through the four pillars of learning. These posters are posted in every classroom and at sites throughout the community.

In conclusion, every principal interviewed as an exemplary instructional leader was passionately involved in improving educational opportunities for the students in their buildings and documenting student achievement to continuously improve student learning. Each principal had a different approach to instructional leadership depending on the context of his or her school size, school population, resources available, etc. However, every principal talked about the power of modeling, building relationships, learning together with staff, and "walking the talk" on a daily basis with students, staff, parents, and community members as essential instructional leadership practices. However, I personally believe these principals are characterized by huge hearts and souls filled with passion for high school

students. They will do what it takes to create productive schools where students learn well.

CHAPTER V

SUMMARY, FINDINGS, RECOMMENDATIONS, AND REFLECTIONS

Summary of the Study

The purpose of this study was: (a) to determine how Iowa high school principals perceived their instructional leadership proficiencies as defined by ISSL/ISLLC Standard 2 and the associated knowledge, dispositions, and performance indicators; (b) to determine which Standard 2 indicators were most essential for the high school principal's instructional leadership practice; (c) to determine if the practices of high school principals as instructional leaders aligned with the identified essential indicators of Standard 2; (d) to determine what sources of professional development were most helpful for actual instructional leadership practice; (e) to determine what professional development needed principals have in relationship to the ISSL/ISLLC Standards; (f) to describe how demographics impacted the instructional leadership practices of Iowa's high school principals; and (g) to determine how Iowa high school principals defined and described exemplary instructional leadership.

The framework for this study was Standard 2 of the ISSL/ISLLC Standards. The ISSL/ISLLC Standards have been approved as the new

standards for licensure and re-licensure of Iowa school principals. To describe what outstanding instructional leadership looked like, acted like, and was like in the high school setting, both quantitative and qualitative research methods were utilized. ISSL/ISLLC Standard 2 and its accompanying knowledge, dispositions, and performance indicators were utilized to define instructional leadership in this study and the ISSL/ISLLC Standard 2 indicators were considered representative of what actual instructional leadership practice should resemble. Standard 2 was selected as the standard most closely aligning and resembling the responsibility of instructional leadership from job analysis research completed for the development of the School Leaders Licensure Assessment (Reese & Tannebaum, 1999). ISSL/ISSLC Standard 2 was also considered foundational for the purpose of this study because studies of Superintendents in Indiana and Missouri have shown that ISLLC Standard 2 would most likely ensure the success of beginning principals or the termination of practicing principals (Coutts, 1997; McCown, Arnold, Miles, & Hargadine, 1999).

All 365 principals representing traditional Iowa public high schools were sent an Instructional Leadership Survey. Two hundred four Iowa high

school principals returned and completed surveys that were deemed useable

for the study. The return rate for the surveys was 56%. All principals

involved in the study were licensed as secondary or as K-12 principals with

responsibilities for 9-12, 7-12, or K-12 traditional schools. Principals in

alternative high schools and private high schools were not included in this

study. For this study four groups of high schools were utilized to consider

both school size and the number of students educated impacted by the

different size schools. Iowa schools were divided into four different groups

by size. Group 1 schools had 199 or fewer students, Group 2 schools had

200 to 399 students, Group 3 had 400 to 999 students, and Group 4 schools

had 1,000 to 2,344 students.

The principals participating in the study: (a) self-evaluated their

proficiencies for the 11 knowledge indicators, the nine disposition

indicators, and the 24 performance indicators for Standard 2; (b) selected the

three knowledge indicators, the three disposition indicators, and five

performance indicators they considered most essential for their instructional

leadership practice; (c) listed the knowledge, disposition, and performance

indicators they needed for professional development; (d) indicated those

professional development experiences having the most impact on their

instructional leadership practice; and (e) completed a demographic questionnaire.

The participating principals also nominated 215 peers (high school principals) whom they considered exemplary instructional leaders. Six principals receiving the most nominations by school size and minority representation were interviewed. AEA and SAI representatives verified interview participants as outstanding instructional leaders. Each of the six principals was interviewed face-to-face in their schools for approximately 60 minutes. Each interview utilized the same open-ended questions and principals were told they could shape interview questions however they desired (see Appendix H). Each principal was ensured confidentiality and provided written permission for the interviews to be taped.

Findings

The findings associated with this study are important for three reasons. First, the Iowa Department of Education requires all Iowa schools to focus their efforts on student achievement through the Comprehensive School Improvement Plan (CSIP) and the Annual Progress Reports (APR); therefore, all school principals are now held accountable for the improvement of student learning in their school settings. Second, the

emphasis on the redesign or reinvention of Iowa high schools calls for

principals who are strong instructional leaders with the expertise necessary

to facilitate the creation of schools where all children succeed.

Third, if aspiring and practicing principals need to meet the ISSL/ISLLC

Standards for licensure and re-licensure, preparation institutions,

professional development organizations, and the Iowa Department of

Education, need to know which knowledge, dispositions, and performances

are most essential for school leaders to facilitate productive schools where

all children learn well.

1. Instructional Leadership Capacity of Iowa High School Principals

The first major finding from this study is that Iowa high school

principals have the potential to be exemplary instructional leaders.

