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Essential Instructional Leadership Behaviors in High Performing, Economically Disadvantaged
Schools: Potential Content for Site-based Leaders' Professional Development

A Dissertation

Submitted to Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Educational Administration

by

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May, 2020

Dedication

My work is inspired by God Almighty, His Son, the Holy Spirit, and several very important people in my life. I dedicate my work to God and those inspirational persons.

To God- I do everything in my life to glorify God's name. Completing this work reiterates what I know to be true. First, I recognize that there is a time and a place for everything under the sun. Secondly, what is substantiated is that I can do all things through Christ Jesus who strengthens me. I know that I draw from these scriptures knowing they push me forward. The completion of this project is in God's time. To God Be the Glory! Thanks be to God!

To my husband- I owe a great deal of respect to my husband, for he is truly a man after God's heart. I thank him for sharing the word of God as an inspiration for me when I wavered. Preston Jude Favorite, I thank you for the gentle push when I needed it and the love that you have shared with me over the years.

To my courageous parents- Floyd and Margaret Brooks instilled in my six siblings and me the spirit of dedication to purpose. My parents always spoke of the shoulders that we stand on. They didn't let a day pass without sharing how important it is that our shoulders must be strong enough for the next generation of our family to stand on. Long and hard have been the years working on this project. But, in the back of my head, I was driven by purpose.

To my children, grandson, and granddaughter- They have served as encouragement for me to keep focus. Tremaine Riley, Anthony Riley, Anthony Knighten, Kyra Knighten, Edward Favorite, William Knighten, Isaac Figueroa, India Favorite, Amari Knighten, and A'Lyse Knighten, all of you are jewels in my life. I cherish all of you for reminding me of the importance of building ancestral history for our continued family line. I appreciate the times that you propelled me forward to complete the race.

To my brothers, sisters, brothers-in-laws, sisters-in-laws, my special sista-friends, and others- who have walked with me on this journey. Your support means more than you know. I am grateful.

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Abstract

Professional development of site-based leadership has become a growing area of focus to effect change in schools (Houle, 2006; Barnes, Camburn, Sanders, & Sebastian, 2010; Spanneut, Tobin, & Ayers, 2012; Price, 2012; Prytula, Noonan, & Hellsten, 2013; Ganon-Shilon, & Schechter, 2017). Defining what to present in site-based leaders' professional development remains a concern (Oliver, 2005; Da'as, Schechter, & Qadach, 2018). The conceptual framework and subsequent three research questions of the study grew from the need for clarity of content for site-based leaders' professional development. Hallinger's (1982, 1990), *Principal Instructional Management Rating Scale (PIMRS)* three dimensions, and its ten job function subscales influenced the inquiry process of the study.

The degree to which site-based leaders in high performing economically disadvantaged school provide instructional leadership in schools is the first element of inquiry. Secondly, the study sought to elicit which of the PIMRS' ten instructional leadership job function subscales are perceived as most frequently enacted by principals. Lastly, the exploration of which of the PIMRS' ten instructional job function subscales that is perceived as most essential in supporting students' academic gains is presented.

The non-experimental study used the *PIMRS* and two (2) other added survey questions specifically about perceptions regarding the PIMRS' ten job function subscales. The study's purposive sample population are Principals and Middle Academic Leaders (Assistant Principals, Academic Deans, Interventionists, Lead Teachers, and other leadership faculty) assigned to their high performing, economically disadvantaged schools in Louisiana for at least one school year before the study. Measures of central tendency were collected, calculated, and analyzed in response to the study's three research questions using SPSS.

Specifically, identification of Essential Instructional Leadership Behaviors (EILB) as potential content for site-based leaders' professional development was investigated. Provided is insight into designing professional development for site-based leaders in schools. The scope of this study was limited to school settings in Louisiana and perceptions about the principals' instructional leadership behaviors who were involved in the study. The findings' implications offer possibilities for content that is relevant to the improvement of practice, and research policies.

