

5-2015

Principals' Instructional Leadership Practices and Their Relationship to Teachers' Instructional Practices in Sharjah Schools.

Hayat Mohamed Abdalla Al Hosani

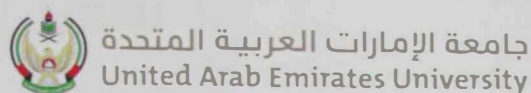
Follow this and additional works at: https://scholarworks.uaeu.ac.ae/all_theses

Part of the [Educational Leadership Commons](#)

Recommended Citation

Abdalla Al Hosani, Hayat Mohamed, "Principals' Instructional Leadership Practices and Their Relationship to Teachers' Instructional Practices in Sharjah Schools." (2015). *Theses*. 218.
https://scholarworks.uaeu.ac.ae/all_theses/218

This Thesis is brought to you for free and open access by the Electronic Theses and Dissertations at Scholarworks@UAEU. It has been accepted for inclusion in Theses by an authorized administrator of Scholarworks@UAEU. For more information, please contact fadl.musa@uaeu.ac.ae.



United Arab Emirates University

College of Education

Department of Foundations of Education

PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AND THEIR
RELATIONSHIP TO TEACHERS' INSTRUCTIONAL PRACTICES
IN SHARJAH SCHOOLS

Hayat Mohamed Abdalla Al Hosani

This thesis is submitted in partial fulfillment of the requirements for the degree of Master of
Education (Educational Leadership)

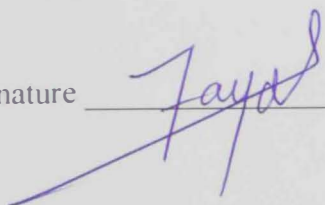
Under the Supervision of Dr. Ali Ibrahim

May 2015

Declaration of Original Work

I, Hayat Mohamed Abdalla Al Hosani, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled "*Principals' instructional leadership practices and their relationship to teachers' instructional practices in Sharjah schools*", hereby, solemnly declare that this thesis is an original research work that has been done and prepared by me under the supervision of Dr. Ali Ibrahim, in the College of Education at UAEU. This work has not been previously formed as the basis for the award of any academic degree, diploma or a similar title at this or any other university. The materials borrowed from other sources and included in my thesis have been properly cited and acknowledged.

Student's Signature

_____

Date

7/6/2015

Copyright © 2015 Hayat Mohamed Abdalla Al Hosani
All Rights Reserved.

Approval of the Master Thesis

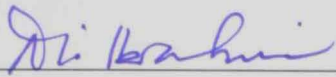
This Master Thesis is approved by the following Examining Committee Members:

1) Advisor (Committee Chair): Dr. Ali Ibrahim

Associate Professor

Department of Foundation of Education

College of Education

Signature 

Date 2/6/2015

2) Member: Dr. Ali Al Kaabi

Assistant Professor

Department of Foundation of Education

College of Education

Signature 

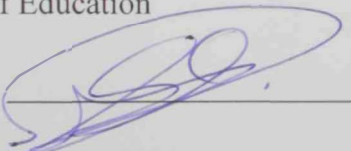
Date 7/6/15

3) Member: Dr. Mohamed Al Hosani

Assistant Professor

Department of Foundation of Education

College of Education

Signature 

Date 7/6/15

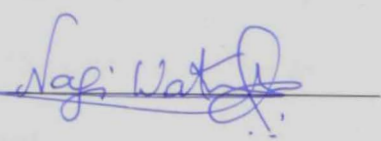
This Master Thesis is accepted by:

Dean of the College of Education: Dr. Jamal Al Nuaimi

Signature 

Date 7.6.2015

Dean of the College of Graduate Studies: Professor Nagi T. Wakim

Signature 

Date 7/6/2015

Abstract

Instructional leadership has become one of the most widely researched topics. This type of leadership has been connected to teacher growth and development, teacher job satisfaction, student achievement, and improving school climate in general. This study focuses on instructional leadership in schools of Sharjah Education Zone. Specifically, the study aims to describe the principal instructional leadership practices, to identify the most and least important teachers' instructional practices, and to investigate whether there is a relationship between the principals' instructional practices and teachers' teaching practices. This study is quantitative in nature and therefore a questionnaire was used to collect data from teachers in 24 schools in Sharjah. The sample was 111 male and 269 female teachers with a total of 380 teachers. The study found that principals in Sharjah schools practice certain tasks of instructional leadership more than others. For example, they care more for framing the school goals, providing incentives for learning, and evaluating instruction than maintaining high visibility, protecting instructional time, and providing incentives for teachers. With regard to teachers' instructional practices, it was found that teachers focus on certain practices more than others. They provide attention to students working in groups, stating the lesson goals, checking students' exercise books than, for example, asking students to write essays to demonstrate their creative ideas, giving them projects that last for some time, and holding debates in the classrooms. Finally, the study found a positive relationship between principals' instructional leadership practices and teachers' teaching practices. In other words, when the principal attends to certain leadership practices, the teacher gives more attention to certain instructional practices. This relationship was stronger in areas of monitoring

students' progress, providing incentives for teachers and protecting teachers' instructional time.

Keywords: Instructional leadership, teachers' instructional practices, Ministry of Education, students achievement, quality learning.

Title and Abstract (in Arabic)

ممارسات القيادة التعليمية لمدير المدرسة وعلاقتها بالممارسات التدريسية للمعلمين في

مدارس الشارقة

الملخص

أصبحت القيادة التعليمية واحدة من أكثر الموضوعات بحثاً على نطاق واسع في مجال القيادة التربوية. وقد رُبط هذا النوع من القيادة بموضوعات لها علاقة بالنمو المهني للمعلم، والرضا الوظيفي لديه، وتحصيل الطلاب، و مدى تحسن المناخ المدرسي عاماً. وتركز هذه الدراسة على القيادة التعليمية في مدارس منطقة الشارقة التعليمية، وتهدف على وجه التحديد إلى وصف ممارسات القيادة التعليمية، وتحديد أهم ممارسات المعلمين التعليمية داخل الفصول وأقلها أهمية، والتحقق في ما إذا كانت هناك علاقة بين ممارسات المديرين التعليمية وممارسات المعلمين داخل فصولهم. إن الدراسة هي كمية بطبيعتها، استهدفت 24 مدرسة في الشارقة عشوائياً وعليه استخدمت استبانة لجمع البيانات من المعلمين (111 معلم/ 269 معلمة). ووجدت الدراسة أن مديري المدارس في الشارقة مهتمون بممارسة مهام معينة من القيادة التعليمية أكثر من غيرها فعلى سبيل المثال: وجد اهتمامهم أكثر بصياغة أهداف المدرسة، وتوفير حوافز للتعلم، وتقييم العملية التعليمية، بينما أظهروا اهتماماً أقل باندماجهم مع المعلمين والطلاب يومياً وحماية الوقت المخصص للتدريس وتوفير حوافز لمعلميهم. أما ممارسات المعلمين التعليمية فقد لوحظ تركيزهم على ممارسات معينة أكثر من غيرها فهم مهتمون بتقسيم الطلاب للعمل في مجموعات و توضيح أهداف الدرس، وكذلك التحقق ومراجعة كراسات تمارين الطلاب أكثر من اهتمامهم بالممارسات التي تتطلب إظهار أفكار ابداعية من الطلاب ككتابة المقالات والعمل على مشاريع تحتاج إلى بعض الوقت لإنجازها، وإجراء مناقشات ومناظرات في الفصول الدراسية. وأخيراً وجدت هذه الدراسة أن هناك علاقة إيجابية بين ممارسات القيادة التعليمية لمديري المدارس وممارسات المعلمين التعليمية داخل فصولهم، أي عندما يهتم مدير المدرسة بممارسات تعليمية معينة، فإن المعلم سيُعطي المزيد من الاهتمام لتلك الممارسات التعليمية. وكانت هذه العلاقة أقوى في المجالات الآتية: متابعة التقدم التحصيلي للطلاب، وتوفير الحوافز للمعلمين وحماية الوقت المخصص للتدريس.

الكلمات المفتاحية: القيادة التعليمية، ممارسات المعلمين التعليمية، وزارة التربية والتعليم، المستوى التحصيلي للطلاب، جودة التعلم.

Acknowledgements

Thanks to Allah for granting me the blessing to join the Master's program in Educational Leadership in the College of Education in the University of the United Arab Emirates. The journey to accomplish this thesis and graduation requirements wasn't easy. Being a teacher a mother and a student is really a hard task, but it was undoubtedly special, it added a lot to me, and gave me the honor to be introduced to a distinctive group of instructors along the years.

First I'd like to thank my distinguished thesis advisor Dr. Ali Ibrahim, for his patience and continuous encouragement during my study and while accomplishing my thesis. Also I express my appreciation to my committee members Dr. Ali Al Kaabi and Dr. Mohamed Al Hosani. Special thanks to everyone who helped me and my thesis possible. Hopefully they'll get everything good in their lives. I especially wish to thank my colleagues Maitha, Sheikha and Amira.

Finally, I'd like to thank my dear husband Rashid for being always next to me and our beloved son Ali.

Dedication

This thesis is dedicated to

My parents

The kindest hearts in the globe, my mother and father, they covered me with their overwhelming love and their pure prayers as long as I study, without their love and support, I wouldn't have completed my studies.

My husband

Who provided the strong support and love to finish my Master Degree.

Table of Contents

Title	i
Declaration of Original Work	ii
Copyright.....	iii
Approval of the Master Thesis	iv
Abstract	vi
Title and Abstract (in Arabic)	viii
Acknowledgements	x
Dedication	xi
Table of Contents	xii
List of Tables.....	xvi
List of Figures	xvii
Chapter 1: Introduction	1
1.1 Overview	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Research Questions:	5
1.5 Significance of the Study	6
1.6 Limitations of the Study.....	6
1.7 Definition of Terms.....	6
1.8 Organization of the Study	7

Chapter 2: Literature Review	8
2.1 Instructional leadership	8
2.2 Definitions of instructional leadership	11
2.3 Instructional Leadership Framework	12
2.4 Instructional practices for the principal.....	13
2.4.1 Frame the school goals.....	13
2.4.2 Communicate the school goals.....	13
2.4.3 Supervise and evaluate instruction.....	13
2.4.4 Coordinate the curriculum.....	13
2.4.5 Monitor student progress.....	14
2.4.6 Protect instructional time	14
2.4.7 Maintain high visibility	14
2.4.8 Provide incentives for teachers	14
2.4.9 Promote professional development	14
2.4.10 Provide incentives for learning	15
2.5 Instructional teaching practices.....	15
2.5.1 Inquiry Learning:.....	18
2.5.2 Induction Approach :.....	18
2.5.3 Deploying Lecture Approach:.....	19
2.5.4 Practice and Training:	19
2.5.5 Active learning:	19
2.5.6 Differentiated instruction:	19
2.6 The relationship between instructional leadership and instructional teaching practices:.....	20
2.6.1 Previous Studies:.....	21

2.7 Instructional leadership in the UAE schools	24
Chapter 3: Methodology.....	29
3.1 Research Design.....	29
3.2 Population and Sample.....	30
3.3 The Instrument	31
3.4 Procedures of the study	34
3.5 Ethical Considerations.....	34
3.6 Limitation of the study	34
Chapter 4: Results Of The Study.....	36
4.1 Results of Question One.....	36
4.2 Results of Question Two.....	49
4.3 Results of Question Three	51
Chapter 5: Discussion And Recommendations.....	53
5.1 Discussion of Research Question One	53
5.2 Discussion of Research Question Two.....	57
5.3 Discussion of Research Question Three.....	58
5.4 Recommendations	60
5.4.1 Recommendation related to principals' instructional practices	60
5.4.2 Recommendations related to teachers' instructional practices	60
5.4.3 Recommendation related to the research	61
Bibliography.....	62
Appendix A	66
Appendix B	67
Appendix C	68

Appendix D 69

List of Tables

Table 1: The Sample	30
Table 2: Reliability test	33
Table 3: Frame the school Goals.....	37
Table 4: Communicate the School Goals	38
Table 5: Supervise and Evaluate Instruction.....	39
Table 6: Coordinate the Curriculum.....	40
Table 7: Monitor Students' Progress	42
Table 8: Protect Instructional Time.....	43
Table 9: Provide Incentives for teachers	44
Table 10: Maintain High Visibility	45
Table 11: Promote Professional Development.....	46
Table 12: Provide Incentives for Learning.....	47
Table 13: Ranking of the ten subscales of the principal instructional practices	49
Table 14: The teachers' instructional practices	50
Table 15: The relationship between instructional leadership practices and teachers' instructional practices.....	52

List of Figures

Figure 1: Comparing Instructional and transformational leadership	10
Figure 2: Instructional leadership framework	12

Chapter 1: Introduction

1.1 Overview

For many decades, the principal has been used to perform management routine tasks as planning, organizing, monitoring, and evaluating. These tasks are evidenced in giving orders, dealing with school budget, arranging classrooms timetables, monitoring attendance and absence of teachers and students. Those tasks are considered and are still seen as important. However, with the advent of major changes in education and the changing prospects for the graduates needed for the new economy, this view of the roles of the principals has changed. Today, the challenges are schools faced with not only an abundance of knowledge and technological movements at all fields but also with many challenges to an effective learning process (Leonard, 2010, p. 1). However, we still hear that too many principals are playing the same old roles with little focus on teachers' performance, which could improve students' learning. The old image of the principal's roles dominated our schools for a long period of time, but now, it is the time to move and take series steps to change this image.