According to the principals' self-evaluations computed in this study, the

principals demonstrated a 70% proficiency for knowledge indicators, 88%

proficiency for the disposition indicators, and a 77% proficiency for the

performance indicators. These proficiency ratings for the ISSL/ISLLC

Standard 2 indicators are really quite high considering most practicing

principals are not yet well acquainted with the new licensure standards,

however, to be exemplary instructional leaders the proficiency levels for the knowledge and performance indicators need to be increased.

2. Instructional Leadership Proficiencies Align with Essential Indicators for Practice

A second major finding was that there was an alignment or congruence between the eight knowledge, dispositions, and performance indicators that the principals perceived to be their greatest areas of proficiency for instructional leadership practice with the eight knowledge, dispositions, and performances indicators that the principals determined to be absolutely essential for their instructional leadership practice.

There was, however, no match for one knowledge indicator, disposition indicator, and one performance indicator. There was no alignment between the knowledge indicator, K3: Applied motivational theories, representing one of the principals' proficiencies and K1: Student growth and development representing the principals' choice as an essential indicator. There also was no alignment between the Disposition indicator, D8: Preparing students to be contributing members of society, reported by the principals as a proficiency and indicator D2: The proposition that all students can learn, cited by principals as an essential indicator. No

alignment was found for the performance indicator, P7: Lifelong learning is encouraged and modeled, designated as a proficiency by the high school principals and indicator P15: The school culture and climate are assessed on a regular basis, reported by principals as an essential performance indicator the exemplary instructional leadership.

3. Quality Professional Development for Instructional Leadership

A major finding related to quality professional development was that it must be relevant, job-embedded, research-related, results-oriented, and involve critical friends such as coaches and/or mentors. Between 83-89% of Iowa high school principals indicated that on the job experiences have provided them the greatest professional development in terms of knowledge, dispositions, and performance competencies and have had the most impact on their instructional leadership practice. SAI professional development experiences were considered very beneficial for instructional leadership by 64-67% of the respondents. About half the principals indicated AEA and preparation programs have influenced their instructional leadership practices. Fewer than 50% of the principals indicated that mentoring, district professional development opportunities, and the Iowa Department of Education programs had impacted their instructional leadership. On the

surface this information appeared somewhat negative for those providing

professional development to either aspiring principals and/or practicing

principals. In reality, the principals' responses were supported by the

research.

The literature implies that all of the above providers are needed.

Sparks and Hirsch (1998) indicated that professional development must be

results-driven, based on system thinking, and be constructivist. Later work

by Richard Elmore (2000) proposed, "effective principal development

should provide principals with substantive research on teaching and

learning, take place in the principal's home school, focus on solving real

problems, and include networks of principals who serve as critical friends"

(Black, 2000, p. 48). According to the ISLLC Publication, Propositions for

Quality Professional Development for School Leaders (2000), and Murphy

and Shipman (1999), professional development was to be part of a

performance-based assessment for school leaders. Each principal was

expected to develop a professional development plan serving as an

individualized growth plan with support and assistance from a team of

critical friends who provide feedback to the principal to facilitate reflection

and re-examination of their practices and work products as a part of a

continuous improvement process. This type of professional development plan focused on teaching and learning as the primary mission of the school, engaged all professional development activities toward the improvement of student achievement, promoted teamwork to achieve both organizational and individual learning goals, modeled effective learning processes, and incorporated accountability measures for valued learning outcomes.

Effective professional development needed to make a difference for both aspiring and practicing principals in Iowa requires all current professional development providers to plan and work collaboratively with principals to create personalized professional growth plans that incorporate those requirements for a performance-based professional growth plan proposed by ISLLC (2000) and Murphy and Shipman (1999).

The individualized professional development plan is an essential tool for the creation of schools where all children learn well. "The late Ron Edmunds, whose work on effective schools influenced a generation of educators, argued that strong leadership from the principal is the single most important factor in schools that work" (Keller, 1998, p. 2). A Principal Academy could be developed and facilitated by the Department of Education, and professional development providers and preparation

institutions to work with school principals in developing individualized professional development growth plans where progress is based on growth and performance. Until a strong commitment with appropriate resources is made to principal professional development, it is going to be a very slow and agonizing journey to implement consistent exemplary instructional leadership practices in every school throughout the state so all children have the opportunity to attend productive schools where they will learn well. With the reinvention/redesign of high schools as a major focus for the State Board of Education, it would make sense to start this Principal's Academy with the high school principals. Reinventing the high school will certainly require reinventing the role of the high school principal.

4. Identified Professional Development Needs of High School Principals

Another major finding associated with this study was that principals must be consulted about their professional development needs because they know what they need to get the job done. If principals are expected to meet the mandates associated with the CSIP and other state requirements, they obviously need prior professional development to successfully meet these requirements. They need time for processing, reflecting, practice, working with peers, and coaching from critical friends.

The principals have generated some great topics for professional development from the ISSL/ISLLC Standard 2 indicators that are great leverage points for changing the learning systems in their schools. The principals selected the following indicators as their choices for needed professional development:

Knowledge Indicators

K6: Measurement, Evaluation, and Assessment Strategies

K3: Applied Motivational Theories

K2: Applied Learning Theories

Disposition Indicators

D3: The Variety of Ways In Which Students Can Learn

D9: The Partnership and Collaboration With and Among Staff

Professional Development As An Integral Part of School

Improvement

Performance Indicators

P23: Analyzes, Interprets, and Uses Educational Research for

Improving Student Learning

P19: A Variety of Supervisory and Evaluation Models is

Employed

P17: Student Learning is Assessed Using Variety of

Techniques.