KEYWORDS: professional development, instructional leadership behavior, high performing, economically disadvantaged, Louisiana

Chapter One Introduction

Despite the investment of resources and attention, schools' underperformance remains a significant concern in U.S. public education (Newmann, Smith, Allensworth, & Bryk, 2001). Student proficiency scores are the major factor in the calculation of school performance ratings. As reported, School Performance Scores (SPS) and Annual Yearly Progress (AYP) ratings in 2009 revealed over 5,000 schools in the United States as failing (U.S. Department of Education, 2009). In a later document, *The Conditions of Education* reported the results of the 2011 National Assessment of Educational Progress (NAEP) showed only 34% of America's 4th and 8th graders scored at or above the proficient level in reading. The document also showed only 40% of 4th graders and 35% of 8th graders scored at or above proficient in math (Aud, Hussar, Johnson, Kena, Roth, Manning, Wang, & Zhang, 2012).

A later document (National Center for Educational Statistics, 2013) demonstrated that fourth and eighth graders showed improvement on assessments in Math and Reading. However, the document also reported that proficiency scores were still less than 50% in these subjects for both grades (Aud, Wilkinson-Flicker, Kristapovich, Rathbun, Wang, & Zhang, 2013). In fact, the 2017 NAEP Report Card indicated the percentage of students at or above proficient in Mathematics as only 40% in 4th grade and 34% in grade 8. Reading percentages were 37% in 4th grade and 36% in 8th grade. These indicators still showed less than 50% in these subjects for both 4th and 8th graders and point to a long-observed problem that a majority of American children are not meeting the academic expectations set for them under federally supported accountability policies.

It is students' low proficiency scores that have brought about school districts' accountability-focused educational reform sanctions aimed at improving school performance ratings. Reform sanctions sometimes include reassignment or dismissal of site-based leaders or the complete reconfiguration of schools (McDermott, 2003; Ylimaki, 2007). Under accountability-focused reform, site-based leaders compete for schools' stakeholders' support, risk losing their student population, and program budgets, if student achievement scores do not improve (Kafka, 2009). Still, research reports that site-based school leaders are still vital to student academic improvement (Sebastian & Allensworth 2012; Ylimaki, 2007), which impacts schools' ratings.

School Leadership Influences Student Outcomes

The understanding that leaders significantly influence student outcomes is certainly not a new idea. In the 1970s, a United States Senate Committee delineated the importance of school site-based leaders' influence on school outcomes saying that in many ways, school site-based leaders are the most important and influential people in schools (U.S.DOE 1972). In the late 1970s and 1980s, concern for principals' influence on student achievement required defining the properties of effective school leadership behaviors and their impact on specific classroom-based and school-wide factors (Leithwood & Montgomery, 1992). Ron Edmonds' *effective school's* framework emerged, with a focus on school site-based leadership emphasizing strong administrative leadership as a common characteristic of successful schools (Harris, 1988; Lewis, 1986). The view of site-based leaders still includes viewing of site-based leaders as key to

ensuring schools' success and being uniquely positioned to ensure excellent school-wide teaching and learning (Shelton, 2011).

The Changing Role of Site-based Leaders

Presently school site-based leaders are faced with a politically complex climate of accountability-focused reform (Stein, Hubbard, & Mehan, 2004), which has transformed the context in which school site-based leadership must operate. Rather than merely serving as institutional managers or external relations professionals (Wolcott, 1973), modern principals have a newly emphasized role in ensuring continued growth in student academic achievement (Murphy, Elliott, Goldring, & Porter, 2007; Robinson, Lloyd, & Rowe, 2008). The push for school leaders' roles to shift more towards facilitating effective instruction in schools is present. As part of mandated accountability-focused reform, school districts across the country have become diligent in their efforts to further define and develop leadership in schools to improve student outcomes, especially in underperforming urban schools (Houle, 2006; Portin, Knapp, Dareff, Feldman, Russell, Samuelson, & Yeh, 2009). Mainly presented is the implication that there is a need for a defined strategic and coherent instructional leadership model to lead learning in schools (Hallinger, & Murphy, 2012). The development of the Interstate School Leaders Licensure Consortium (ISLLC) Standards over the years had made this evident with the focus of reforming school leadership standards, preparation, professional development, and evaluation (Murphy, 2002).