According to research, instructional leadership is adding the new image to the work of the principals. Instructional leadership is a type of leadership that is based on the principle of supporting teachers and giving them the opportunity to learn and grow to meet the different needs of students. The role of the principal as an instructional leader is someone who engages in the instruction process; observing teachers in classrooms and working with them to improve teaching and learning. Thus, it is necessary to find out the new practices of the principals and examine the extent to which they are practiced in our schools.

In fact, school members cannot work in isolation, so we need that spirit of

engagement and belonging to the school. In other words, if the principal practices affect teachers' performances and this, in turn, can influence the student learning outcomes, this means that we need to understand how this work. One way or another, teachers cannot affect student learning levels by themselves without getting support from the principal.

Nowadays with the advancement of knowledge and the changes in technology, we need different types of leadership in our schools, which is quite different from what is familiar and ordinary, "Past education systems tend to have placed their focus on managing school— smooth bus operations, substitute placement, student and staff discipline, etc." (Dumas, 2010). This is not to argue that the instructional leader does not possess managerial skills, the successful principal is the one who cares for educating his students, helping his teachers, and at the same time does not neglect the routine tasks which are vital to achieving goals and visions of the school. All those roles are essential in the school journey towards ongoing progress. (Gupton, 2010, p. 16)

All these procedures are important and needed in school every day, but they do not cause that great impact on the students' learning level. The new image of leadership focuses "on instruction that has strong purpose and equally strong commitment to students learning" (Zepeda, 2013, p. 3). Therefore, there is a need for the existence of school instructional leaders in our schools. Instructional leadership considered the principal as a leader of leaders. She/he understands instruction and applies characteristics of instruction in an efficient and effective manner, ensuring that all teachers play an active role in carrying out the instructional program. (Sergiovanni & Green, 2015, p. 206)

The principals should understand that they are not the only leaders in their

schools, they should know that they participate with different groups of leaders, they should work beside each other to achieve the most valuable goal in the school which is the quality of the student learning. In other words, if the teachers and principals are working according to school vision and mission with the spirit of one team, the student engagement will increase and will affect the students learning outcomes positively.

With regard to instructional leadership in the UAE, instructional leadership is considered one of the most effective styles of school leadership worldwide. Thus, the Ministry of Education in the UAE is trying to advance the educational system and therefore they have to focus on improving school leadership and helping them to become effective instructional leaders.

The Ministry of Education created diverse programs and systems to help lay out remedial plans and solutions to the negative attitudes that face schools in the UAE and to strengthen positive attitudes and increase their efficiency. One of the most important programs is academic accreditation which aims to investigate the practices of school leadership and to examine teacher efficiency to make sure that they are playing their vital roles to improve student learning.

Accreditation is "an official recognition on the part of the Ministry of Education that a school has achieved the required standard and level of quality, demonstrated through an independent and robust process of evaluation "(MOE, n.d.).

The Ministry of Education accredited many of private and public schools based on evidence obtained by the committees during the accreditation visits to those schools. This program aims to enhance and develop UAE school performance, to achieve higher quality of performance for each person in the school, and achieve the continuous development of school leadership, teachers and students, and achieve a

high level of learning outcomes.

Auditors from the MoE target school performance as a whole starting from the school leadership. They focus primarily teacher practices in the classrooms and on the extent that they use modern teaching methods such as cooperative and differentiated learning, and integrating technology in daily lessons using computers, iPads and other devices that facilitate the learning process and make it more attractive to the learners.

In conclusion, the Ministry of Education is currently heading to move away from both the principal and teacher traditional roles, and keen to principal to perform effective instructional practices as well as teachers to adopt modern methods of teaching in the classroom in order to contribute to achieving high quality learning for UAE students. (Al Khaili, 2011, P. 10)

1.2 Statement of the Problem

In 2014, His Highness, Sheikh Mohammed bin Rashid Al Maktoum launched the national agenda for the Emirates towards achieving the Emirates vision by 2021. One of the most important goals of the agenda is improving the field of education, through developing important aspects of school leadership, teaching and learning. The big focus targeted school leadership to achieve these objectives to see schools bloom and achieve advanced level of students' learning, similar to the best education systems in the world.

Stopping at the most important national agenda of the educational system, we find out that the UAE is keen to be one of the best 15 countries in the world in TIMSS exams and to be one of the best 20 countries in the world in PISA Examinations, as well as having highly capable teachers for all schools and qualified school leaders for all schools. In addition, the country aims to minimize the

percentage of students who join the basic year in universities to zero percent.

In fact, we usually hear tons of slogans about the importance of principals' role in our schools that contribute to the improvement of the practices of teachers, which in turn contribute to improving students learning. When we compare the results of the country in international examinations as PISA and TIMSS, we find that our results are much lower than other countries (Al Amiri, 2011, p. 51)

Al Logani (2012), in his study on instructional leadership, cited KDHA statistics that distinctive schools are rare and the rest are classified as good, acceptable, and not acceptable (Al Loghani, 2012). All these facts led me to focus on the instructional leadership of the principal and the instructional teaching practices to achieve the goals of the country in field of education.

1.3 Purpose of the Study

This study attempts to investigate the extent to which instructional leadership is practiced in Sharjah schools and whether a relationship does exist between the practices of instructional leadership and the teaching practices of teachers inside classrooms.

1.4 Research Questions:

This study attempted to answer the following questions:

1. How do teachers in Sharjah Educational Zone perceive their school principals as instructional leaders?
2. How do teachers in Sharjah Educational Zone perceive their teaching practices?
3. Is there a relationship between the principals' use of instructional leadership practices and teachers' use of teaching practices?

1.5 Significance of the Study

This study helps to provide researchers and those who are interested in educational leadership research with the best instructional practices of the principal through which they can make decisions and lay out programs and courses to orient principals and train them to improve their roles in schools. Moreover, this study helps principals to recognize the best practices that could help teachers in their classroom instruction and at the same time to show which instructional leadership practices in need of improvement in Sharjah schools.

1.6 Limitations of the Study

This study is limited to Sharjah education zone schools, so the results cannot be generalized to all UAE schools. In addition, this study focuses only on public schools in the zone. Therefore, the results are not to be generalized to private schools. One limitation in this study relates to participants answers to the survey which might be affected by their immediate circumstances and viewpoints at the time of data collection. However, this is a common limitation in all survey studies.

1.7 Definition of Terms

For clearer understanding of the terms used in this study, below are their meanings:

Instructional leadership: "Strong leadership promotes excellence and equity in education and entails projecting, promoting, and holding steadfast to the vision; garnering and allocating resources; communicating progress; and supporting the people programs, services, and activities implemented to achieve the schools' vision" (Zepeda, 2013, p. 4)

Sharjah Educational Zone: is one zone of education under the UAE Ministry of Education. It has an office in the Eastern Region which manages schools according to policies of the MoE.

1.8 Organization of the Study

This study consists of five chapters. Chapter one introduces the topic, stated the problem and research questions. Chapter two presents the literature review about instructional leadership and the relationship between instructional leadership and teachers' practices. Chapter three presents the methodology used in this study (the research design, the population, sampling, the instrument and its validity and reliability, procedures). Chapter four presents the findings based on the analysis questionnaire statement using the SPSS program. Chapter five provides a discussion of findings, conclusion and the recommendations.

Chapter 2: Literature Review

This study aims to recognize principal instructional practices according to teachers' perspectives and to what extent these practices might affect practices in classrooms to raise students' learning level. Thus, the researcher tackled six pillars in this chapter which are: the historical background of establishing instructional leadership, the definitions of instructional leadership, the variety of principal instructional practices, the best instructional practices of teachers in their classrooms, the relationship between the principal and teacher instructional practices and finally, the instructional leadership in the United Arab Emirates.

2.1 Instructional leadership

Before displaying various definitions of instructional leadership and the most important instructional practices of principals, it is necessary to refer to the history of instructional leadership to illustrate the different contributions researchers have made to prove the importance of instructional leadership in improving school performance.

Bridge as cited in Hallinger's paper (2011) mentioned that the emergence of the idea of instructional leadership dates back to the 1960s. (Hallinger, 2011, p. 125) The notion of instructional leadership became rich material for researchers and this sort of leadership began to expand and widen on a large scale. Thus, some concerned researchers of educational leadership styles over the years have studied several variables and factors that may have contributed directly or indirectly to the improvement or decline of the role of the principal. They claimed also that instructional leadership can raise or weaken the achievement level of students and school performance in general. (Marzano, Waters & McNulty, 2005, p. 18-19)

Philip Hallinger and Ronald Heck (1998) combined the finding of 40 testing studies between 1980-1995. They identified three categories:

Direct affect models that tackle the link between principal behavior and student achievement.

Studies on central effect. They consider that the principal affects students only through other teachers and the principal's impact is indirect.

Models based on correlative reciprocal effects: the principal and teachers affect each other and thus the learning process.(Hallinger, 2011, p. 129)

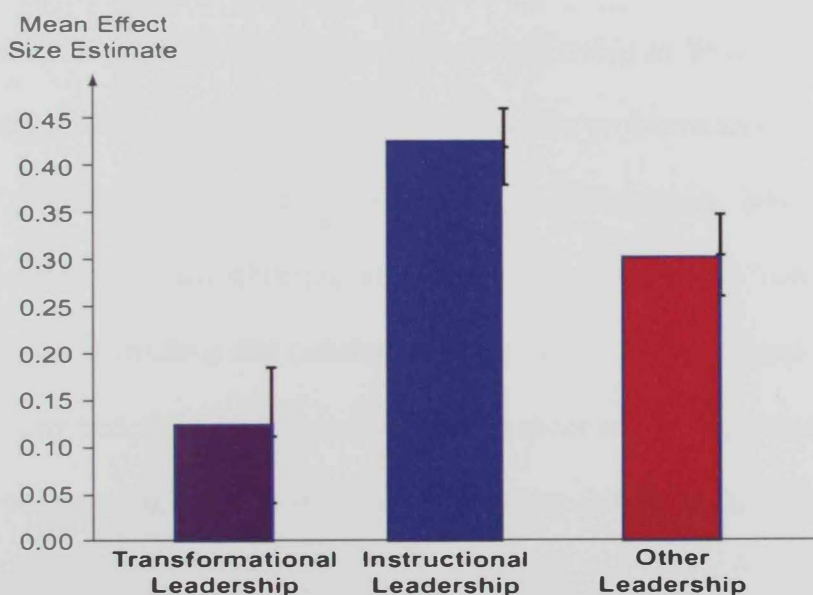
Subsequently, another period of research appeared in the USA and worldwide which gave emphasis to accountability and evaluation based on standards, which in turn would benefit the development of the economy, education, health etc., in the country. "The standards and accountability movement was made even stronger on January 8, 2002, when President George W. Bush signed into law the No Child Left Behind Act (NCLB) (U.S. Department of Education, n. d. b.).The NCLB Act requires states to implement statewide accountability systems for all public schools (Cotton, 2003)."(Lineburge, 2010, p. 4)

So this movement has contributed worthwhile concepts to instructional leadership about what should be done by the principal in order to achieve high-level learning outcomes for students. The principal is in charge of what occurs in his/her school, such as promoting educational activities, supervising teaching methods and investigating how well his/her teachers are achieving the ultimate goal of each school providing quality education for all, without exception, starting from the principal and the teachers themselves. With the rapid and enormous scientific progress of recent years, we find that it is not worthwhile to let the principal remain locked into the old skills and knowledge. Thus, it is essential for him/her to benefit from the expertise and the acquisition of all that is new on a nonstop educational journey.

The spread of accountability has put principals, teachers and superintendents under great pressure and they have become keen to realize distinguished educational goals and achieve better attainment by students. This movement pushed the superintendents to compare the results of their students to those of other zones trying to find out points of strength and weakness to enhance the performance of their own schools. In regards to principals and teachers, this helped them to lay out remedial and enrichment plans and design educational programs that meet learners' different needs.