In summary, the principals have selected essential Standard 2

indicators for professional development that have the power to change and

improve the teaching and learning processes in Iowa high schools.

Collecting, analyzing, and using data to make decisions for teaching and

learning are essential for continuous improvement. Identifying high impact

strategies to support student learning is another powerful leverage point for

improving student achievement. Improving organizational structures by

utilizing a variety of supervisory and evaluation models is also a powerful

leverage point. Investing in individual and organizational development

through school-community learning organizations is paramount for school

improvement. It is essential that principals not only experience professional

development in the areas they selected, but have the support and assistance

to implement changes system-wide.

Interestingly enough, all of the recommendations for professional

development selected by the principals in this study are aligned with the

current state initiatives requiring accountability for student learning,

implementation of new teaching standards, and new evaluator processes for

evaluating teaching, and for the design and reinvention of Iowa high schools.

Professional development providers need to invite principals to express their

professional development needs. Providers must be prepared to customize

professional development to meet the needs of the principal using processes

that will improve both instructional leadership practice and student

achievement for all Iowa high school students. In addition, preparation

institutions must also be prepared to provide the same type of learning

experiences for aspiring principals.

5. The Impact of Demographics on Instructional Leadership

Another major finding was that demographics had little impact on the

instructional leadership practices of Iowa high school principals. Iowa is

still considered a very homogenous state with 73% of the schools having

less than 400 students and 90% of the schools having less than 10% minority

students in their school populations. Eighty-three percent of all high school

principals are white males. Most principals in this study have a Master's

Degree that they earned from an Iowa institution or an institution from an

adjacent state.

Even though several demographic characteristics, school size, gender,

years as principal, and highest attained level of education were compared to

instructional leadership proficiencies, there was little noteworthy significance found. Some significant differences were found between Group 4, the very large schools, and the other three groups of schools related to knowledge and disposition indicators related to diversity. That finding would be expected because the principals in Iowa's largest schools work in a more urban and diverse environment. Other significant differences were found with the knowledge and disposition indicators in that female principals showed higher proficiencies for certain indicators. When comparing groups by educational attainment, the group with the doctorate showed significant higher proficiencies with some of the knowledge indicators. However, in all the comparisons where significance was detected, the sample size was small. For example only 15% of the population in the study was female, only 12 principals held doctorates, and only 11% of the schools were the very large high schools.

6. Instructional Leadership Practice of Iowa High School Principals

Another major finding of this study is that principals have the capacity to be exemplary instructional leaders and they know what kinds of professional development they need to enhance their instructional leadership practice, but are not necessarily the instructional leaders of their schools.

The work of Argyris and Schon (1974, 1996) was utilized in this study to determine if espoused theories were really theories-in-use. Are the principals' perceptions of their instructional leadership proficiency for the indicators and their definition of exemplary instructional leadership aligned with their actual instructional leadership practices? Argyris and Schon (1974, 1996) noted that espoused theories represent what people "say, explain, define, or describe to suggest future behavior" (Bohlman & Deal, 1997, p. 145). They also "argue that individuals' behavior is controlled by personal theories of action: assumptions that inform and guide their behavior" (Bohlman & Deal, 1997, p. 145). These personal theories-in-use represent what people actually do based on their personal agendas or an internalized set of rules specifying how to behave.

In this study it was found that the espoused theories are not necessarily theories-in-use for Iowa high school principals. Argyis and Schon (1974, 1996) stated theories-in-use are what people actually do and in this study, 84% of the principals reported they spent less than 30% of their time each day involved in instructional leadership. Even though most principals worked 60-70 hours a week, they still only dedicated 20-23 hours a week to instructional leadership activities. Only 6% of the principals spent

more than 50% of their daily time on instructional leadership. These findings are similar to results from a survey of all Iowa principals in 1997 indicating 87% of the principal respondents spent 0-45% of the time involved with instructional leadership, even though 83% of the surveyed principals indicated they had increased student assessment accountability responsibilities (Institute for Educational Leadership, 1997). At the same time, 45% of these same principals surveyed in 1997 indicated they were dissatisfied or very dissatisfied with the time spent on instructional (educational) leadership activities.

When participants in this study were asked if they delegated instructional leadership on this Instructional Leadership Survey, 76% of the respondents, or 150 principals, indicated a "yes" response. It seems logical that principals would expect others in the organization to assume instructional leadership responsibilities. In fact, Richard Elmore (2000) stated that instructional leadership should be distributed throughout the organization. An exemplary instructional leader should be considered responsible for creating a culture of ownership for the teaching/learning processes. Obviously in schools large enough to have assistant or associate principals, it seems appropriate that instructional leadership work would be

shared. However, many principals reported delegating instructional leadership responsibilities to the curriculum director or school improvement consultant. In reality, the role of the curriculum director is to facilitate and oversee the curriculum district-wide. They are the resource personnel available to assist and support the development, implementation, and monitoring of curriculum in each building, but not to be solely responsible for it. Many principals delegated instructional leadership responsibilities to lead teachers, department chairs, school improvement teams, curriculum teams, building teams, and learning teams which all seems very appropriate if the principal is involved with these groups and if these groups have the time and expertise to be doing the instructional leadership work. However, the principals from the small and very small schools comprising 73% of all the high schools in Iowa, delegated instructional leadership to a wide array of staff such as mentors, counselors, AEA staff, Dean of Students, the liaison officer, teachers, and support staff.