ISLLC Standards Document

The latest ISLLC Standards Document (2014), provides guidance and direction for school leaders with a focus on instructional leadership. Particularly, ISLLC Standard 2 and its subscales adheres to this focus. This standard reads as follows: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff's professional growth. Standard 2 also provides insight for researchers and practitioners regarding the implementation of instructional leadership behaviors. Founded on the constructs of instructional leadership behaviors, the ISLLC Standards substantiate the need for well-defined and sustained professional development, for school leaders to deliver on the promise of academic achievement for all students.

The Need for Well-defined and Sustained Professional Development for Site-based Leaders

Guidance for leadership Professional Development (PD) in schools continues to be an area of focus for academic change in schools (Houle, 2006; Barnes, Camburn, Sanders, & Sebastian, 2010; Spanneut, Tobin, & Ayers, 2012). What is essential, with poor ratings of schools, is leadership competence and accountability. Leadership capacity building through PD opportunities is becoming a popular means to improve student gains and school performance (Peterson, 2002; Darling -Hammond, 2009; Shelton, 2011). One might conclude that the research base has informed leaders *what* is to be done to improve achievement, but not *necessarily how to go about doing it*.

Both the pre-service and in-service professional development of school leaders require increasing clarification (LaPointe, & Davis, 2006). The achievement of Effective Schools (Edmonds, 1979) and other subsequent research, seemingly rest on the discovery of specific support that principals need to enact the behaviors that will benefit student achievement. O'Donnell and White (2005) notably reports that clarification of instructional leadership behaviors in site-based leaders is vital for growth in schools to occur. Also noted by Jason (2001) is the view that professional development for site-based leaders, with the exploration of influential leadership strategies that promote development and implementation of instructional programs in schools, is imperative for the improvement of schools. Lastly, within the conceptual context of ISLLC Standards for educational leaders, practicing principals [site-based leaders] have become required to complete professional development (Spanneut, Toblin & Ayers, 2012) entrenched in the premise of instructional leadership behaviors.

Hallingers' Framework for Instructional Leadership

Hallinger and Murphy (1987) work promotes the development of principals as influential educational leaders, providing the groundwork for the principals' role as the instructional leader. This earlier work provides the initial framework for Instructional Leadership that had 3 Dimensions with ten leadership behaviors listed is called Subscales. The 3 Dimensions included a) Defines the Mission, b) Manages Curriculum and Instruction (C&I), and c) Promotes School Climate. The later work by Hallinger (1990), provides a more developed framework for Instructional Leadership, which outlines three revised Dimensions with ten job function subscales.

The intent of Hallinger's later work and his earlier work were aligned. Dimension one is Defining the School's Mission, which includes job function subscales 1) Frames the School's Goals and Subscale 2) Communicates the School's Goals. The Second Dimension is Managing the Instructional Program, encompasses job function subscales three through five: 3) Coordinates the Curriculum, 4) Supervises and Evaluates Instruction; and 5) Monitors Student Progress. The last Dimension is Developing the School Learning Climate Program job function subscales 6 through 10. This subscale includes 6) Protects Instructional Time, 7) Provides Incentives for Teachers, 8) Provides Incentives for Learning, 9) Promotes Professional Development, and 10) Maintains High Visibility.

Planning professional development based on all the Dimensions and the 10 Job Function Subscales of Hallinger's (1990) framework would be challenging because of the extensive content spectrum of expected leadership behaviors presented. However, the careful selection of needed dimensions, subscales, and subscale behavior indicators of Hallinger's instructional leadership framework for site-based leaders' professional development could help define "*the how and what of leaders' professional development*" that is needed to improve schools' ratings. It is these connecting concepts that undergird this current study.

Statement of Problem

The goal of all educational reform across the United States is to increase student achievement, which improves school ratings, but there is still the presence of failing schools (Brady, 2003; Rouse, Hannaway, Goldhaber & Figlo 2013). Consistently, research has found that site-based school leadership contributes to improving student outcomes (Brown, 2005; Murphy, Elliott, Goldring, & Porter, 2007; Southhall, 2008; O'Donnell & White, 2005).