In order to compare instructional leadership with other styles of leadership, the researcher Hallinger found that Robison on her study compared the mean effect of transformational leadership and instructional leadership on school performance and concluded that instructional leadership has a mean effect of over 0.4, while that of transformational leadership ranges below 0.15, as Figure 1 indicates. (Hallinger, 2011, p. 131)

Figure1 Comparing Instructional and transformational leadership



Source: Robinson *et al.* (2008, p. 656)

They argue, "instructional leadership better captures the impact of school leadership on learning. That is, transformational leadership as applied to education

does not appear to measure all of the processes by which leaders impact teaching and learning." (Hallinger, 2011, p. 131)

2.2 Definitions of instructional leadership

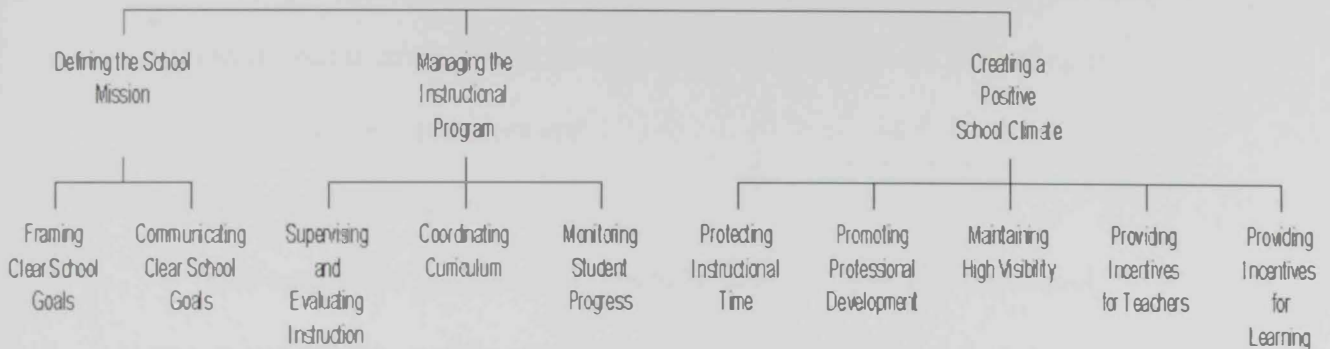
So when talking about instructional leadership of the principal we have to be standing at the most important definitions for this type of school leadership, according to Leithwood (1994). "Instructional leadership is a series of behaviors that was designed to affect classroom instruction". (Kursunoglu & Tanriogen, 2009, p. 253)

On the other hand, other researchers defined instructional leadership as "The recognition that principals who operate from this frame of reference rely more on expertise and influence than on formal authority and power to achieve a positive and lasting impact on staff motivation and behavior and student learning (Kursunoglu & Tanriogen, 2009, p. 253). In addition, according to Bredson (2000) instructional leadership argues that "leaders and learner are critical resources for implementing changes in teachers' classroom practices(Kursunoglu & Tanriogen, 2009, p. 253). On the other hand, Krug (1992) defined instructional leadership as "involving the strategic application of knowledge to solve content specific problems and to achieve the purposes of schooling through others." (Kursunoglu & Tanriogen, 2009, p. 253)

In brief, when the principal emphasizes what students study, the "content", the methods adopted in teaching and creating different opportunities for professional development for teachers must not be conventional. In other words, they must care more about the outcomes and quality of students' learning. (Glatthorn & Jailall, 2009, p. 37)

2.3 Instructional Leadership Framework

Figure2 Instructional leadership framework



From Hallinger & Murphy, 1985

One of the most important specifications that makes the school efficient is the role of the principal and his teachers in making the student the center of the educational process and providing them with a learning atmosphere that enriches their different skills.

Moreover, the instructional principals show high commitment in developing teachers' capabilities and creates a positive relationship among teachers and the whole school community in order to achieve high quality learning for the students. In other words, the instructional principal is considered successful as long as he can solve the problems that face the school in a unique way and shows the ability to make decisions that make students' needs interests and learning a priority.

Hallinger and Murphy years ago proposed a model which focused on "three dimensions for the instructional leadership role of the principal: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School". (Hallinger, 2009, p. 7)

2.4 Instructional practices for the principal

The model has identified that there are many important practices or functions under each dimension by which we can say that the principal is an instructional leader and is keen to improve the learning provided to students. According to Hallinger (1985) These practices are:

2.4.1 Frame the school goals

This means that the principal should be able to formulate the school objectives and can set specific goals that are easily understood and applied by the school teachers in order to achieve distinct learning outcomes.

2.4.2 Communicate the school goals

This can be demonstrated in the principal's ability to deploy and connect school goals effectively to all members of the school community through meetings with teachers or through advertising banners that illustrate the importance of achieving quality learning and teaching.

2.4.3 Supervise and evaluate instruction

This means that the principal should be able to supervise the educational process and evaluation through classroom visits, by giving important notes to teachers in reference to the strengths and weaknesses they have, or by reviewing students' work and monitoring their performance on an ongoing basis.

2.4.4 Coordinate the curriculum

The principal should review the school curriculum and its suitability to achieve the goals of the school with the faculty, and identify the coordinators of subjects and discuss their roles and responsibilities.

2.4.5 Monitor student progress

The principal should have the ability to track the students' progress through monitoring results and the students' performance in exams on an ongoing basis as well as evaluate strengths and weaknesses to discuss them with teachers. Thus, "Successful principals regularly analyze data with teachers and support them in collecting and using data to monitor student progress and evaluate and improve instructional approaches".(Mead, 2011, p. 7)

2.4.6 Protect instructional time

The principal must have the ability to maintain the time allocated for teaching by reducing speeches and meetings that could waste time or being careful not to call students to the administration during classes.

2.4.7 Maintain high visibility

The principal must show the ability to achieve a high level of involvement with students and teachers, through the exploitation of break times to talk with students, teachers and by visiting them in the classrooms. It is important to discuss school issues and guide the students continuously.

2.4.8 Provide incentives for teachers

This can be seen in terms of the principal's ability to provide incentives for teachers, either individually or in front of their colleagues at meetings, as well as reward programs that fulfill the professional growth required to achieve the goals of the school.

2.4.9 Promote professional development

This means that the principal should be able to create professional development opportunities for teachers either through enrollment programs inside or outside the school or to ensure the exchange of information between

the teachers and the transfer of expertise and knowledge gained from these programs and courses.

2.4.10 Provide incentives for learning

The principal must have the ability to provide incentives for learning, by honoring talented students and praising students' achievements, providing unique support to them and by informing parents about the achievements of their children.

When reflecting on all of the above practices, we find they are all focused on the importance of the skills and knowledge students learn in the school and the appropriateness of what is offered to the student as it relates to the goals and vision of the school.

2.5 Instructional teaching practices

Decades ago, researchers and those who were interested in the development of education put forward many hypotheses and theories that explained how learning occurs in a child, but the researchers in this study were limited to a single example of the most important theories of learning, which is Constructivism Theory. Among the most important who wrote about it was Piaget with his "individual-oriented approach" and Vygotsky with his "sociocultural approach".(Steritlien, 2011, p. 2)

Individual-oriented approach : Piaget explained in his theory that the child is an active learner, with God-given biological ability to think and build knowledge by himself and he does not need to interact with his peers or a mentor in order to build new knowledge. For Piaget, the child is able to interact with objects such as computers, games, or books and previous experience to generate and construct new knowledge and experience.

Sociocultural approach: As for Vygotsky, the child builds his knowledge through interaction and communication with peers at school, family members, and teachers. So the child can refine existing skills that he/she has as well as increase the linguistic wealth he/she has and build wide knowledge through this kind of communication with the surrounding environment.

The reason behind choosing the Constructivism Theory by the researcher apart from other educational theories is due to its importance in helping the teacher to select the best teaching methods based on the principle of considering the student as the center of the educational process along with the huge scientific development worldwide.

The methods of indoctrination and providing information to the child as simple to memorize and repeat without any effort to think or attempt, with nothing related to education represents one of the old boring methods. The ultimate aim of education is to enable the student to acquire the knowledge and skills relevant to his/her potential and to get him/her involved in activities that satisfy the student's interests, considering that he differs from his colleagues.

According to constructivism theory, each student differs from others and what is relevant to one student may not be so to others. Each student builds his/her new knowledge according to previous personal experience. So the concern of modern educational methods like active learning and differentiated learning have gradually become more common. Their importance appears clearly in the educational field and that is based on constructivism theory. (Edger, 2012)

In other word, if the students are capable of building their knowledge by themselves or interacting with colleagues, what is the role of the teacher? According to Constructivism Theory, the role of the teacher is to supply the content "material

"or a problem designed to be studied by the students to get them involved in task and activities that urge them to speculate and think. So we find that the role of the teacher is not a conventional one. His/her role is to make the educational process convenient and make students the heart of the educational process. When the students think, experiment, quote and explain to get a new information or knowledge, it gives them a chance to remember this piece of information and it will be installed in his mind because he was the one to deduce and get it.

Saginer(2008) provides an example of a lesson about diseases in science as a model to explain active learning. Instead of naming diseases and their symptoms in a boring way, the teacher designed an activity for students that made them all work in a hospital and help the doctor to recognize the name of the illness that affected each patient. The teacher asked her students to check symptoms of the disease. In addition to reviewing the history to the disease, they watched his portfolio and that made it easy to anticipate what the disease might be. The students worked in pairs and small groups and laid out a number of predictions according to information they had got then they shared their ideas and deductions with their colleagues in other groups.(p. 97)

This sort of education is efficient and supportive; it creates good understanding through having a fruitful conversation and that creates a sense of enjoyment away from boredom and at the same time is profound and not shallow. The excitement in carrying out activities should not reduce the content provided to the student. Actually, teachers who are keen to supply real teaching realize that it is necessary for the student to interpret, analyze, think and get involved with his/her colleagues in profitable educational activities, and the student should not be negative receiving information only from the teacher.

Moreover, while carrying out a certain task or activity, the teachers evaluates a student's performance and interaction. He/she is supposed to use rubrics of ongoing assessment through which the teacher will be aware of points of strength and weakness and review his/her own activities and tasks in case some students failed to build new knowledge. The teacher may also change the task provided for the learner to make it possible for him to get involved with his colleagues.

Deploying the ongoing assessment supplies the parents and the student with a full image and good feedback about student's performance inside the classrooms. It also helps the teacher to review his/her plans, strategies and methods continuously to meet the needs of the learner.

Due to the importance of modern methods of teaching and practices of teachers in the classroom to create distinguished teaching, it is necessary for us to focus on the best approaches which depend on the student as the center of the educational process. (Moore, 2015, p. 317-369)

2.5.1 Inquiry Learning:

This relies on the principle of giving the students the chance to promote their higher-thinking skills, such as critical thinking, creative thinking and problem solving. The teacher designs activities and projects that develop students' skills in speculation and thinking about what has been learned recently and link it to previous experiences to gain new knowledge and perceptions.

2.5.2 Induction Approach :

The students work by themselves to get the information, perception or equation after observing models and thinking about it.

2.5.3 Deploying Lecture Approach:

It is not necessary that all lectures are conventional and boring. The talented teacher relying on his/her skills and experiences, can plan for the lesson in advance and prepare attached activities that utilize discussion and debate. Questions can be prepared in advance to make sure that students can perceive, think, analyze and keep away from shallow, basic questions that do not demand profound thinking towards issues on the table.

2.5.4 Practice and Training:

This is considered one of the important approaches. Without it, students can't promote their skills or possess ability to understand fundamental perceptions, e.g. this approach is suitable for students in C1 and underachiever learners in need of continuous orientation and repetition to improve different skills.

In addition to all of the above, the following are the most modern approaches in teaching and this concerns principals and teachers alike.

2.5.5 Active learning:

We tackled active learning at the beginning of this chapter when providing an example of a science lesson. In other words, we can say that active learning is "Work is carefully structured; students work in cooperative groups and thereby obtain a sense of positive interdependence. And children serve as instructional agents for one another".(Cunningham & Codeiro, 2003, p. 210)

2.5.6 Differentiated instruction:

In other words we find out that approaches to teaching vary a lot and the teacher has to choose what is appropriate to his/her students and their type of learning to help them innovate, learn and benefit from the experience and knowledge of one another. (Cunningham & Codeiro, 2003, p. 211)

In conclusion, we can summarize the best instructional practices through which we can judge the teacher as influential, efficient and capable to advance students' learning. They are as the following: "begin a lesson with a short review of previous learning, present new material in small steps with student practice after each step, limit the amount of material students receive at one time, give clear and detailed instructions and explanations. ask a large number of questions and check for understanding, provide a high level of active practice for all students, guide students as they begin to practice, think aloud and model steps, provide models of worked-out problems, ask students to explain what they have learned, check the responses of all students, provide systematic feedback and corrections, use more time to provide explanation, provide many examples, reteach material when necessary, prepare students for independent practice and monitor students when they begin independent practice". (Rosenshine, 2012, p. 19)

2.6 The relationship between instructional leadership and instructional teaching practices:

Researchers have demonstrated the importance of transformational leadership to create a professional community that gives the opportunity for teachers to associate with the principal in making decisions related to school quality performance, caring about positive relations among teachers and inspiring them and increase their motivation. Nevertheless, this has proven insufficient to get distinguished educational outcomes, so educationalists have developed more concern about instructional leadership because of its attachment to daily practices of teachers which in turn has a significant, influential role to promote students' learning.

(Robinson, Lloyd & Rowe, 2008, p. 665)

However, focusing on instructional leadership does not mean that it is free from limitations which can be noticed when implemented at schools. These cautions deserve note:

The principal may not be as expert and aware of all cognitive fields and modern methods of teaching overall, so he can't provide relevant feedback to all specializations of teachers.

The principal doesn't have adequate time to supervise and follow up all school teachers individually. This requires time and effort from the principal. In spite of these limitations, many studies appeared on the educational field which indicate the importance of instructional leadership and its influence on enhancing students' learning.

2.6.1 Previous Studies:

In his book, Fullan (2014) presented the most important and experienced researchers in the field of instructional leadership and studied its impact on the students learning. (p. 56-65)

One of the most outstanding researchers is Robinson who carried out a study which compares the impact of the transformational and instructional leadership on students' achievement. It found out that transformation leadership scored 0.11, but when measuring instructional leadership, it was found that students' learning scored 0.42 on the scale. She found ongoing acquisition and opportunities for professional development polishes the teachers' skills and helps them acquire different strategies and methods that contribute to raising educational outcomes.

That happens when the principals leads the teachers toward positive change and continuous learning. The principals themselves learn and acquire new

experiences just as their teachers and they create a productive learning atmosphere that meets the different needs of the students.

On the other side, another researcher, Helen, a colleague of Robinson, aimed to measure the influence of teachers on students' achievement. She raised this important question: Who is my class? The principal answered that because they are busy in classroom visits and fulfilling teachers demands, they are not achieving their goal of promoting teachers and educating them in groups. It is necessary to have leaders from teachers to assist the principal's work to provide better coaching and training for their colleagues.

Robinson also confirmed that a learning partnership between the principal and teachers contributes to improve the principal's knowledge and experiences day after day.