It appeared in this study principals who frequently delegated instructional leadership responsibilities to staff that are just as busy as they are and perhaps have less expertise than themselves. If the central focus for schools is academic success and achievement for every student, can these

learning goals be achieved with minimal involvement by principals and maximum delegation to other staff? If the theories-in-use in this study are represented by the actual time commitment made by the principal instructional leadership, there was a significant discrepancy between what principals have said, espoused theories, and what they have done, theories-in-use. This discrepancy between what is said and what is done creates ambiguity or confusion in the organization rather than instructional improvement for all students in the high school. A major conclusion to be drawn from these data was that there appears to be no consistent system in place throughout Iowa high schools for the delegation or the accountability of instructional leadership responsibilities.

7. The Leadership Practice of Exemplary Instructional Leaders

Another major finding for this study was that there was notable difference between the amount of time and energy invested in instructional leadership by the interview participants. Even though the interview respondents repeated many of the same things about instructional leadership proficiencies as the survey respondents, their passion and dedication to instructional leadership was the central theme for the entire interview. They often used metaphors similar to those found in current literature related to

instructional leadership. One principal even created her own metaphor of instructional leadership by stating the instructional leader was the conductor of a symphonic orchestra.

The following metaphors, such as: the leader as community servant, the leader as the organizational architect, the leader as the social architect, and the leader as the moral architect, provided a framework for understanding how these six exemplary instructional leaders shaped the school context to accomplish instructional leadership (Clark, 1990; Elmore, 1990; Greenfield, 1988; Murphy & Shipman, 1999; Sergiovani, 1999). The six exemplary instructional leaders consistently said similar things about instructional leadership. The following comments are a summary of their definitions of instructional leadership and have been aligned with the metaphors found in the literature. The interview participants believed instructional leadership was:

- The central mission of their professional lives as principals

    o   Leader as the community servant

- Shaping the school culture for high expectations for all

    o   Leader as the Social Architect

- Relationship building both inside and outside their schools

  o Leader as the Social Architect

- Modeling the behaviors expected of others

  o Leader as the Moral Educator

- Meeting the needs of students

  o The Leader as the Social Architect

- Facilitating school improvement processes for increased student learning

  o The Leader as the Organizational Architect

- Facilitating learning for all--students, staff, parents, community

  o The Leader as the Organizational Architect

- Resource procurement to support the school's work

  o The Leader as the Organizational Architect

- Keeper of the dream (vision)

  o The Leader as the Social Architect

- Focusing solely on the mission of the school to help all students learn well

  o The Leader as the Organizational Architect

These six principals designated as exemplary instructional leaders

defined and described instructional leadership as the focus of everything

they do in the school. All parts of their organizations worked together as a

system to improve teaching and learning. The work of these exemplary instructional leaders demonstrated that their espoused theories aligned with their theories in use. The importance of creating, designing (advocating), shaping, building (nurturing), and (sustaining) a school culture and instructional program conducive to student learning and professional development was reflected in the extraordinary things happening in their high schools for students. These exemplary instructional leaders have learned to navigate the complexities and structures surrounding the institution of the high school to shape that culture to create productive learning environments where all students learn well.

Recommendations

1. Further research is needed to determine if instructional leadership practice aligned with ISSL/ISLLC Standard 2 can demonstrate results verifying improved student learning in those schools.

2. Based on the findings of this study about the instructional leadership practices of Iowa high school principals, a study of what it means to delegate instructional leadership is warranted. Approximately 74% of all principals surveyed indicated they delegate instructional leadership

responsibilities while 84% of the principals indicated they spend less than 30% of their time on instructional leadership.

3. Further research is needed to determine how principals learn about instructional leadership through on-the-job experiences. Over 88% of the high school principals in this study indicate they learn instructional leadership practices on-the-job, but only 45% indicated that district and/or building professional development experiences have been influential in helping them develop competencies associated with instructional leadership and only 35% of the respondents believed mentoring or coaching was influential in developing competencies related to instructional leadership. If 88% of the high school principals in Iowa are learning instructional leadership competencies on the job, how are they learning them and what does that mean for the development of professional development for aspiring and practicing principals?

4. Based on the findings of this study related to instructional leadership practices of Iowa high school principals, further research is needed to determine what constraints hinder exemplary instructional leadership practices necessary to redesign or redefine high schools and how successful instructional leaders mediate those constraints.

5. Research on how the instructional leadership practices of Iowa high school principals in traditional public high schools compare to the instructional leadership practices of alternative or private high school principals would further extend the findings of this study.

6. Case studies of exemplary instructional leaders need to be conducted to develop a real understanding how espoused theories work as theories-in-use in real life high school settings.

7. Research on the instructional leadership practices of elementary and middle school principals is needed to develop a greater understanding of their practice and how that understanding of their instructional leadership practices can be applied to the high school setting.