Research has found that site-based leaders' influence on instructional and motivational elements of the schools' environment facilitates students' achievement as well (Wimpelberg, 1993). Also shown in research is the connection between instructional leadership and improved school performance (Marks & Printy, 2003). Yet it is reported that fewer than 30 published studies have examined the links between leadership behaviors and student outcomes" (p34), according to Robinson, Lloyd, and Rowe (2008).

Additionally, instructional leadership behaviors consistent with high performing schools, are not necessarily those demonstrated by site-based leaders in all schools. This is questionable especially in low performing and economically disadvantaged schools (Rice,2010). Considering these implications expressed in existing research the need for providing professional development for leaders to improve schools' academic performance (Houle, 2006, Southhall, 2008), is important. The identification of instructional leadership behaviors that will aid in this endeavor is imperative.

Purpose of Study

Murphy (2005) explained that the evolution of standards for leadership in schools has an emphasis on school site-based leaders' need to become more in tune with the instructional aspects of leadership in schools to affect change in student academic growth. Southhall (2008) states that the present era of reform dictates that school districts should emphasize professional development for the heightening of effective instructional site-based leadership in schools. While Hallinger (2011) affirms instructional leadership as an enduring core concept guiding practice in the field of educational leadership and points to the impact of leadership on learning and school improvement. These educational trends reported by Murphy (2005), Hallinger (2011), and

Southhall, (2008) are foundational to the purpose of this study. The study's purpose defines the critical need for identifying enacted instructional leadership behaviors in today's schools, particularly high performing economically disadvantaged schools. This essential course for inquiry is purposeful in developing the design and selection of content for site-based school leaders' professional development.

This study identified, the degree to which site-based leaders in high performing economically disadvantaged schools provide instructional leadership in his or her school. It also explored the perceptions of the sample population regarding the identification of the most frequently enacted leadership behavior and which instructional leadership behaviors was viewed as most essential in supporting student academic gains. Specifically, this study investigated the perceptions of educators in high performing, economically disadvantaged schools regarding the identification of Essential Instructional Leadership Behaviors (EILB) as potential content for site-based leaders' professional development.

Research Questions

The three overarching research questions addressed are as follows:

1. To what degree do site-based leaders in high performing economically disadvantaged schools provide instructional leadership in his/her school?
2. Which of the PIRMS' 10 instructional leadership job function scales are perceived as most frequently enacted by site-based leaders in high performing, economically disadvantaged schools?

3. Which instructional leadership behavior, as presented as one of the PIRMS' 10 instructional leadership job function scales, is perceived by survey participants as most essential in supporting student academic gains?

Chapter Two Literature Review and Conceptual Framework

Introduction

Subsequently over decades, the evolution of the instructional leadership framework; the evolution of educational leadership standards; the concern for the development of professional development for site-based leaders; and the trends of professional development content for school site-based leaders have all been influenced in some way by the presence of accountability-focused reform. What has recently dominated Educational reform policies have existed for decades, with school failures continuing to serve as the impetus for the development of intense accountability-focused reform (Ravitch, 2000). Each reform measure intends to increase students' academic growth. Site-based leadership in schools continues to be impacted by accountability-focused reform as the distinct responsibility of implementing reform policies that are related to student improvement in schools lies with site-based leaders' capacity to lead. The No Child Left Behind Act (2002), the Obama Administration's Blueprint for Reform, Race to the Top (2009), and Every Student Succeed Act (2015) have continued this trend. The execution of each reform initiative is under the direction of site-based leaders of schools.

Researchers' attention has shifted towards the inclusion of professional development content that promotes the quest for pinpointing knowledge of instructional leadership practices by school leaders. The interest in the existence of instructional leadership in high performing economically disadvantaged schools necessitates pinpointing leadership behaviors (Valentine, & Prater, 2011). Presented in this chapter is the literature on these interrelated components. The components lead to the conceptual framework of this investigation. The identification of essential instructional

leadership behaviors as potential content for site-based leaders' professional development is the intent of this study.