In addition to this, the researcher Kien emphasizes that the principals who have great influence on students' learning are those who focus on training teachers, with all it contains, such as polishing their skills and knowledge besides increasing their motivation to work as one team. Kien noticed that the impact of the principal on the teacher is a direct effect, but the effect on students' learning is an indirect affect, but it is "explicit".

On the other hand, the researcher Tony and his colleagues carried out research on 477 primary schools in Chicago. They compared the performance of two sample schools classified as low performers. They found that the first school, called Hangkok, improved after six years compared with the other school and the reason was because the leadership in the first school was careful to develop opportunities and professionalism for teachers, communication with students' parents

and developing methods and strategies of teaching adopted by teachers. The other school, however, suffered from a weak leadership that didn't contribute in developing the level of students' achievement.

Tony and his colleagues found that only 100 schools from 477 schools showed evidence of effective instructional leadership. This constitutes 20% only from the total number on the schools which were surveyed.

In addition, the researcher Kurtman and his colleagues conducted a survey on more than 600 instructional leader to recognize the best potential practices that might be possessed by the instructional leader to create quality learning when teaching children. They found out the following. The role of the principal should be balanced between adopting instructional leadership cares for the content supplied to students and how to present it. Simultaneously, they should care about promoting leading teachers who ought to be encouraged and motivated to work and contribute to school performance in general and improving the students learning in particular.

To recognize the direct effect of the instructional practices of the principal on instructional teachers practices, the researcher tackled a study by the researchers (Blase & Blase, 2000). The instrument of the search was an open-ended questionnaire. It was conducted with 800 American teachers, to realize their opinions and their description of the best characteristics and instructional practices of the principal that, in turn, improved teaching practices inside the classrooms. The study showed that there are two roles for the instructional principal that have a great and efficient impact on teachers' practices: First, talking to teachers to making them think about their daily practices and second, creating and finding programs for profession development.

In spite of recommendations from educationalists and those who are concerned in improving the performance and efficiency of the school by following instructional theory, still it is not easy to measure students educational outcomes and link them to teachers' performance and also school principals'. Due to the growth in technological abilities and the development of computers, however, it is possible to analyze and find the relationships between variables and recognize the best practices and the roles played by the principal and the teacher which play a significant role in teaching children.

2.7 Instructional leadership in the UAE schools

In the very beginning of establishing the United Arab Emirates on 2nd of December 1971, the political leadership of the country and the rulers aimed to spread education and make it free and available for all members of the society. The ultimate goal of His Highness Sheik Zayed bin Sultan, the president at that time, and the other rulers was to eliminate illiteracy and to assist male and female citizens to read and write.

By getting involved in education, they would then join universities to contribute in the renaissance and construction of the country . Thus, "In the past the traditional education system depended upon three fundamentals: the teacher, the text book and the examination to measure memorization skills of information regardless of student differences." (Al Khaili, 2011, p. 9)

However, since 1971, a lot has changed in the UAE. The country has seen huge economic development in all fields, which has led to an increase in the labor market and increased the need for trained and qualified manpower to lead the change in the country.

Hence there is a need to increase the interest of students of the UAE and to ensure the provision of quality education to serve the country's labor market, to reduce the dependence on foreign manpower, and to focus on the citizen to be the main engine for the renaissance of the country. Thus, "Reform of national educational systems must lead to the establishment of a more flexible, programmatic and open system geared towards active learning, improving communications with students and raising the quality of their academic achievement" (Osman, 2011, p. 12)

The wise leadership in the Emirates, expressed its desire to join the scientific development that is available in the developed countries in the fields of space, energy and the development of sustainable energy in generating electricity (solar energy). From here, there appeared the need to pay more attention to the learning of Emirati students.

Unfortunately, results have indicated that Emirati students have low levels in International Examinations either in mathematics, science, (TIMSS) reading (PISA). These results were a disappointment to the Ministry of Education and a strong motive to improve the attainment level of students.

This year, 2014-2015, witnessed the inauguration of a new Minister of Education who intends to have a plan for the ministry based on improving the attainment level of the student, arming them with the skills of innovative, profound thinking as one of its essential priorities.

In the past, the goal was to eliminate illiteracy and increase the number of male and female students to join schools, but the objective today is to make the Emirati student a creative inventor, distinguished in many fields to contribute to the progress of his/her country and to be a major axis in the state of change we witness.

Thus, the ministry now focuses on how the principal and teachers should play a big role in improving the students' learning as a priority. One example of the programs carried out by the ministry for better training and promoting the performance of principals is sending scholarships abroad program leaders and cooperating with universities (missions of the principals) of good reputation in preparing qualified leaders who focus on making the student the center of the educational process.

The ministry also created follow-up teams (inspection teams). They follow up school performance and all staff working in it, starting from the principal, teachers and others. On the other hand, the ministry has the program of school accreditation, experts appointed by the ministry to accredit schools according to the roles of principals, teachers, students. Moreover, the principals and teachers undergo hours of training throughout the school year in order to improve their instructional practices.

Five years ago, the ministry started innovative programs like Academic Accreditation of schools and that embodies its concern to follow up and assess the school leadership, teachers and students to reflect a real image of the real attitude of schools and to identify the most negative points in the educational field. Many programs followed to support school leadership and follow up on the performance of schools. Teams of auditors were formed which are similar to an academic accreditation program. They give support and write reports about schools. Later, in 2013, a program for promoting school leadership was born which cost the country 27 million Dirhams to train 700 nominees includes school principals, 140 nominees each year for five years. This program contains skills for school principals in cooperation with the international company "Pearson Education".

This year, in 2015, a new job was created to support the school principal job. Its name was "cluster manager" 27 cluster managers were appointed from all Emirates. Each manager is in charge of a number of schools. His role is to support the school leadership is included in the following:

The unification of visions in all cluster schools involves the development and laying out of school objectives in cooperation with the school principal. Instructional processes are followed up and students' progress assisted. With school principals, the managers follow up the sequences of work at schools and how well employees are committed to following instructions and the tasks they have to do, coordinating the work among cluster schools.

The availability of cluster managers and the support of the Ministry of Education as well as having more programs of academic accreditation and others will contribute in giving school principals the opportunity to be trained. These booming skills this will let schools enter a new stage regarding achieving high-quality learning for students. The efforts of the ministry of education are remarkable and continuous to develop schools' performances and leadership and after all raising the students' attainment. On the other side, school principals are subjected to courses and programs towards professional development to support educating students. The principals are trained for 10 hours per annual quarter and that equals 20 hours through a scholastic year. Examples of these training programs are those related to planning school functions and gaining skills of communicating with talented students. Others include managing a changes to work environment, learning how to assess and measure the performance of teachers and the means of motivating them for more efficient and necessary programs.

The Ministry of Education introduced high intention to practices of teachers in the classroom, thus all teachers in the educational field undergoing training programs for up to 30 hours during the school year.

In addition, and based on an evaluation system of teachers' performance which followed by the ministry, the school principal is keen during the evaluation of teachers to observe their adopting for the new teaching methods that make their students' the axis of the learning process instead of the old indoctrination methods, as well as evaluate their using of the activities that help students to use thinking , reflecting ,solving problems and thinking creatively.

On the other hand the principal during the evaluation and continuous visits to the classrooms focus on using the teacher to the ongoing assessment tools such as establishing criteria rubrics to evaluate the projects, also enhancing students to create their own portfolios beside using the short tests to evaluate students performance.

As a result of the orientation of the Ministry of Education and its interest in providing quality education to Emirati students, the researcher preferred to identify the nature of instructional leadership, the instructional practices of the school principal and whether there is a relationship between the instructional principal practices and teaching practices of the teachers.

Chapter 3: Methodology

The main purposes of this research were to investigate teachers' perceptions of their principals' instructional practices, teachers' teaching practices, and the relationship between the principal's use of instructional leadership practices and teachers' use of teaching practices. This study helped provide a profile of school principals as instructional leaders and in reaching suggestions for improving their practices in ways which can foster effective teaching practices by teachers. This chapter includes a description of the research methodology, population and sample, the instrument and its validity and reliability, procedure, and the statistical methods used to analyze the results.

This study attempted to answer the following questions:

1. How do teachers in Sharjah Educational Zone perceive their school principals as instructional leaders?
2. How do teachers in Sharjah Educational Zone perceive their teaching practices?
3. Is there a relationship between the principals' use of instructional leadership practices and teachers' use of certain teaching practices?

3.1 Research Design

In this study, the researcher used a quantitative research method which is a method that gathers and analyzes numerical data to describe the perceptions of teachers regarding principals' instructional leadership practices. Quantitative research is "a type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner" (Fischler, n.d)

This research design helped answer the three research questions. In the first question, the perceptions of teachers were identified by identifying the instructional practices of their school principal. In the second question, they provided their views on their instructional practices. For the third question, the relationship between the instructional leadership practices of the principals were correlated statistically with instructional practices of teachers.

3.2 Population and Sample

The population of this study was 1,429 male and female teachers from KG, C1, C2 and C3 (secondary school) in Sharjah Educational Zone (Eastern Area). Of this population, the number of female teachers was 1067 or 75% and the number of male teachers was 362 or 25% of all the different cycles. The researcher chose this educational zone purposively because of the easy access to schools and the presence of colleagues who would help in distributing and collecting the questionnaire.

The sample of this thesis should be 303 teachers or 21% of the population at a confidence level of 95%. The actual sample consisted of 380 teachers divided as follows: 269 female teachers and 111 male teachers

Table 1: The Sample

Population	N	Sample	%Percentage
Female	1067	269	70%
Male	362	111	29%
Total	1429	380	26%

The researcher used a convenient technique to get the sample. Twenty four schools were selected which can be easily accessed. In each of these schools, 20

teachers were selected to fill out the questionnaire. Those teachers were selected by the principal who distributed the questionnaire to willing teachers or those who were not busy at the time of data collection. The researcher was responsible for distributing the questionnaire to schools and collecting completed questionnaires.

The reason for selecting teachers to complete the questionnaire was that instructional practices of the principals are directly influencing their daily routine work. They are able to provide insights into what is happening during the principal's usage of instructional leadership. Another reason is that teachers are capable of providing insights into how the instructional leadership of the principals influenced their instructional practices.

3.3 The Instrument

The researcher utilized a questionnaire of three sections. In the first, the researcher used two questions for participants' information—gender and school cycle. In the second section of the questionnaire and to investigate principal instructional leadership, the researcher utilized an extensively-used questionnaire in the field of educational research which is the "Principal Instructional Management Rating Scale". This questionnaire consisted of 10 subscales and 50 items. In the third section, the researcher developed 19 items to investigate teachers' instructional practices in their classrooms.

Items in the questionnaire, both in the instructional practices section and the teaching practices section, were rated on a five-point Likert-type scale: (1) = almost never, (2) = Seldom, (3) = sometimes, (4) = frequently, and (5) = almost always.

The instrument was scored by calculating the means and standard deviations for the items that comprise each subscale. The second section of the questionnaire would provide a profile of the perceptions of teachers of principal's performance on

each of the 10 instructional leadership functions. The third section would give insights into the teachers' instructional or teaching practices.

Validity

The PIMRS instrument has been validated as an instrument providing reliable results in studies of school leadership. "More than 125 studies conducted by doctoral students around the world have used the PIMRS instrument" ("Making change happen," 2008)

As the second section of the questionnaire was originally in English, the researcher translated the questionnaire into Arabic, shared it with four faculty members in the College of Education to check its validity along with the third section of the questionnaire.

The researcher tested the validity of the instrument by the approvals of the experts who gave their opinions, notes, comments, and suggestions about the questionnaire, its relevance to the purpose of the study, proper language, and clarity of the items. The researcher made some changes to the questionnaire such as modifying the wording of some items when there was an agreement on changes.

Reliability

While the scale was assessed for reliability by the authors, after translation, the researcher pilot-tested the questionnaire on a group of 40 teachers and calculated the Cronbach Alpha co-efficient. The results are shown in the following table:

Table 2: Reliability test

Subscales	N of items	
Frame the School Goals	5	.846
Communicate the School Goals	5	.809
Supervise and Evaluate Instruction	5	.712
Coordinate the Curriculum	5	.832
Monitor Students' Progress	5	.521
Protect Instructional Time	5	.493
Provide Incentives for teachers	5	.686
Maintain High visibility	5	.893
Promote the Professional Development	5	.759
Provide Incentives for Learning	5	.751
Whole scale	50	.952
Teaching practices	19	.918

As the table shows, the overall reliability coefficient of the instructional leadership questionnaire was 0.952 and that of the teaching practices questionnaire was 0.918 which indicate very high reliability.

3.4 Procedures of the study

The researcher obtained a letter from the College of Education at United Arab Emirates University with the regards to facilitating the task of the researcher in Sharjah Educational Zone. This letter was important in contacting the targeted schools to facilitate the task of the researcher and help her to access participants in a proper way. After passing the necessary approval process, the questionnaires were distributed to 380 male and female teachers in Sharjah public schools. The process of distribution of questionnaires to all targeted schools in the research sample and collection took one month. After that, all questionnaires were coded and inserted into the SPSS statistical program to get data ready for analysis.

3.5 Ethical Considerations

Distributing the questionnaires followed official processes which started by obtaining the approvals from the authorized parties (zone superintendent and school leaders). The questionnaire cover briefed the research purpose to the participants and explained the questionnaire. Participants were aware that their participation in filling the questionnaire was voluntary and at any time they could refuse participation. They were told that there would not be any negative impact on them. Moreover, they were told that all disclosed information would be kept confidential and all identities would be kept anonymous.