Reflections

As a former high school principal, a former curriculum director, and the current clinical instructor for the University of Northern Iowa's Principalship Preparation Program, I was extremely interested in learning about instructional leadership practices in Iowa's public high schools for the improvement of instruction and clinical experiences. The information from this study related to the individualized professional development growth plans would be a great tool to use in the principalship preparation program to

facilitate the development of instructional leadership skills. The portfolio, practicum, and reflective research paper could be integrated with coursework to create an individualized professional development growth plan for students and staff to utilize to measure growth, progress, and performance throughout the principal preparation program. A team of critical friends, including a faculty member, their mentor, and perhaps, other representatives from the UNI Advisory groups, School Administrators of Iowa (SAI), and Area Education Associations (AEA), and could support each student throughout the program. The professional development needs identified by practicing high school principals in this study could be an important part of the content utilized for the professional development process. The students would be learning and practicing the very processes they will be expected to implement in their schools to improve student learning as teachers and/or principals who are exemplary instructional leaders.

As the researcher, I was also interested in learning if there was an alignment between ISSL/ISSLC Standard 2 and the actual practice of exemplary instructional leaders and if the Standard 2 indicators truly represented outstanding instructional leadership. Having been a member of the Iowa Leadership Initiative Team that met for over 18 months studying

standards for school leaders, I helped develop the recommendation made to the State Director of Education and the State Board of Education that the Iowa Standards for School Leaders (ISSL) be adopted and utilized for licensure of principals in Iowa. Even though research was studied and discussed in developing ISSL, the question always was—will this work in Iowa? The research involved with this study has tremendously expanded my knowledge of the standards and their development. I feel the decision made to implement the ISSL/ISLLC Standards in Iowa was the right one. However, practicing principals as well as preparation programs preparing future principals need support and resources to truly make the transition to a performance-based system a successful venture. Without that support, a lot of energy and work will have been in vain.

In terms of the study's findings, I was personally pleased with the current proficiencies of the principals and the alignment of those proficiencies with the indicators selected as essential for exemplary instructional leadership by the high school principals. However, for principals to practice exemplary instructional leadership, their proficiency levels must increase especially with the knowledge and performance indicators. I am concerned about who is really doing the work of the

instructional leader in Iowa high schools since 76% of the principals in this study reported they delegated instructional leadership responsibilities to other staff. Obviously, there is nothing wrong with delegating instructional leadership to others if there is an understanding of what work is to be done, who is accountable, and if all designated staff are competent to be involved with instructional leadership responsibilities. However, the principal's major leadership function is to be the architect who deigns, shapes, and builds the learning culture with staff, students, parents, and community members. The challenge for current and aspiring principals is to learn how to change the high school culture by mediating and/or eliminating those barriers in their school system hindering the teaching and learning processes. All students have the right to be in productive schools where all learn well. Principals have a sacred trust to students, their families, and their communities to see that all children learn well and are prepared for the future.

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APPENDIX A

INVOLVEMENT IN THE DEVELOPMENT

OF THE IOWA STANDARDS FOR

SCHOOL LEADERS

201

STATE OF
IOWA

THOMAS J. VILSACK, GOVERNOR
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
TED STILWILL, DIRECTOR

September 1, 2000

Ms. Dianna Engelbrecht
University of Northern Iowa
Schindler Education Center
Cedar Falls, IA 50614

Dear Dianna:

I would like to thank you for your work on the Iowa School Leadership Committee.
Quality leadership is critical to accomplishing the goals of continuous school
improvement, increased student achievement, and preparing all students to be successful
members of the community and the workforce.

I have reviewed the committee's work and have considered all the recommendations.
Based on my review, I will be forwarding your report and my enclosed recommendations
to the State Board of Education. Your commitment to quality leadership in the state is
evident in your work.

Sincerely,

Ted Stilwill
Director

APPENDIX B

IOWA STANDARDS FOR SCHOOL LEADERS

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM

INDICATORS

Standard 2
Iowa Standards for School Leaders
Interstate School Leaders Licensure Consortium

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Knowledge: The administrator has knowledge and understanding of

K 2.1 Student growth and development
K 2.2 Applied learning theories
K 2.3 Applied motivational theories
K 2.4 Curriculum design, implementation, evaluation, and refinement
K 2.5 Principles of effective instruction
K 2.6 Measurement, evaluation, and assessment strategies
K 2.7 Diversity and its meaning for educational programs
K 2.8 Adult learning and professional development models
K 2.9 The change process for systems, organizations, and individuals
K 2.10 The role of technology in promoting student learning and professional growth.
K 2.11 School cultures and instructional program conducive to student learning and staff professional development.

Dispositions: The administrator believes in, values, and is committed to

D. 2.1 The fundamental purpose of schooling
D 2.2 The proposition that all students can learn
D 2.3 The variety of ways in which students can learn
D 2.4 Life long learning for self and others
D 2.5 Professional development as an integral part of school improvement
D 2.6 The benefits that diversity brings to the school community
D 2.7 A safe and supportive learning environment
D 2.8 Preparing students to be contributing members of society
D 2.9 The partnership and collaboration with and among staff

Performances: The administrator facilities processes and engages in activities ensuring that

P 2.1 All individuals are treated with fairness, dignity, and respect
P 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
P 2.3 Students and staff feel valued and important
P 2.4 The responsibilities and contributions of each individual are acknowledged
P 2.5 Barriers to student learning are identified, clarified, and addressed

P 2.6 Diversity is considered in developing learning experiences

P 2.7 Life long learning is encouraged and modeled

P 2.8 There is a culture of high expectations for self, student, and staff performance