Evolution of the Instructional Leadership Framework

The Instructional Leadership Framework (ILF) has evolved over the years and is essential to accomplishing the task of leadership development in the present era of accountability- focused school reform (Hallinger, 2005). School leadership has historically operated within a generally bureaucratic framework emphasizing (a) top-down, centralized decision-making policies, (b) inflexible rules and regulations, and (c) a diminished value for human interaction (Owens, 2004). In contrast, what has evolved in the last 30 years is a framework of a humanistic leadership which incorporates: a) positive and consistent leadership, (b) collaborative leadership, and (c) relational leadership (Bolman & Deal, 2003). The paradigm shift emphasizes leadership behaviors and practices with movement towards the learning-centered educational environments, which is evident in the Instructional Leadership Framework (ILF). The ILF includes 3 Dimensions: *Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate* (Hallinger & Murphy, 1985).

Hallinger (2005) speaks to the essential staying power of the ILF and the importance of leaders reflecting on improving their instructional leadership skills. According to Hallinger (2005), school leaders' improvement hinges on understanding the importance of:

- creating a shared sense of purpose in the school, including clear goals focused on student learning.

- fostering the continuous improvement of the school through cyclical school development planning that involves a wide range of stakeholders.
- developing a climate of high expectations and a school culture aimed at innovation and improvement of teaching and learning.
- coordinating the curriculum and monitoring student learning outcomes.
- shaping the reward structure of the school to reflect the school's mission.
- organizing and monitoring a wide range of activities aimed at the continuous development of staff; and
- being a visible presence in the school, modeling the desired values of the school's culture. (p. 13).

Even in his earlier works Hallinger, (2003) points out that a principal is responsible for synchronizing and governing instruction in schools. Site-based school leaders must align all leadership actions with teaching and learning.

Hallinger (2005), succinctly makes the case of how the current policy context has substantial implications for the study of educational leadership,

"At the turn of the millennium, a global tsunami of educational reform has refocused the attention of policymakers and practitioners on the question: How can we create conditions that foster the use of more powerful methods of learning and teaching in schools (Caldwell, 1996, 2003; Hallinger, 2003; Jackson, 2000; Murphy, 2000). Renewed focus on the improvement of learning and teaching has once again brought the issue of principal instructional leadership to the forefront. Indeed, there appears to be a new and unprecedented global interest among government agencies towards training principals to

be instructional leaders (Gewirtz, 2003; Hallinger, 2003; Huber, 2003; Stricherz, 2001a, 2001b). Which "makes understanding the boundaries of our knowledge base about instructional leadership, especially salient" (p.10).

The understanding of ILF by both researchers and practitioners is defined by less employment of authoritative behaviors, but by the sources of school site-based leaders' influence and means projected to and through others to achieve productive outcomes in schools (Hallinger, 2003; Hallinger, 2011). The ILF places less focus on the leader, and more on the effects of their leadership on teacher behavior, organizational culture, and school improvement practices. It would follow that the content of the professional development of such site-based leaders' sources of influence become entrenched within the instructional leadership framework.

Evolution of Educational Leadership Standards

The push for site-based leaders to become steeped in instructional leadership behaviors has been driven by accountability-reform since 1990's and into the 21st Century. As Lashway (2003) has noted,

"With the nationwide emphasis on standards-based accountability, it was inevitable that reformers would propose standards for educators themselves. In recent years, consensus has been building around the standards of the Interstate School Leadership Licensure Consortium (ISLLC), which have guided certification reform in many states (1996). The National Council for Accreditation of Teacher Education (NCATE) also recently "aligned its accreditation standards for leadership-training programs with ISLLC (National Policy Board for Educational Administration 2002)" (p.1).

The rise of standards-based accountability-reform parallels the formulation and adoption of professional standards for educational leaders. As discussed by Murphy (2003), leadership in schools started being re-cultured as a result of the ISLLC Standards.

"Today, education leaders must not only manage school finances, keep buses running on time, and make hiring decisions, but they must also be instructional leaders, data analysts, community relations officers, and change agents. They have to be able to mobilize staff and employ all the tools in an expanded toolbox. Additionally, in the literature is the shaping of leadership standards to help clarify leadership performance expectations of even veteran site-based leaders." (p. 3-4).