3.6 Limitation of the study

This study is limited to Sharjah education zone schools, so the results cannot be generalized to all UAE schools. In addition, this study focuses only on public schools in the zone. Therefore, the results are not to be generalized to private schools. One limitation in this study relates to participants answers to the survey

which might be affected by their immediate circumstances and viewpoints at the time of data collection. However, this is a common limitation in all survey studies.

Chapter 4: Results Of The Study

The main purposes of this research were to investigate teachers' perceptions of their principals' instructional practices, teachers' teaching practices, and the relationship between the principal use of instructional leadership practices and teachers' use of teaching practices. The following are the findings of statistical analysis of data collected through the field study. This chapter will provide answers to the following research questions:

1. How do teachers in Sharjah Educational Zone perceive their school principals as instructional leaders?
2. How do teachers in Sharjah Educational Zone perceive their teaching practices?
3. Is there a relationship between the principals' use of instructional leadership practices and teachers' use of teaching practices?

4.1 Results of Question One

Question one was: How do teachers in Sharjah Educational Zone perceive their school principals as instructional leaders? In order to answer this question, a description of practices in statistical terms (means and standard deviations) is presented for the 50 items of instructional leadership. Then, a comparison of the means of the 50 items is presented. Finally, a ranking of the tenth subscales of the leadership practices as they are practiced in the study is provided.

The instructional practices of the principal are measured through ten subscales. Each one contains 5 items in the questionnaire. Respondents assessed the principals' instructional practices on a five point Likert scale where (Never = 1-1.79), (Seldom = 1.8 - 2.59), (Sometimes = 2.6 - 3.39), (Often = 3.4 - 4.19), and (Always= 4.2 - 5).

The first subscale is "Frame the School Goals" and contains 5 items. Those items are numbers 1, 2, 3, 4, and 5. The following are the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale .

Table 3: Frame the school Goals

Item		Often %	Always %	Means	Std. deviation
1	Develop a focused set of annual school-wide goals	16.1	80.8	4.78	.487
2	Frame the school's goals in terms of staff responsibilities for meeting them	26.6	67.1	4.60	.632
3	Use need assessment or other formal and informal methods to secure staff input on goal development	33.2	59.2	4.51	.672
4	Use data on student performance when developing the school's academic goals	29.5	60.3	4.48	.728
5	Develop goals that are easily understood and used by teachers in the school	28.7	62.6	4.53	.683
T		26.8	66.0	4.57	.499

Table 3 shows means and standard deviations for the first subscale. The item with the highest mean is that the principal "Develop[s] a focused set of annual school-wide goals" with a mean of 4.78. This is followed by "Frame the school's goals in terms of staff responsibilities for meeting them" and "Develop goals that are easily understood and used by teachers in the school" with means of 4.60 and 4.53 respectively. However, the cumulative mean of this subscale was high ($M = 4.57$) and the standard deviation was ($SD = .49$). The lowest mean of the items is "Use data on student performance when developing the school's academic goals," with a

mean of 4.48. which indicates that this is the item practiced least by school principals in this particular domain.

The second subscale is "Communicate the School Goals" and contains 5 items.

Those items are numbers 6, 7, 8, 9, and 10. The following are the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale .

Table 4: Communicate the School Goals

Item	Often%	Always%	Mean	Std. deviation
6 Communicate the school's mission effectively to members of the school community	24.5	69.5	4.62	.64
7 Discuss the School's academic goals with teachers at faculty meeting	17.4	77.4	4.71	.62
8 Refer to the school's academic goals when making curricular decisions with teachers	31.6	56.3	4.41	.79
9 Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	30.0	53.9	4.32	.89
10 Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	23.4	62.1	4.43	.86
T	25.4	63.8	4.49	.56

Table 4 shows means and standard deviations for the second subscale. The item with the highest mean is that the principal "Discuss[es] the School's academic goals with teachers at faculty meeting" with a mean of 4.71. This is followed by "Communicate the school's mission effectively to members of the school

community" and "Refer to the school's goals or mission in forums with students" with means of 4.62 and 4.43 respectively. However, the cumulative mean of this subscale was high ($M = 4.49$) and the standard deviation was ($SD = .56$), the lowest mean of the items is "Ensure that the school's academic goals are reflected in highly visible displays in the school." with a mean of 4.32, which indicates that this is the item practiced least by school principals in this particular domain.

The third subscale is "Supervise and Evaluate Instruction" and contains 5 items. Those items are numbers 11, 12, 13, 14, and 15. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale.

Table 5: Supervise and Evaluate Instruction

Item	Often %	Always %	Mean	Std. deviation
11 Ensure that the classroom priorities of teachers are consistent with the goal and direction of the school	27.6	65.8	4.58	.65
12 Review student work products when evaluating classroom instruction	26.1	64.5	4.53	.71
13 Conduct informal observation in classrooms on a regular basis (informal observations are Unscheduled, last at least 5 minutes, and may or may not involve written feedback or formal conference)	30.5	51.3	4.25	.97
14 Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluation)	24.2	69.5	4.61	.70

15	Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	23.4	69.2	4.59	.73
T		26.4	64.1	4.51	.54

Table 5 shows means and standard deviations for the third subscale. The item with the highest mean is that the principal "Point[s] out specific strengths in teacher's instructional practices in post-observation feedback" with a mean of 4.61. This is followed by "Point out specific weaknesses in teacher instructional practices in post-observation feedback" and "Ensure that the classroom priorities of teachers are consistent with the goal and direction of the school" with means of 4.59 and 4.58 respectively. However, the cumulative mean of this subscale was high ($M = 4.51$) and the standard deviation was ($SD = .54$). The lowest mean of the practices is "Conduct informal observation in classrooms on a regular basis" with a mean of 4.25, which indicates that this is the item practiced least by school principals in this particular domain.

The fourth subscale is "Coordinate the Curriculum" and contains 5 items. Those items are numbers 16, 17, 18, 19, and 20. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale .

Table 6: Coordinate the Curriculum

Item	Often %	Always %	Mean	Std. deviation
16	8.7	88.2	4.84	.46
17	24.2	66.3	4.54	.76

testing when making curricular decisions					
18	Monitor the classroom curriculum to see that its covers the school's curricular objectives	37.6	47.4	4.26	.90
19	Assess the overlap between the school's curricular objectives and the school's achievement tests	33.2	54.2	4.37	.84
20	Participate actively in the review of curricular materials	32.9	41.6	4.05	1.02
T		27.3	59.5	4.41	.62

Table 6 shows means and standard deviations for the fourth subscale. The item with the highest mean is that the principal "Make[s] clear who is responsible for coordinating the curriculum across grade levels" with a mean of 4.84. This is followed by "Draw up on the result of school – wide testing when making curricular decisions" and "Assess the overlap between the school's curricular objectives and the school's achievement tests" with means of 4.54 and 4.37 respectively. However, the cumulative mean of this subscale was high ($M = 4.41$) and the standard deviation was ($SD = .62$), the lowest mean of the practices is "Participate actively in the review of curricular materials" with a mean of 4.05 which indicates that this is the item practiced least by school principals in this particular domain.

The fifth subscale is "Coordinate the Curriculum" and contains 5 items. Those items are numbers 21, 22, 23, 24, and 25. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale .

Table 7: Monitor Students' Progress

Item	Often%	Always%	Mean	Std. deviation
21	23.9	65.3	4.50	.81
22	23.4	67.1	4.54	.79
23	26.1	66.1	4.56	.72
24	25.3	59.7	4.37	.93
25	27.9	56.1	4.33	.94
T	25.3	62.8	4.45	.62

Table 7 shows means and standard deviations for the fifth subscale. The item with the highest mean is that the principal "Use[s] test and other performance measure to assess progress toward school goals" with a mean of 4.56. This is followed by "Discuss academic performance results with the faculty to identify curricular strengths and weaknesses" and "Meet individually with teachers to discuss student progress" with means of 4.54 and 4.50 respectively. However, the cumulative mean of this subscale was high ($M = 4.45$) and the standard deviation was ($SD = .62$), the lowest mean of the practices is "Inform students of school's academic progress" with a mean of 4.33 which indicates that this is the item practiced least by school principals in this particular domain.

The sixth subscale is "Protect Instructional Time" and contains 5 items.

Those items are numbers 26, 27, 28, 29, and 30. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale.

Table 8: Protect Instructional Time

Item		Often %	Always %	Mean	Std. deviation
26	Limit interruptions of instructional time by public address announcements	23.4	58.2	4.26	1.10
27	Ensure that students are not called to the office during instructional time	27.4	54.7	4.29	.96
28	Ensure that tardy and truant students suffer specific consequences for missing instructional time	23.2	62.6	4.38	1.01
29	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	20.3	73.9	4.65	.70
30	Limit the intrusion of extra and co-curricular activities on instructional time	34.5	50.0	4.25	.97
T		25.7	59.9	4.36	.63

Table 8 shows the means and standard deviations for sixth subscale. The item with the highest mean is that the principal "Encourage[s] teachers to use instructional time for teaching and practicing new skills and concepts" with a mean of 4.65. This is followed by "Ensure that tardy and truant students suffer specific consequences for missing instructional time" and "Ensure that students are not called to the office during instructional time" with means of 4.38 and 4.29 respectively.

However, the cumulative mean of this subscale was high ($M = 4.36$) and the standard deviation was ($SD = .63$). The lowest mean of the practices is "Limit the intrusion of extra –and co-curricular activities on instructional time" with a mean of 4.25 which indicates that this is item practiced least by school principals in this particular domain.

The seventh subscale is " Provide Incentives for teachers " and contains 5 items. Those items are numbers 31, 32, 33, 34, and 35. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale .

Table 9: Provide Incentives for teachers

Item		Often %	Always %	Mean	Std. deviation
31	Take time to talk informally with students and teachers during recess and breaks	30.0	45.5	4.07	1.08
32	Visit classrooms to discuss school issues with teachers and students	33.7	46.1	4.18	0.96
33	Attend/participate in extra and co-curricular activities	35.8	51.8	4.35	0.83
34	Cover class for teachers until a late or substitute teacher arrives	25.0	22.6	3.00	1.58
35	Tutor students or provide direct instruction to classes	23.2	58.4	4.32	0.99
T		29.5	44.9	3.98	0.77

Table 9 shows means and standard deviations for the seventh subscale. The item with the highest mean is that the principal "Attend[s]/participate[s] in extra and co-curricular activities" with a mean of 4.35. This is followed by "Tutor students or

provide direct instruction to classes "and "Visit classrooms to discuss school issues with teachers and students" with means of 4.32 and 4.18 respectively. However, the cumulative mean of this subscale was high ($M = 4.00$) and the standard deviation was ($SD = .77$), the lowest mean of the practices is "cover class for teachers until a late or substitute teacher arrives" with a mean of 3.00 which indicates that this is the item practiced least by school principals in this particular domain.

The eighth subscale is "Maintain High visibility" and contains 5 items. Those items are numbers 36, 37, 38, 39, and 40. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale.

Table 10: Maintain High Visibility

Item	Often %	Always %	Mean	Std. deviation
36 Reinforce superior performances by teachers in staff meetings, newsletters, and/or memos	22.9	66.1	4.50	.84
37 Compliment teachers privately for their efforts or performance	21.6	67.1	4.49	.88
38 Acknowledge teacher's exceptional performance by writing memos for their personal files	22.1	62.1	4.40	.92
39 Reward special efforts by teachers with opportunities for professional recognition	27.6	53.7	4.24	1.03
40 Create professional growth opportunities for teachers as a reward for special contributions to the school	25.5	57.4	4.31	.99
T	23.9	61.3	4.38	.79

Table 10 shows means and standard deviations for the eighth subscale. The item with the highest mean is that the principal "Reinforce[s] superior performances by teachers in staff meetings, newsletters, and/or memos" with a mean of 4.50. This is followed with "Compliment teachers privately for their efforts or performance" and "Acknowledge teacher's exceptional performance by writing memos for their personal files" with means of 4.49 and 4.40 respectively. However, the cumulative mean of this subscale was high ($M = 4.38$) and the standard deviation was ($SD = .79$). The lowest mean of the practices is "Reward special efforts by teachers with opportunities for professional recognition" with a mean of 4.24 which indicates that this is the least item practiced by school principals in this particular domain.

The ninth subscale is "Promote Professional Development" and contains 5 items. Those items are numbers 41, 42, 43, 44, and 45. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale.

Table 11: Promote Professional Development

Item	Often %	Always %	Mean	Std. deviation
41 Ensure that in-service activities attended by staff are consistent with the school's goals	30.3	59.2	4.45	.78
42 Actively support the use in the classroom of skills acquired during in-service training	33.2	56.1	4.43	.74
43 Obtain the participation of the whole staff in important in-service activities	18.7	70.3	4.55	0.80
44 Lead or attend teacher in-service activities concerned with instruction	23.7	61.6	4.41	.91
45 Set aside time at faculty meetings for teachers to share ideas or	24.5	52.9	4.19	1.05

information from in-service activities				
T	26.1	60.0	4.40	.68

Table 11 shows means and standard deviations for the ninth scale. The item with the highest mean is that the principal "Obtain[s] the participation of the whole staff in important in- service activities " with a mean of 4.55. This is followed by "Ensure that in-service activities attended by staff are consistent with the school's goals" and "Actively support the use in the classroom of skills acquired during in-service training" with means of 4.45 and 4.43 respectively. However, the cumulative mean of this subscale was high ($M = 4.40$) and the standard deviation was ($SD = .68$). The lowest mean of the practices is "Set aside time at faculty meetings for teachers to share ideas or information from in-service activities" with a mean of 4.19 which indicates that this is the item practiced least by school principals in this particular domain.