P 2.9 Technologies are used in teaching and learning

P 2.10 Student and staff accomplishments are recognized and celebrated

P 2.11 Multiple opportunities to learn are available to all students

P 2.12 The school is organized and aligned for success

P 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined

P 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies

P 2.15 The school culture and climate and assessed on a regular basis

P 2.16 A variety of sources of information are used to make decisions

P 2.17 Student learning is assessed using variety of techniques

P 2.18 Multiple sources of information regarding performance are used by staff and students

P 2.19 A variety of supervisory and evaluation models is employed

P 2.20 Pupil personnel programs are developed to meet the needs of students and their families

P 2.21 Staff have opportunities to work collaboratively with peers for improving student learning

P 2.22 The administrator maintains a direct connection to the learning environment

P 2.23 Analyzes, interprets, and uses educational research for improving student learning

P 2.24 Seeks feedback on their own performance

*** Indicators in bold print are the Iowa additions to the ISLLC Standards

APPENDIX C

ENROLLMENT DISTRIBUTION

2000-2001 Enrollment Distribution

The 2000-2001 enrollment distribution for Iowa public high schools is reported in Table 11. Enrollment reflects students in grades nine through twelve. Of Iowa's 367 public high schools, 21 or 5.7% serve fewer than 100 students in grades 9-12 and 22.6 % percent enroll 500 or more students, while 11.2 percent enroll 1,000 or more students. The average and median enrollments in Iowa public high schools were 405 and 248 respectively. The state's 20 smallest high schools enrolled a total of 1,525 students while 23,787 students were enrolled in the state's 14 largest high schools.

Table 11

IOWA PUBLIC HIGH SCHOOL ENROLLMENT DISTRIBUTION
2000-2001

Grade 9-12 Enrollment	Number of High Schools	Percent of High Schools	Cumulative Number of High Schools	Cumulative Percent
< 100	21	5.7%	21	5.7%
100-199	111	30.2%	132	36.0%
200-299	91	24.8%	223	60.8%
300-399	46	12.5%	269	73.3%
400-499	15	4.1%	284	77.4%
500-599	17	4.6%	301	82.0%
600-699	15	4.1%	316	86.1%
700-799	6	1.6%	322	87.7%
800-899	1	0.3%	323	88.0%
900-999	3	0.8%	326	88.8%
1000-1,099	4	1.1%	330	89.9%
1100-1199	4	1.1%	334	91.0%
1200-1299	8	2.2 %	342	93.2%
1300-1399	7	1.9%	349	95.1%
1400-1499	4	1.1%	353	96.2%
1500-1599	6	1.6%	359	97.8%
1600-1699	4	1.1%	363	98.9%
1700-1799	2	0.5%	365	99.5%
1800+	2	0.5%	367	100.0%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation. Basic Educational Data Survey. Enrollment File

APPENDIX D

SURVEY

Instructional Leadership Survey for High School Principals

Part I: The following list of indicators is representative of the knowledge base associated with instructional leadership. This list is based on Standard 2 of the Iowa Standards for School Leaders. Please rate your proficiency for each of the following indicators.

As the principal my understanding/knowledge of the following indicators is...

	Low	Medium	High	Very High
1. Student growth and development	1	2	3	4
2. Applied learning theories	1	2	3	4
3. Applied motivational theories	1	2	3	4
4. Curriculum design, implementation, evaluation, and refinement	1	2	3	4
5. Principles of effective instruction	1	2	3	4
6. Measurement, evaluation, and assessment strategies	1	2	3	4
7. Diversity and its meaning for educational programs	1	2	3	4
8. Adult learning and professional development models	1	2	3	4
9. The change process for systems, organizations, and individuals	1	2	3	4
10. The role of technology in promoting student learning and professional growth.	1	2	3	4
11. School cultures and instructional program conducive to student learning and staff professional development.	1	2	3	4

Select and rank order the 3 knowledge indicators that you consider most essential to your work as an instructional leader in the high school setting. Write the numbers of the 3 indicators in rank order from most important to least important _____

List the numbers of any indicators that represent professional development opportunities you would like to have

_____

Check the sources you consider most influential in helping you develop your knowledge competencies as an instructional leader for the high school setting:

_____ Administrator Preparation Program	_____	On-the-Job Experiences
_____ Mentoring/Coaching	_____	AEA Programs/Workshops
_____ SAI Programs/Workshops	_____	DE Programs/Workshops
_____ District/Building Prof Development	_____	Other _____

Instructional Leadership Survey for High School Principals

Part II: The following list of indicators is representative of the dispositions associated with instructional leadership. This list is based on Standard 2 of the Iowa Standards for School Leaders. Please rate your commitment to each of the following indicators.

As the principal my commitment to the following beliefs/values is...

	Low	Medium	High	Very High
1. Student learning is the fundamental purpose of schooling	1	2	3	4
2. The proposition that all students can learn	1	2	3	4
3. The variety of ways in which students can learn	1	2	3	4
4. Life long learning for self and others	1	2	3	4
5. Professional development as an integral part of school improvement	1	2	3	4
6. The benefits that diversity brings to the school community	1	2	3	4
7. A safe and supportive learning environment	1	2	3	4
8. Preparing students to be contributing members of society	1	2	3	4
9. The partnership and collaboration with and among staff	1	2	3	4

Select and rank order the 3 knowledge indicators that you consider most essential to your work as an instructional leader in the high school setting. Write the numbers of the 3 indicators in rank order from most important to least important _____

List the numbers of any indicators that represent professional development opportunities you would like to have
_____

Check the sources you consider most influential in helping you develop your knowledge competencies as an instructional leader for the high school setting:

_____ Administrator Preparation Program   _____ On-the-Job Experiences
_____ Mentoring/Coaching   _____ AEA Programs/Workshops
_____ SAI Programs/Workshops   _____ DE Programs/Workshops
_____ District/Building Prof. Development   _____ Other _____

Instructional Leadership Survey for High School Principals

Part III: The following list of indicators is representative of the performances associated with instructional leadership. This list is based on Standard 2 of the Iowa Standards for School Leaders. Please rate your performance/practice for each of the following indicators.