The ISLLC Standards in general continues the restructuring of the foundational aspects of school site-based leadership. The *Educational Leadership Policy Standards ISLLC 2008* are closely aligned to the original ISLLC and were adopted by the National Policy Board for Educational Administration. However, the latter of the two versions of the standards have more intense expectations. They command additional knowledge of curriculum and instructional strategies.

Currently, the National Policy Board for Educational Administration (NPBEA) established updated professional standards for school-leveled leaders in 2015. As articulated by NPBEA, the new standards held a directional clarity that is a complete student-centered perspective. Still aligned is the perspective that pushes towards improved knowledge of instructional leadership skills. As outlined in the *Professional Standards for Educational Leaders 2015* (NPBEA, 2015),

"The Standards have been recast with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well- educated and prepared for the 21st Century. They elevate areas of educational leader work that were once not well understood or deemed less relevant but have since been shown to contribute to student learning. It is not enough to have the right curriculum and teachers teaching it, although both are crucial. For learning to happen, educational leaders must pursue all realms of their work with an unwavering attention to students. They must approach every teacher evaluation, every interaction with the central office, every analysis of data with one question always in mind: How will this help our students excel as learners?" (pp. 2-3)

Over the years, the development of school leadership standards has provided an added tool to gain the improvement of school site-based leadership skills. The intent has been to foster stronger academic school cultures. Site-based leaders are afforded the opportunity to have documentation of expected leadership behaviors. Further when viewing the expanded tool provided by The *Educational Leadership Policy Standards ISLLC 2008* and its newer version, the *Professional Standards for Educational Leaders 2015*, it seems that they are foundational to improving leadership within the present arena of accountability-focused reform in education. It appears imperative that these documents serve as possible guides for the development of more pointed content for site-based leaders' professional development.

Nevertheless, given the depth and breadth of the newest published leadership standards, it appears unlikely that a program of workplace professional development can make meaningful improvements to all of them. The 2015 PSEL standards, for example, contains ten broad

standards covering everything from ethical practice; to family and community engagement; and to school improvement practices. Expected are each of the ten standards that have between 6 and 11 components, which creates more than 100 areas of practice for school principals to master. The document includes five pages of scholarly references including over 70 titles. Without dismissing any of the work that is presented by the new standards, it may be safe to conclude that they contain more than is reasonably possible to focus on for an otherwise occupied school leader. Thus, we see a need to prioritize aspects of our principal standards to identify those high-leverage practices most likely to improve academic outcomes in schools struggling to meet accountability benchmarks.

Ongoing Professional Development for Site-based Leaders

The question of the necessity of ongoing professional development for school site-based leaders continues to stimulate the thoughts of researchers and practitioners (Salazar, 2007; Grissom & Harrington, 2010; Kochan, Bredeson, & Riehl, 2002; Da'as, Schechter, & Qadach, 2018). Professional development for school site-based leaders that is entrenched in efforts toward schools' academic improvement and revitalizing leaders' commitment to creating and sustaining positive instructional environments remains necessary (Fenwick & Pierce, 2002).

Research states that site-based leaders have a tremendous influential impact on the triumph or failure of school organizations (Brown, 2005). The literature presents that with the role of site-based leadership slowly transforming from a managerial one to an instructional one, the need for building leadership capacity through professional development that enhances effective communication and interpersonal skills has been deemed vital to the improvement of

leadership in schools (Foley, 2001; Darling-Hammond, 2009). Researchers are requiring that more in-depth identification of leadership behaviors that are essential to influencing student gains, and a more accurate understanding of leadership behaviors of site-based leaders of schools (O'Donnell & White, 2005). Specifically, the continued exploration for improved school ratings drives the need for clarity of goals for school site-based leaders' professional development and delineates a clear need for further research to identify best leadership behaviors (O'Donnell & White, 2005; Spanneut, Tobin, & Ayers 2012).

Trends of PD Content: The Shift Towards Instructional Leadership

Trends for school site-based leaders' Professional Development (PD) content has gained the attention of various researchers and practitioners. Peterson (2002) emphasized the importance of promoting PD content that has a clear focus on leadership behaviors and practices that when enacted by site-based leaders improves student learning. While Southall (2008), declared the need for further examination of the growth of principals' instructional effectiveness as essential to improving teaching and learning in schools. In that same study, Southall emphasized gaining principal's instructional effectiveness through PD for leaders. What has continued is the building of a landscape of professional development for principals in the United States. This landscape articulates that school site-based leaders must have continued PD to build their "capacity to improve instruction and create school cultures of shared leadership, collaboration, and high expectations for all children (Shelton, 2011). The demand that school site-based leaders lead both teachers and students to new heights of improved school performance has resulted (Goldring, Preston, & Huff, 2012).