The tenth subscale is " Provide Incentives for Learning " and contains 5 items. Those items are numbers 46, 47, 48, 49, and 50. The following is the means and standard deviations of these practices. All the results are between the level of often and always on Likert scale .

Table 12: Provide Incentives for Learning

Item	Often %	Always %	Mean	Std. deviation
46 Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	21.8	65.8	4.49	.84

47	Use assemblies to honor students for academic accomplishment or for behavior or citizenship	17.6	76.3	4.67	.68
48	Recognize superior student achievement or improvement by seeing in the office the students with their work	21.8	72.1	4.64	.65
49	Contact parents to communicate improved or exemplary student performance or contributions	27.6	65.0	4.57	.66
50	Support teachers actively in their recognition and/ or reward of student contributions to and accomplishments in class	25.0	61.1	4.40	.92
T		22.8	68.1	4.55	.61

Table 12 shows means and standard deviations for the tenth subscale. The item with the highest mean is that the principal "Use[s] assemblies to honor students for academic accomplishment or for behavior or citizenship" with a mean of 4.67. This is followed by "Recognize superior student achievement or improvement by seeing in the office the students with their work" and "Contact parents to communicate improved or exemplary student performance or Contributions" with means of 4.64 and 4.57 respectively. However, the cumulative mean of this subscale was high ($M = 4.55$) and the standard deviation was ($SD = .61$). The lowest mean of the practices is "Support teachers actively in their recognition and/ or reward of student contributions to and accomplishments in class" with a mean of 4.40 which indicates that this is the item practiced least by school principals in this particular domain.

Table 13: Ranking of the ten subscales of the principal instructional practices

Item	Statement	Mean	Std. deviation
1	Frame the School Goals	4.5784	.49998
2	Provide Incentives for Learning	4.5537	.61293
3	Supervise and Evaluate Instruction	4.5111	.54939
4	Communicate the School Goals	4.4979	.56968
5	Monitor Students' Progress	4.4584	.62326
6	Coordinate the Curriculum	4.4111	.62742
7	Promote Professional Development	4.4053	.68004
8	Maintain High Visibility	4.3884	.79926
9	Protect Instructional Time	4.3653	.63550
10	Provide Incentives for Teachers	3.9832	.76722

Table 13 shows the means and standard deviations for the ten subscales. The item with the highest mean is that the principal "Frame[s] the School Goals" with a mean of 4.57. This is followed by "Provide Incentives for Learning" and "Supervise and Evaluate Instruction" with means of 4.55 and 4.51 respectively. This indicates that the principals most often practice those activities. The lowest means of the practices are "Maintain High Visibility", "Protect Instructional Time" and "Provide Incentives for Teachers" with means of 4.38, 4.36 and 4.51 respectively. However, these activities are still practiced to a large extent, but not as the others.

4.2 Results of Question Two

Question two was: How do teachers in Sharjah Educational Zone perceive their teaching? The instructional practices of the teachers are measured through 19 items in the questionnaire. In order to answer this question, a description of practices in statistical terms (means and standard deviations) is presented for the 19 items of instructional practices of teachers. Then, a ranking of the practices as they are practiced in the study is provided.

Table 14: The teachers' instructional practices

Item	Statement	Often %	Always %	Mean	Std. Deviation
1	I use tests or quizzes to assess my students' learning.	19.5	72.6	4.62	.70
2	I assign students to work in small groups to complete the tasks.	27.4	65.3	4.55	.72
3	I work with students individually.	32.9	49.2	4.27	.86
4	I assign students to work on projects require one week/some time to complete.	31.8	40.5	4.03	1.01
5	Students work individually with the textbook or worksheet.	23.4	65.3	4.45	.94
6	I give different works to the students according to their abilities (differentiation instructions)	31.1	58.2	4.45	.76
7	I check my students' exercises.	16.3	77.1	4.68	.70
8	I use lecture style to present new topics.	33.2	48.9	4.27	.85
9	I ask my students to plan or suggest different classroom activities.	34.5	51.6	4.32	.87
10	I ask my students to write an essay to explain their thinking .	27.9	37.9	3.78	1.28
11	I ask my students to think of every step of the lesson.	25.5	68.7	4.62	.64
12	I state learning goals clearly.	20.0	75.0	4.70	.57
13	I ask the students to work in small groups according their ability.	16.3	80.5	4.77	.52
14	I present a short revision about the previous lesson in the beginning of the new lesson.	22.9	70.8	4.63	.67
15	I review with the students their homework .	21.1	71.6	4.62	.69
16	I ask different questions to check up understanding of the students.	33.7	49.2	4.24	.95
17	I ask my students to create products\projects that will be used by someone else.	30.0	61.6	4.51	.74
18	I ask my students to reflect and evaluate their works.	28.2	58.7	4.39	.89
19	I ask my students to hold debates to	32.9	43.4	4.07	1.08

express their opinions.

T	26.8	60.3	4.41	.49
---	------	------	------	-----

Table 14 shows means and standard deviations for the 19 items of teaching practices. The item with the highest mean is "Students work in groups based upon their abilities" with a mean of 4.77. This is followed by the item "I explicitly state learning goals", "I check my students' exercise books" and "At the beginning of the lesson, I present a short summary" with means of 4.70 , 4.68 and 4.63 respectively. This means that these are most often practices practiced by teachers in their classrooms.

The lowest means of the practices are the item "I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length", "Students work on projects that requires at least one week to complete", and "Students hold a debate and argue for a particular point of view which may not be their own" with means of 3.78 , 4.03, and 4.24 respectively. This means that these are the practices used least often by school teachers in the sample.

4.3 Results of Question Three

Question three was: Is there a relationship between the principals' use of instructional leadership practices and teachers' use of teaching practices? In order to answer this question, a Pearson Correlation Test was conducted between the ten subscales of leadership practices and the teaching practices. The following are the statistical results.

Table 15: The relationship between instructional leadership practices and teachers' instructional practices

		Teaching practices
10 subscales of Instructional leadership	Pearson Correlation	1
	Sig. (2-tailed)	
Frame the School Goals	Pearson Correlation	.381**
	Sig. (2-tailed)	.000
Communicate the School Goals	Pearson Correlation	.453**
	Sig. (2-tailed)	.000
Supervise and Evaluate Instruction	Pearson Correlation	.451**
	Sig. (2-tailed)	.000
Coordinate the Curriculum	Pearson Correlation	.442**
	Sig. (2-tailed)	.000
Monitor Students' Progress	Pearson Correlation	.567**
	Sig. (2-tailed)	.000
Protect Instructional Time	Pearson Correlation	.413**
	Sig. (2-tailed)	.000
Provide Incentives for Teachers	Pearson Correlation	.445**
	Sig. (2-tailed)	.000
Maintain High Visibility	Pearson Correlation	.443**
	Sig. (2-tailed)	.000
Promote the Professional Development	Pearson Correlation	.511**
	Sig. (2-tailed)	.000
Provide Incentives for Learning	Pearson Correlation	.528**
	Sig. (2-tailed)	.000

It evident from Table 13 that there is a positive significant relationship between the principals' instructional practices and teachers' instructional practices. In other words, when principal instructional practices increase, the teaching practices also increase. However, the relationship is strongest in the following items of the principals' practices: "monitor students' progress" $r(379) = 0.567$, $p=0.01$, "protect the instructional time" $r(379) = 0.528$, $p=0.01$ and "provide incentives for teachers" $r(379) = 0.511$, $p=0.01$. On the other hand, the relationship between principals' instructional practices and teachers' instructional practices is more moderate on the following items of the principal practices: "frame the school goals" $r(379) = 0.381$, $p=0.01$, "coordinate the curriculum" $r(379) = 0.413$, $p=0.01$ and "communicate the schools goals" $r(379) = 0.0442$, $p=0.01$.

Chapter 5: Discussion And Recommendations

The purpose of this study is to investigate principals' instructional practices from teachers' perspectives and to identify if principals' instructional practices have a relationship with teacher practices inside the classroom. After presenting the results in chapter 4, this chapter is dedicated to discussing these results. Another aim of this chapter is to provide some recommendations and suggestions based on the results of the study. It should be noted that the recommendations provided apply to Sharjah Educational Zone.

Before discussing the most significant results of the research questions, the reader should know that the discussion is based on the ideas and perceptions of the researcher in the first place. The researcher is a teacher and is involved closely in the educational field as well as being aware of the most recent directions and procedures promoted by the Ministry of Education to improve the practices of teachers and principals. This experience enabled the researcher to successfully justify why most of the elements of the questionnaire related to practices of teachers and principals produced relatively high scores. However, to provide a more balanced discussion, the researcher talked to additional teachers and administrators in the Sharjah Educational Zone - after completing statistical analysis, to get more understanding and check with them her own interpretations of the results.

5.1 Discussion of Research Question One

Question one investigated principals' instructional leadership practices. The most important of the ten subscales and the ones with the highest means are: framing the school goals, communicating school goals, providing incentives for learning, supervising and evaluating instructions and monitoring students' progress.

If we focus on these subscales, we will realize that the new directions of the Ministry of Education which support student learning justify the high mean scores of these subscales. This can be observed in reality too, especially after the MoE started to implement the accreditation program in most of the schools it supervises. The accreditation program necessitated proper preparation and selection of qualified auditor teams. As a result, principals became more aware of their instructional roles. Previously, they were not as aware and they thought that their roles mostly focused on the management and organizational side of the job; to make sure that the education process flow smoothly inside their schools. Therefore, if we just consider the first two subscales (framing and communicating school goals), visitors to any school will find the school mission and vision clear and visible in many places in each school; sometimes even inside classrooms. Moreover, all administrative staff as well as teachers are now fully aware of the school mission and vision. In addition, articulating school goals has become a collaborative work done by the school principal and the teachers. They focus now on both the points strength and weakness of student performance and that should be driven by students' results. These practices match teachers' answers in the questionnaire which show that the implementations of these practices by their school principals are strong and noticeable.

The instructional leadership practices of providing incentives to support learning as well as monitoring students' progress are noticeable also in schools. Presently, school principals make sure to reward their students very frequently and on different occasions during the morning assembly. In addition, they share the photos of school participation or achievement of students on various aspects on the Ministry official social networking accounts such as Twitter, Instagram, and

Facebook. Incentives are not only intended for students; parents also receive appreciation and thank you letters for their efforts and collaboration.

These actions show that school principals are encouraging students toward distinguished abilities and the highest possible learning progress. The role of principals in enhancing students' learning is very clear through the communication with concerned parents to discover, discuss and support talented students and to participate in various educational competitions and rewards such as the Sheikh Khalifa Award for Education, the Sheikh Hamdan bin Saeed Al-Maktoum Prize for Talent and Excellence, and the Sharjah Award for Excellence in Education. Another example of care for talented students is nominating students to participate in several programs which support students of talent such as "Al Shura council" that belongs to children centers and girls clubs in the Emirate of Sharjah.

On the other hand, a school principal plays important roles in supporting and following up the educational progress of students who have special needs, especially after the Ministry of Education issued instructions to integrate those students with other normal peers in MoE schools. Now the ministry makes efforts to provide suitable resources for those kids such as elevators to facilitate the movement of students with physical disabilities as well as providing proper training to all teachers on how to treat them and how to support them psychologically. Besides that, the Ministry of Education adopts procedures to enforce the principle of "education is a right for all" which results in extra attention paid to special need students in all fields by schools principals.

The subscale of supervising and evaluating instruction also produced a high score. The instructions of the Ministry of Education have made school principals keen on the importance of the quality of the education delivered to their students. As

a result, principals rely on intensive classroom visits as a continuous tool to assess the quality of teaching delivered to their students. In addition, the role of the supervisors has changed. Instead of performing classroom visits along with school principals, official teams and committees are formed to serve the accreditation program which assess the overall school performance. Therefore, the responsibilities of principals are expanded and at the top of them is the responsibility to provide continuous guidance for teachers to achieve a school's mission and vision. In addition to monitoring the progress of teacher performance inside classrooms, principals are responsible for communicating and exchanging successful and up-to-date teaching methods to all teachers to attain the main school objective of increasing students' achievement. Schools principals do not visit their teachers only for the summative/final evaluation, as it used to be in the past, but in addition to that, principals do their best to identify points of strength and weakness and share them and their suggestions with teachers.

As for the teachers who find difficulty in improving their teaching methods and whose students have low achievement scores, principals, with the collaboration of their distinctive teachers, form teams to train and transfer new skills and knowledge to them. In addition, they encourage teachers to enroll in teachers' professional development programs both inside and outside the school. Furthermore, principals continuously follow up on their teachers' performance and integration of the practices teachers attained in their trainings and workshop courses. The aim of the principal is to make sure that the teachers and students benefitted from training.

5.2 Discussion of Research Question Two

The results of teachers' instructional practices show high scores as the means indicate that teachers "always" and "often" implement those practices in their classrooms. Some of these practices are:

" I ask the students to work in small groups according to their ability ", " I state learning goals clearly", " I check my students' exercises", " I present a short revision about the previous lesson in the beginning of the new lesson" and " I use tests or quizzes to assess my students' learning."