As the principal, I facilitate processes and engage in activities ensuring that...

	Low	Medium	High	Very High
1. All individuals are treated with fairness, dignity, and respect	1	2	3	4
2. Professional development promotes a focus on student learning consistent with the school vision and goals	1	2	3	4
3. Students and staff feel valued and important	1	2	3	4
4. The responsibilities and contributions of each individual are acknowledged	1	2	3	4
5. Barriers to student learning are identified, clarified. and addressed	1	2	3	4
6. Diversity is considered in developing learning experiences	1	2	3	4
7. Life long learning is encouraged and modeled	1	2	3	4
8. There is a culture of high expectations for self, student, and staff performance	1	2	3	4
9. Technologies are used in teaching & learning	1	2	3	4
10. Student and staff accomplishments are recognized and celebrated	1	2	3	4
11. Multiple opportunities to learn are available to all students	1	2	3	4
12. The school is organized and aligned for success	1	2	3	4
13. Curricular. co-curricular, and extra-curricular programs are designed. implemented. evaluated. and refined	1	2	3	4
14. Curriculum decisions are based on research. expertise of teachers. and the recommendations of learned societies	1	2	3	4

	Low	Medium	High	Very High
15. The school culture and climate and assessed on a regular basis	1	2	3	4
16. A variety of sources of information are used to make decisions	1	2	3	4
17. Student learning is assessed using variety of techniques	1	2	3	4
18. Multiple sources of information regarding performance are used by staff and students	1	2	3	4
19. A variety of supervisory and evaluation models is employed	1	2	3	4
20. Pupil personnel programs are developed to meet the needs of students and their families	1	2	3	4
21. Staff have opportunities to work collaboratively with peers for improving student learning	1	2	3	4
22. The administrator maintains a direct connection to the learning environment	1	2	3	4
23. Analyzes, interprets, and uses educational research for improving student learning	1	2	3	4
24. Seeks feedback on their own performance	1	2	3	4

Select and rank order the 5 indicators you consider most essential to your work as an instructional leader in the high school setting. Write the numbers of the 5 indicators in rank order from most important to least important _____

List the numbers of any indicators that represent professional development opportunities you would like to have _____

Check the sources you consider most influential in helping you develop your performance competencies as an instructional leader for the high school setting:

_____	Administrator Preparation Program	_____	On-the-Job Experiences
_____	Mentoring/Coaching	_____	AEA Programs/Workshops
_____	SAI Programs/Workshops	_____	DE Programs/Workshops
_____	District/Building Prof. Development	_____	Other _____

APPENDIX E

DEMOGRAPHIC PAGE

Instructional Leadership Survey for High School Principals
Demographics

1. What is your gender?
   _____Female
   _____Male

2. What is your highest academic degree?
   _____Doctorate
   _____Ed. Specialist
   _____Masters
   _____6th Year Certificate

3. What is your age?
   ___25-35 ____36-45 ____46-55 ____56-65 ____66+

4. From what institution did you receive your principalship preparation?
   _____ Year of Principalship Licensure_____

5. How many years
   a. have you been an educator? _____
   b. have you been a principal? _____
   c. have you served as principal in your current district? _____
   d. have you served as principal in your current building(s)? _____

6. In how many different school districts have you served as a principal? _____

7. Is your school district a member of the Urban Education Network? Yes___ No___

8. What is your Racial/Ethnic Classification?
   ___White ___Black ___Hispanic ___Asian ____American Indian ____Other

9. What is the current certified district
   (reported to DE) enrollment?
   _____0-199
   _____200-399
   _____400-999
   _____1000-1800 +

10. How many hours do you work
    weekly as HS Principal?
    _____35-40 ___41-50
    _____51-60 ___61-70
    _____71-80 ___80+

11. On an average day, what percentage of your time is committed to instructional leadership?
    _____%

12. Do you delegate instructional leadership responsibilities? _____Yes _____No

13. If yes, to whom do you delegate these responsibilities? _____

14. What is the percentage of minority students in your high school? _____%

15. What is the percentage of students on free/reduced lunch in your high school? _____%

16. Name up to 5 colleagues (IA High School Principals) you consider exemplary
    instructional leaders impacting teaching and learning in their schools.

   _____   _____

   _____   _____

   _____

APPENDIX F

COVER LETTER TO ACCOMPANY SURVEY

**Educational Leadership, Counseling,
and Postsecondary Education**

**University of
Northern Iowa**

December 4, 2001

Dear High School Principal:

As a former high school principal at Hudson High School and a former Director of Instructional Services, I want to learn more about how high school principals perceive their instructional leadership practice and what implications those perceptions have on high school reform initiatives and professional development. This investigation is part of my dissertation research at the University of Northern Iowa.