PD for leadership remains one of the primary goals of school districts to enhance principals' effectiveness and school performance as site-based leaders have a viable means to influence outcomes (Marks & Printy, 2003; Grissom and Harrington 2010). Researchers and practitioners continue to articulate how the changing responsibilities of school site-based leaders, has ignited research on the further refinement of PD content for school site-based leaders (Ackerman, & Maslin-Ostrowski 2004; Eller, 2010; Fenwick & Pierce, 2002; Southall, 2008). What has been deemed critical to the process of improving the quality of instructional leadership in school systems is making sure that high-quality professional development is offered and sustained for school site-based leaders (Sponneut, Toblin, & Ayers, 2012). The task at hand is to pinpoint relevant professional development content to build instructional leadership in schools. Discussed are the delivery methods for this study with regards to examining the content of instructional leadership PD.

Pinpointing Relevant Content for Instructional Leaders Professional Development

For this study, reviewed literature is from the perspective of reporting on existing studies that examine site-based leaders' PD content based on the instructional leadership framework (Haule, 2006; Gurley, May, & Lee, 2015; Salazar, 2007; Foley, 2001). Multiple delivery methods for PD for school site-based leaders are presented in this literature review as well (Spillane, Healey, & Mesler Parise, 2009; Daresh, 2004; Grissom & Harrington, 2010; Hopkins-Thompson, 2000; Waldron & McLeskey, 2010; Quient, Akey, Rappaport & Willner 2007; Duncan, Range, Scherz, 2011; Hip, Keifer & Weber 2001). The delivery methods, for this study, are only being discussed with regards to examining the content of instructional leadership PD.

The range of variation for content for leadership PD includes- capacity building and personal renewal needs of site-based leaders, strengthening of site-based leaders' knowledge base and skills in instructional leadership, and even the exploration of perceptions of principals regarding their professional needs.

In one study, the author addressed the improvement of instructional leadership, capacity building, and personal renewal needs of site-based leaders through an academy PD format (Haule, 2006). The establishment of an academy for leaders in underperforming urban schools with university-based facilitators working with the local school district as a result of accountability focused reform occurred. The academy was "designed as a temporary structure to bring the partners together at a neutral site to provide leadership training in three key areas: (a) instructional leadership, (b) capacity building, and (c) personal renewal. The district's identified school, site-based leaders of low performing schools, were asked to attend PD sessions on the university's campus" (Houle, 2006, p 147). These sessions were presented in a questioning/discussion format with university faculty facilitating. "The goal of helping the principals reflect on their practice to find ways to shift from managerial leadership to instructional/distributed leadership" (Houle, 2006, p 150) was the intent of the academy sessions. The findings and implications for the study included the un-layering of the mental tensions that school site-based leadership dictates in the present era of accountability-focused reform, and the resulting need for continued long term offering of specific content for PD for leaders (Houle, 2006).

Another study outlines the progression of an academy for site-based leaders, assistant principals, in one school district that focused on the development of instructional leadership skills as the content of the study (Gurley, May & Lee, 2015). The study explored two objectives.

The first was to examine if recently appointed principals demonstrated instructional leadership behaviors discussed during their participation in the Assistant Principal Academy. The second objective of the study was to compare the perceptions of those principals and their teachers regarding that principals' enactment of instructional leadership behaviors discussed in Academy sessions. The study also revealed that "as a result of participation in the Assistant Principal Academy, assistant principals reported a strengthening of their knowledge base and skills in instructional leadership" (Gurley et al. 2015 p.227). Implications of the study supports the development of PD that develops programing for the enhancement of instructional leadership as well.