The most important teachers' instructional practices based on the results are those which relate to their teaching methods such as the individual, group and differentiated learning methods. This comes as a direct response to the Ministry of Education directives. Teachers are required to use a combination of these methods in their daily lessons . Therefore, principals expect to see and assess the previous methods during classroom visits. As a result, teachers design their activities to cover all methods. Although the MoE targets group work approach, individual learning is not less important than learning in groups. It is considered a basic component of a successful lesson. Hence, assigning an individual task to all students is very important because it gives each student a great opportunity to express themselves. Furthermore, when teachers deal with students individually, they can answer their questions, address their problems or overcome their difficulties in professional and appropriate ways. Collaborative work and differentiated learning methods are used very frequently by teachers. In schools, teachers are busy designing activities and tasks for students to be implemented in small groups in classroom as well as distributing tasks wisely and carefully to students within the groups based on their abilities. Therefore, excellent and talented students should engage in advanced tasks

to assist them to use their creativity to accomplish the tasks while other students should be given tasks that fit their skills and abilities. At the end of the lesson, each group should present their deliverables and the teacher's role is to follow-up on groups and provide feedback during and after the completion of the activity or the task.

In addition, some instructional practices scored high, such as providing students with a brief revision about previous knowledge, giving them proper feedback through correcting their exercise books, and presenting smart and clear goals about the new lessons to help students draw a whole picture about issues in the lessons.

As for other concerns, it is important for teachers to use a variety of continuous assessment tools such as long and short tests and developing evaluation criteria to assess students' projects. The process of assessment is very important because it helps teachers to identify the strengths and weaknesses of students as well as give teachers a clear picture of each student and how students think. Evaluation of those projects require creativity, excellence and thinking skills to be accomplished successfully. These procedures, which teachers follow as a result of the Ministry directives, contribute to and clearly explain why those practices have produced high means.

5.3 Discussion of Research Question Three

One purpose of the study is to test the existence of any relationship between the principals' instructional practices and teachers' instructional practices. It was found that there is a positive relationship of medium effect between the two variables. In addition, the closest relationships were between instructional practices of principals that are keen on improving students' learning and increasing the quality

and effectiveness of teaching methods and the practices of teachers inside the classroom. Explanation of those relationships is self-evident. The more the principals utilize instructional leadership especially in areas that connect to teaching and learning, the more teachers use certain instructional practices. For example, when principals monitor the progress of students, teachers will focus more on their students achieving high marks. When the principal protects the instructional time of teachers and doesn't overwhelm them with administrative duties, this time will be used with students and will, in turn, reflect in their progress. When the principal provides incentive to teachers, they will strive to excel in classrooms. On the other hand, in cases of general instructional leadership components, such as framing and communicating the school goals, it is natural that these will not resonate highly with teachers' work because these are not directly connected to classroom work.

What we found in this study confirms the findings of the results of previous studies (Shen & Cloony, 2013) which have been mentioned in chapter II. Those studies come to emphasize the importance of the practices of the instructional leaders which have a direct impact on the performance of teachers in their classrooms and, in turn, which have a clear impact on the progress of students. For example, the researchers found that students of distinguished teachers scored more than 53% in comparison with the students of less capable teachers who scored about 14% (Shen & Cooley, 2013, p. 18). This means that distinguished teachers create a difference in students' learning. Therefore, the instructional school leader is the one who is capable of pushing his distinguished teachers towards more achievements and helping teachers who are in need of support to develop professionally to improve their students' learning.

5.4 Recommendations

Although most of the principals' and teachers' practices are classified as "always" and "often" on the Likert scale and, thus, recorded high means, some practices have lower means when compared to the other practices. The following are recommendations based on those practices.

5.4.1 Recommendation related to principals' instructional practices

The principal should show greater visibility and involvement with teachers and students during the school day, whether by visiting them in the classrooms, in the break or at the morning assembly because staying at his/her desk throughout the day is not helping the principal to understand what is going on at the school in its different aspects.

The principal should motivate outstanding teachers and display their names along with their achievements in the display screens of the city, and nominate them for professional development programs both inside and outside the country.

The principal, in collaboration with the Parents Council, should honor distinguished teachers by establishing an appreciation ceremony for them, or nominate them to the Ministry or the Educational Zone to get a promotion or appreciation certificate.

The results of this study should be distributed to all principals in Sharjah, as well as principals across UAE, to show the importance of principal instructional practices in influencing the improvement of teacher's performance in the classroom.

5.4.2 Recommendations related to teachers' instructional practices

The following are the most important recommendations to improve weak practices by teachers:

Teachers should stimulate students towards production and innovation by having them involved in producing useful projects such as creating educational boards or performing scientific experiments to be used in other subjects to enhance the correlation between the different subjects which is definitely a positive way to use different thinking skills.

Teachers should design activities and tasks that require students to make effective use of higher-order thinking skills such as finding a solution to a specific problem or thinking deeply about what they have implemented in class.

Teachers should encourage students to express themselves freely and discuss the most important issues by organizing debates and seminars.

5.4.3 Recommendation related to the research

The researcher recommends using the qualitative search method to gain more precise and closer description of principals' and teachers' instructional practices. A study should be conducted to investigate the low achievement of students in spite of the existence of a positive relationship between principals instructional practices and teacher instructional practices. The study should be replicated in other emirates in the country to get a broader perspective on the relationship between the principals' and teachers' instructional practices.

Bibliography

- Al Amiri, A. M. (2011, October). The role of national policies and legislation in the development of education systems. Paper presented at the conference Essentials of Schools Education in the United Arab Emirates, Abu Dhabi, UAE.
- Al shamsi, S. (n.d.). *Accreditation*. Retrieved from <https://www.moe.gov.ae>
- Al Loghani, A. (2012). *School leadership styles and student achievement*. (Master's thesis).
- Al Khaili, M. (2011, October). *Opening remarks*. Presentation Essentials of schools education in the United Arab Emirates, Abu Dhabi, UAE.
- Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Education*, 38(2), 130-141. Retrieved from <http://www.emeraldinsight.com/doi/abs/10.1108/09578230010320082>
- Cunningham, W., & Codeiro, P. (2003). Teaching and Learning Approach. In *Educational Leadership: A Problem-Based Approach* (Second ed., pp. 210-211). Boston, MA: Pearson Education.
- Cunningham, W., & Codeiro, P. (2003). Principals as Instructional Leaders: Modeling and Supporting Teaching. In *Educational Leadership: A Problem-Based Approach* (Second ed., p. 171). Boston, MA: Pearson Education.

- Data-Informed Decision-Making. (2013). In J. Shen & V. Cooley (Eds.), *A Resource Book For Improving Principals' Learning - Centered Leadership* (p. 18). 29 Boardway, New York, NY: Lange Publishing.
- Edger, D. W. (2012). Learning theories and historical events affecting instructional design in education: Reciting literacy toward extraction literacy practices. *Sage Journals*, 2(4), 1-9. doi: 10.1177/2158244012462707
- Fischler, A. S. (n.d.). *Quantitative research method*. Retrieved from <https://www.yumpu.com/user/fischlerschool.nova.edu>
- Fullan, M. (2015). Leading Learning. In *The Principal: Three Keys to Maximizing Impact* (First ed., pp. 56-65). San Fransisco: Jossey-Bass.
- Glatthorn, A., & Jailall, J. (2009). Importance of the Principal. In *The Principal As Curriculum Leader: Shaping What is Taught and Tested* (Third ed., p. 37). Thousand Oaks, California: Corwin Press.
- Gupton, S. (2010). The Nuts and Blots of school leadership. In *The Instructional Leadership Toolbox: A hand book for improving practice* (Second ed., pp. 15-16). Corwin A Sage Company.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Education*, 49(2), 125-142. Retrieved from <http://www.emeraldinsight.com/doi/abs/10.1108/0957823111111166>
- 99
- Hallinger, P. (2009, September). *Leadership for 21st century schools: From instructional leadership to leadership for learning*. paper presented at Public lecture series of the Hong Kong institute of education , Hong Kong, China. Retrieved from www.ied.edu.hk/cplectures/include/getfile.php?file=1267581769.pdf&

- Kursunoglu, A., & Tanriogen, A. (2009). *The relationship between teachers' perceptions towards instructional leadership behaviors of their principals and teachers attitudes towards change*. study presented at World conference on educational sciences 2009. doi: 10.1016/j.sbspro.2009.01.046
- Leonard, J. (2010). Framing the Issues of Principal Time. In *Finding The Time For Instructional Leadership: Management Strategies for Strengthening the Academic Program* (p. 1). Lanham, Maryland: Rowman & Littlefield Education.
- Lineburge, P. N. (2010). *The influence of the instructional leadership of the principals on change in teachers' instructional practices*. (Unpublished doctoral dissertation). Retrieved from <http://vtechworks.lib.vt.edu/handle/10919/26688>
- Making change happen*. (2008). Retrieved from <http://philiphallinger.com/old-site/pimrs.html>
- Marzano, R., Waters, T., & McNulty, B. (2005). Some Theories and Theorists on Leadership. In *School Leadership that Works: From Research To Results* (pp. 18-19). ASCD & MCREL.
- Mead, S. (April 2011). Prek-3rd: Principals as Crucial Instructional Leaders. *Foundation for Child Development*, 3-11. Retrieved from <http://fcd-us.org/resources/prek-3rd-principals-crucial-instructional-leaders>
- Moore, K. (2015). Using Teacher-Centered Teaching Methods. In *Effective Instructional Strategies: From theory to Practice* (Fourth ed., pp. 317-327). Thousand Oaks, California: Sage Publication.

- Osman, A. M. (2011, October). *Keynote adress*. Presentation Essentials of Schools Education in the United Arab Emirates, Abu Dhabi, UAE.
- Rosenshine, B. (spring 2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 12-19. Retrieved from <http://www.aft.org/our-news/periodicals/american-educator>
- Robinson, V. M. J., Lloyd, C., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quartely*, 44(5), 635-674. doi: 10.1177/0013161x0821509
- Saginer, N(2008). Ending the "Process Versus Content" Argument. In *Diagnostic Classroom Observation: Moving beyond best practice* (p. 25). Thousand Oaks, California: Corwin Press.
- Sergiovanni, T., & Green, R. (2015). Characteristics of Successful School. In *The principalship: A Reflective Practice Perspective* (Seventh ed., p. 206). Pearson Education.
- Steritlien, A. (2011, September). *Learning through interaction*. Paper presented at European conference on educational research, Edinburgh.
- Zepeda, S. (2013). The Postobservation Conference. In *The Principal As Instructional Leader: A Practical Handbook* (Third ed., p. 168). Larchmont,, NY: Eye On Education.
- Zepeda, S. (2013). The Principal as Instructional Leader. In *The Principal As Instructional Leader: A Practical Handbook* (Third ed., pp. 3-6). Larchmont,, NY: Eye On Education.

Appendix A

Permission Letter

to use the questionnaire "PRIM scale"

Dr. Philip Hallinger
199/43 Sukhumvit Soi 8
Bangkok, 10110, Thailand
hallinger@gmail.com

May 20, 2015

Hayat Mohamed Al Hosani

As copyright holder and publisher, you have my permission for Proquest/UMI to include the PIMRS scale in your dissertation which they will publish. I understand that your University may also reproduce single copies and give my assent for that purpose.

Sincerely,

Professor Philip Hallinger

Appendix B

Approval Letter

To Collect Data from Sharjah Educational zone schools

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION
SHARJAH EDUCATIONAL ZONE



الإمارات العربية المتحدة
وزارة التربية والتعليم
منطقة الشارقة التعليمية

التاريخ: 2014/11/9م

تعميم داخلي رقم (1045) لسنة 2014

بشأن / تسهيل مهمة باحث

المحترمون

السادة / مديرو و مديرات مدارس التعليم العام

تحية طيبة وبعد

تهديكم إدارة منطقة الشارقة التعليمية أجمل الأمنيات و أرق التحيات متمنين لكم دوام التوفيق و السداد .
بالإشارة إلى كتاب منسق برنامج الماجستير بجامعة الإمارات العربية المتحدة (كلية التربية - قسم أصول التربية) الوارد إلينا بتاريخ 2014/11/3 م بشأن الموضوع اعلاه و عليه :
يرجى من سيادتكم تسهيل مهمة الأستاذة / حياة محمد عبد الله الحوسني (معلمة اللغة الانجليزية بـ مدرسة خورفكان النموذجية ح 1) و طالبة مرحلة الماجستير - تخصص " القيادة التربوية " أثناء زيارتها لمدارسكم الموقرة لاستكمال إجراءات تطبيق بحثها للأغراض العلمية .
آملين منكم التكرم بالاطلاع و اتخاذ ما ترونه مناسباً .

وتقبلوا منا وافر الاحترام والتقدير ، ،



رئيس الوحدة : عقيلة إبراهيم
• قيد الإلكتروني : Aizahai.Aizahai@moe.gov.ae
• للقرصن والاسفار : 2371666-291
نسخة فر :
• كلف نسج
• هسكس

البريد الإلكتروني : shjzone@moe.gov.ae - ص.ب. 452 - الشارقة - ع.أ. 0 - P.O. BOX: 452 - Sharjah U.A.E
ص.ت: 2371666 / 9 2371666 ، 5077 500 ، 5077 400 ، 452 - الشارقة - ع.أ. 0 - فاكس : 6 5725 866 ، 971 +
www.moe.gov.ae مركز الاتصال : 80051115 CALLCENTER:

[@shj_educational](https://www.shj_educational.ae) [sharjaheducation](https://www.sharjaheducation.ae) [sharjaheducation](https://www.sharjaheducation.ae) www.sez.gov.ae

Appendix C

Questionnaire cover letter

استبانة القيادة التعليمية للمدير والممارسات التدريسية للمعلم.

المحترمين ...

الأخوة/الأخوات

السلام عليكم ورحمة الله وبركاته ...

تقوم الباحثة بدراسة ميدانية تتناول موضوع القيادة التعليمية والممارسات التدريسية في مدارس منطقة الشارقة التعليمية وذلك للتعرف على درجة ممارسة المدير لنمط القيادة التعليمية وارتباط ذلك بممارسات المعلمين داخل الصفوف.