Standards and benchmarks, the CSIP and APR's, the new Teacher Compensation Law, adoption of the 'reinvention' of Iowa's high schools as a priority for 2001-2002 by the State Board of Education, the Urban Education Network's study, "Redefinition of High School", and new licensure standards for school leaders have all triggered a drastic change in how principals perceive their instructional leadership roles.

The enclosed survey utilizes Standard 2 of the Iowa Standards for School Leaders as the framework to determine your perceptions of your instructional leadership practice. Standard 2 was selected for this survey because it is most closely associated with instructional leadership as defined by job analyses conducted by the Educational Testing Service. The term, instructional leadership, is used in this survey because both practitioners and the public easily recognize and understand the term.

The survey should take minimal time to complete. It is my sincere hope that you will complete this survey because only you can provide the information necessary to get a comprehensive look at the high school principal's instructional leadership practice. This information will be shared with SAI, the Department of Education, the AEA's, and preparation institutions for directing future preservice and professional development initiatives. Please return the surveys by Wednesday, December 19th using the enclosed envelope with prepaid postage.

Your individual identity and that of your school will be used to monitor the return of the questionnaires but will not be identified in the analysis and reporting of data. Data will be studied as group data. If you have any questions, please feel free to call me at 319-273-7879 or e-mail me dianna.engelbrecht@uni.edu. Thank you very much for your assistance.

Sincerely,   Sincerely,   Sincerely,

Dianna K. Engelbrecht   Dale R. Jackson   David K. Else
Doctoral Candidate   Professor & Doctoral   Director of the Institute for
                               Committee Chair   Educational Leadership

508 Schindler Education Center• Cedar Falls, Iowa 50614-0604 • Phone 319-273-2605 • Fax 319-273-5175

APPENDIX G

FOLLOW-UP LETTER

Educational Leadership, Counseling,
and Postsecondary Education

University of Northern Iowa

December 21, 2001

Dear High School Principal:

The week of December 3rd, you were mailed a survey related to Instructional Leadership.

The purpose of the survey is to determine how high school principals perceive instructional

leadership. Even though the research is for my doctoral dissertation, the information is urgently

needed for creating a comprehensive overview of the high school principal's instructional

leadership practice. Decision-makers need real and timely data to understand the reality of the

high school principal's leadership responsibilities especially in the area of instructional

leadership. The information you provide will also be shared with those people working with

high school reform initiatives, preservice programs for aspiring principals and professional

development for practicing principals. Only you as a high school principal can provide this

timely and relevant information. **Please return the surveys as soon as possible using the**

envelope with prepaid postage you received earlier in December. If you need another

survey, please let me know. If you have any questions, please feel free to call me at 319-273-

7879 or e-mail me dianna.engelbrecht@uni.edu. Thank you very much for your assistance. It is

greatly appreciated.

Sincerely,

Dianna Engelbrecht

Dianna K. Engelbrecht, Doctoral Candidate

508 Schindler Education Center• Cedar Falls, Iowa 50614-0604 • Phone: 319-273-2605 • Fax: 319-273-5175

APPENDIX H

INTERVIEW QUESTIONS

Interview Questions

Introduction: As part of my dissertation research to study the Perceptions of Iowa Public High School Principals on Instructional Leadership – Implications for Practice and Professional Development, I asked practicing high school principals to nominate the peers they feel are exemplary instructional leaders as high school principals. Your name was suggested many times by other high school principals. Today, I would like to ask you a few questions related to your thoughts about your instructional leadership practices.

Before we start I need to have you read and sign the Permission to Interview Form. Do you have any questions about the form?

Demographic Questions:

Years of Principalship Practice _____ Years in Current Position_____
School Size _____Race_____Gender_____
Can I call you if I need clarification? _____

Interview Questions

1. **How would you define instructional leadership?**

2. **Why do you think your peers selected you as an exemplary instructional leader?**

3. **What kinds of things do you do to demonstrate instructional leadership?**

4. **How do you organize and manage your time and other resources for instructional leadership practice?**

5. **Are their specific instructional leadership practices that have made a difference for all the learners in your high school?**

6. **What professional development experience(s) has/have impacted you the most during your career?**

7. **What are your current professional development needs?**

8. **What would be an ideal professional development delivery system for you as a high school principal?**

9. **How would you reinvent or redefine the high school?**

10. **Other comments about instructional leadership....**

APPENDIX I

INTERVIEW PROTOCOL LETTER

Permission to Interview

February 11, 2002

I grant permission to be interviewed for the dissertation research being conducted by Dianna Engelbrecht, doctoral student at the University of Northern Iowa. I also grant permission for the interview to be taped. I understand the information gained from the interview will be used in her dissertation, <u>Perceptions of High School Principals on Instructional Leadership: Implications for Practice and Professional Development</u>. Before information from the interview will be included in the dissertation, the School Administrators of Iowa (SAI) and/or the Area Education Agency (AEA) representing the participant's school district will be contacted to verify that all interview participants are considered exemplary instructional leaders. Without their verification, the information from this interview may not be utilized in the dissertation. I also understand my name will not be used in conjunction with the research. The tapes will be identified by a number, not by the name of the participant. However, the information given in the interview will be identified by gender, school size, race, years of principalship practice, and years in current position. Following final approval of the dissertation by the University of Northern Iowa no later than May 11, 2002, all tapes will be destroyed.

_____

Interview Participant's Name

_____

Interview Participant's Signature

_____

Interviewer's Name and Signature