وسأكون شاكراً تفضلكم بالإجابة على الاستبيان المرفق بدقة وموضوعية، مع العلم أن مدة إكمال الاستبانة قد تستغرق 10 دقائق كحد أقصى مؤكدة أن كل ماتدلون به من بيانات ومعلومات سوف يتم التعامل معه بمنتهى السرية وسوف يتم استخدامه لأغراض هذا البحث العلمي فقط.

لمزيد من المعلومات والاستفسار يرجى التواصل مع الباحثة على البريد الإلكتروني hayat.hosani@gmail.com

وتقبلوا خالص التحية.

الباحثة

حياة محمد الحوسني

ماجستير قيادة تربية

جامعة الإمارات العربية المتحدة

Appendix D

The Questionnaire of the instructional leadership and teaching practices

استبانة القيادة التعليمية للمدير والممارسات التدريسية للمعلم.

الجزء*1: يرجى تقديم البيانات الشخصية الآتية:

أ. الحلقة الدراسية:

رياض الأطفال الحلقة الأولى الحلقة الثانية المرحلة الثانوية

ب. الجنس: ذكر انثى

ج. عدد السنوات التي قضيتها في العمل مع المدير الحالي شاملة هذا العام:

1 سنة واحدة 5-9 سنوات أكثر من 15 سنة

2-4 سنوات 10-15 سنة

د. عدد سنوات الخبرة في العمل كمعلم شاملة هذا العام الدراسي :

1 سنة واحدة 5-9 سنوات أكثر من 15 سنة

2-4 سنوات 10-15 سنة

الجزء*2: صممت هذه الاستبانة لتقديم صورة حول المدير كقائد تعليمي، وتتكون من 50 سؤالاً يختص بممارسات المدير التعليمية. ونرجو مراعاة الإجابة على الأسئلة في ضوء ملاحظتك الخاصة بقيادة مدير المدرسة على مدار العام الدراسي ، كما نرجو قراءة جميع البيانات بعناية، ثم رسم دائرة حول العدد الذي يتناسب مع السلوك أو الممارسة الوظيفية المحددة لهذا المدير. علماً أن الإجابة على الفقرات تفسر كما يلي:

- 5 = دائماً.
- 4 = غالباً.
- 3 = أحياناً.
- 2 = نادراً.
- 1 = أبداً على الإطلاق.

وإن التيس عليك الأمر، فاختر الإجابة الأكثر ملاءمة بجانب السؤال. كما يجب الالتزام بعدم وضع دائرة على أكثر من رقم عند كل فقرة ، ومحاولة الإجابة على الفقرات كلها.

وتفضلوا بقبول فائق التقدير والاحترام

أولاً: القيادة التطعيمية للمدير .

إلى أي مدى يقوم المدير ب

أبدأ على الإطلاق				دائماً	
1. صياغة أهداف المدرسة					
1	2	3	4	5	1. وضع مجموعة محددة من الأهداف السنوية للمدرسة.
1	2	3	4	5	2. صياغة أهداف المدرسة في ضوء مسؤوليات العاملين فيها.
1	2	3	4	5	3. تقييم احتياجات العاملين لضمان مناسبة أهداف المدرسة لتلك الاحتياجات.
1	2	3	4	5	4. الاستعانة بالبيانات المتوفرة حول مستوى أداء الطلبة عند وضع أهداف المدرسة التعليمية.
1	2	3	4	5	5. وضع الأهداف التي يسهل فهمها ويمكن لمعلمي المدرسة تطبيقها.
2. التعريف بأهداف المدرسة.					
1	2	3	4	5	6. توصيل رسالة المدرسة بشكل فاعل بين أفراد المجتمع المدرسي.
1	2	3	4	5	7. مناقشة أهداف المدرسة التعليمية مع المعلمين في اجتماعات أعضاء هيئة التدريس.
1	2	3	4	5	8. الإشارة إلى أهداف المدرسة التعليمية عند مناقشة مقررات المنهاج الدراسي مع المعلمين.
1	2	3	4	5	9. تبيان أهداف المدرسة التعليمية بوضوح (عن طريق اللافتات ولوحات الإعلانات).
1	2	3	4	5	10. الإشارة إلى أهداف المدرسة ورسالتها أثناء اللقاءات التي تعقد مع الطلبة (أثناء الطابور المدرسي أو الحلقات النقاشية).
3. الإشراف على العملية التطعيمية وتقييمها					
1	2	3	4	5	11. التأكيد على أن أولويات المعلمين في الفصول الدراسية تتوافق مع أهداف المدرسة.
1	2	3	4	5	12. مراجعة أعمال بعض الطلبة عند تقييم المعلم داخل الفصل الدراسي.
1	2	3	4	5	13. القيام بملاحظات غير رسمية داخل الفصول الدراسية باستمرار (تكون الملاحظات غير الرسمية من غير مواعيد محددة وتكون مدتها خمس دقائق على الأقل وقد تشمل أو لا تشمل على تقديم ملاحظات كتابية أو اجتماع رسمي)
1	2	3	4	5	14. الإشارة إلى جوانب القوة في الممارسات التعليمية للمعلم في اجتماع ما بعد الزيارة الصفية.

					إلى أي مدى يقوم المدير بـ				
أبدأ على الإطلاقي				دائماً					
1	2	3	4	5	15. الإشارة إلى نقاط الضعف في الممارسات التعليمية للمعلم في اجتماع ما بعد الزيارة الصفية.				
4. تمييز المنهاج الدراسي									
1	2	3	4	5	16. تحديد منسقى المواد الدراسية.				
1	2	3	4	5	17. الاستناد إلى نتائج الاختبارات التي تتم على مستوى المدرسة عند مناقشة المنهاج الدراسي.				
1	2	3	4	5	18. تقييم مدى ملائمة المنهاج الدراسي لأهداف المدرسة التعليمية.				
1	2	3	4	5	19. الوقوف على مدى التقارب بين أهداف المنهج الدراسي واختبارات تحصيل الطلاب.				
1	2	3	4	5	20. المشاركة الفاعلة في مراجعة المناهج الدراسية .				
5. متابعة مدى تقدم الطلبة:									
1	2	3	4	5	21. الاجتماع على انفراد مع المعلمين لمناقشة تقدم الطلبة.				
1	2	3	4	5	22. مناقشة نتائج أداء الطلبة مع أعضاء هيئة التدريس جميعاً للتعرف على نقاط القوة والضعف في المنهاج الدراسي.				
1	2	3	4	5	23. استخدام الاختبارات وغيرها من أساليب قياس مستوى الأداء الوقوف على مدى تحقيق أهداف المدرسة.				
1	2	3	4	5	24. إعلام المعلمين بنتائج مستوى أداء المدرسة في شكل كتابي (مذكرة أو تعميم).				
1	2	3	4	5	25. إعلام الطلبة بما تحققة المدرسة من تقدم تعليمي.				
6. المحافظة على الوقت المخصص للتدريس.									
1	2	3	4	5	26. تقليل خطب المدير في الطابور التي قد تؤدي إلى إضاعة الوقت المخصص للتدريس.				
1	2	3	4	5	27. الحرص على عدم استدعاء الطلبة إلى الإدارة أثناء وقت التدريس.				
1	2	3	4	5	28. الحرص على اعلام الطلبة المتفبين أو المتأخرين عن الحصة بأنهم سيخضعون لعواقب معينة نتيجة تقيهم عن الدراسة.				
1	2	3	4	5	29. تشجيع المعلمين على استخدام الوقت المخصص للتدريس في تعليم وممارسة مهارات ومفاهيم جديدة.				
1	2	3	4	5	30. الحد من تداخل الأنشطة غير الصفية مع الوقت المخصص للتدريس.				
7. تحقيق مستوى عال من الإندماج مع الطلبة والمعلمين.									
1	2	3	4	5	31. استغلال أوقات الفسحة والاستراحة للحديث مع الطلبة والمعلمين.				
1	2	3	4	5	32. زيارة الفصول الدراسية لمناقشة القضايا المدرسية مع الطلبة والمعلمين.				

					إلى أي مدى يقوم المدير ب.....
أبدأ على الإطلاق				دائماً	
1	2	3	4	5	33. الحضور والمشاركة في الأنشطة غير الصفية مع الطلاب والمعلمين.
1	2	3	4	5	34. التدريس مكان المعلمين المتأخرين إلى حين وصولهم أو وصول معلم الاحتياط.
1	2	3	4	5	35. تدريب الطلاب وإرشادهم وتوجيههم.
8. تقديم جوائز للمعلمين					
1	2	3	4	5	36. الثناء على أداء المعلمين المتميزين من خلال اجتماعات أعضاء هيئة التدريس أو من خلال التعميمات والمنكرات.
1	2	3	4	5	37. مدح المعلمين وتأمين جهودهم على انفراد.
1	2	3	4	5	38. الإشادة بأداء المعلمين فائق التميز، وذلك بتدوين إسهاماتهم المتميزة في الملفات الخاصة بهم.
1	2	3	4	5	39. مكافأة الجهود الخاصة التي يبذلها المعلمون من خلال ترشيحهم لبرامج مهنية خارج المدرسة.
1	2	3	4	5	40. خلق فرص للنمو المهني للمعلمين داخل المدرسة، مكافأة لمساهماتهم الفاعلة بالمدرسة.
9. تعزيز التطور المهني					
1	2	3	4	5	41. ضمان توافق برامج النمو المهني للمعلمين مع أهداف المدرسة.
1	2	3	4	5	42. الدعم الفاعل لاستخدام المهارات التي تم اكتسابها عن طريق التدريب داخل الفصل الدراسي.
1	2	3	4	5	43. الحرص على مشاركة جميع المعلمين في الدورات المهمة الخاصة بهم.
1	2	3	4	5	44. حضور أو تنفيذ المدير للدورات المتعلقة بالعملية التعليمية.
1	2	3	4	5	45. تخصيص وقت أثناء اجتماعات أعضاء هيئة التدريس حتى يتبادل المعلمون المعلومات التي حصلوا عليها من الدورات التدريبية.
10. تقديم جوائز للتعلم					
1	2	3	4	5	46. الإشادة بالطلبة ذوي الأداء المتميز، من خلال المكافآت الرسمية، أو إدراج أسمائهم في قائمة الشرف، أو المجلة المدرسية.
1	2	3	4	5	47. تكريم الطلبة في الطابور الصباحي على إنجازاتهم الدرامية أو سلوكياتهم أو فيما يتعلق بقيم المواطنة.
1	2	3	4	5	48. الإشادة بما يحققه الطلبة من إنجازات لاسيما الموهوبون ومتابعتهم، والتعرف على إنجازاتهم.
1	2	3	4	5	49. إخبار أولياء الأمور بإسهامات أبنائهم المتميزة.
1	2	3	4	5	50. تقديم الدعم الفاعل للمعلمين لرعايتهم للطلاب في تحقيق إنجازاتهم المميزة.

تياً: الممارسات التدريسية للمعلم

إلى أي مدى كمعلم تقوم بما يلي

ابدأ على الإطلاقي				دائماً	
1	2	3	4	5	1. أقم مواضيع جديدة للطلبة (باستخدام أسلوب المحاضرة).
1	2	3	4	5	2. أضع أهداف التعلم بوضوح.
1	2	3	4	5	3. أراجع مع الطلبة الواجبات المنزلية التي قاموا بتنفيذها.
1	2	3	4	5	4. أقم الطلبة إلى مجموعات عمل صغيرة بغرض التوصل إلى حل مشكلة أو انجاز مهمة معينة.
1	2	3	4	5	5. أعطي أعمال ذات مستويات مختلفة للطلبة الذين يعانون من صعوبات التعلم والطلبة الذين يحرزون تقدم ملحوظ بشكل أسرع.
1	2	3	4	5	6. أطلب من الطلبة تقديم اقتراحاتهم أو المساعدة في التخطيط لأنشطة الصف.
1	2	3	4	5	7. أركز على تذكر الطلبة لبعض المعارف.
1	2	3	4	5	8. أقم ملخصاً قصيراً عن الدرس السابق قبل بداية أي درس جديد.
1	2	3	4	5	9. أقوم بتصحيح كتب التمارين التي أجاب عليها الطلبة.
1	2	3	4	5	10. أصمم مشاريع للطلبة تحتاج على الأقل أسبوع واحد لإنجازها.
1	2	3	4	5	11. أعمل مع الطلبة بشكل فردي.
1	2	3	4	5	12. أقم الطلبة في مجموعات على حسب قدراتهم .
1	2	3	4	5	13. أجعل الطلبة يقيمون الأعمال التي قاموا بها.
1	2	3	4	5	14. أطرح أسئلة لأتأكد من فهم الطلبة للمادة الدراسية.
1	2	3	4	5	15. أحرص على أن ينتج الطالب ما قد يتم استخدامه والاستفادة منه من قبل الآخرين.
1	2	3	4	5	16. أقوم بإجراء اختبارات قصيرة أو طويلة لتقييم تعلم الطلبة.
1	2	3	4	5	17. أطلب من الطلبة كتابة مقال أو موضوع معين بحيث يعكس تفكيرهم بشيء من التفصيل.
1	2	3	4	5	18. أدمج الطلبة في حل ورقة عمل أو تدريبات من الكتاب المدرسي لممارسة وتطبيق ما تم تعلمه حديثاً.
1	2	3	4	5	19. أشرك الطلبة في مناظرات ومناقشات لتوضيح وجهة نظرهم اتجاه قضية أو موضوع معين .