Salazar (2007) conducted a survey study across seven states. The content of the study examined the PD needs of school principals. The employed instrument's items evolved from the Interstate School Leaders Licensure Consortium (ISLLC) and the standards described in the 21 job performance domains developed by the National Policy Board on Educational Administration (1990). In the study, Salazar investigates the perceptions of rural principals regarding their professional needs. The sample population of rural principals identified the top six needs' domains, with four of the six needs showing relationship to the instructional improvement of schools. The four domains included a) creating a learning organization, b) sustaining and motivating for continuous improvement, c) setting instructional direction-results orientation, and d) facilitating the change process. Such literature supports the intricate role of the ISLLC Standards in investigating the content based on the Instructional Leadership Framework for sight-based leaders PD.

Examination of these studies first gives insight to the broad spectrum for the possible impact of instructional leadership professional development for site-based leaders in an array of schools from rural to urban settings. Solidified is the merit of building the instructional leadership capacity of site-based leaders within the instructional leadership framework and the ISLLC standards. These studies also suggest possible variations in defined professional development for both new principals and veteran principals. Lastly, the studies' implications include support for the need to provide continuous instructional professional development for school site-based leaders.

Given the expressed need for continuous and long-term site-based school leaders' professional development, great importance lies in the informed selection of PD and even further outlines the need to identify reliable content for such professional development (Houle, 2006; Spanneut, Tobin & Ayers, 2012). All the studies, as mentioned earlier, are examples of the influence of essential instructional leadership behaviors. The studies define the perspective of Goddard, Neumerski, Goddard, Salloum, & Berebitsky (2010), as to what instructional leadership behavior is. According to the authors, this generally refers to the management and improvement of teaching and learning, including the nature of the work principals (site-based leaders) engage in to support student improvement.

Instructional Leadership in High Performing, Economically Disadvantaged Schools

Of interest in this study is the use of instructional leadership behaviors in high performing, economically disadvantaged schools by site-based school leaders. Literature reports on the merit of the enactment of instructional leadership behaviors by site-based leaders having both direct

and indirect influence on student outcomes. For instance, Southall's (2008) study on instructional leadership in high performing, economically disadvantaged schools suggest that "when effective leadership is present, students from low socioeconomic families can be academically and socially successful." (p.29). Another study by Kannapel and Clements (2005) examined leadership in high-performing economically disadvantaged schools, and the findings indicated the presence of strong instructional leadership behaviors enacted by the site-based leaders. In that study, the results indicated that the observations included the presents of curriculum management and teacher supervision with the site-based leaders also creating strong collegial school cultures. The researchers emphasized that "none of the schools [in the study] had authoritarian or dictatorial leaders" (p.3). Part of the study's discussion included the site-based leaders of the schools' facilitating process for decision-making.

One study, Ylimaki, Jacobson, and Drysdale (2007) presents evidence of successful site-based instructional leadership in high performing economically disadvantaged schools. This study not only discussed leadership in high performing, economically disadvantaged schools in the United States but also in two other countries. Although there was a focus on the concept of distributed leadership, the discussion also included information about four core practices connected to Effective schools. Practices included setting direction, developing people, redesigning the organization, and managing the instructional program (Leithwood & Riehl 2005, as cited in Ylimaki et al., 2007). According to Hallinger (2011), the instructional leadership framework grew out of effective schools' research. This connection to the instructional leadership framework makes this study relevant to the context of leadership in high performance economically disadvantaged schools in this presented literature review.

Ylimaki et al. (2007) pointed out the similarity of their research to effective schools' research across three countries. The "evidence suggests that principals who made a difference in economically disadvantaged schools exhibited similar traits of persistence, empathy, passion, and flexible, creative thinking." (p. 378), as well as the four core practices cited from Leithwood and Riehl (2005). This case study's participants were a subset of 13 elementary schools drawn from 65 case studies across three countries. As articulated by the researchers, the thirteen elementary principals exhibited the core skills that Leithwood and Reihl (2005) contend are necessary for school success (i.e., developing people, redesigning the organization, and managing the instructional program). The study's participant size raised caution for the generalization of the findings, but it underscores the need for this study. However, the researchers still felt it holds merit when discussing successful leadership in economically disadvantaged schools. Most importantly, the study supports the implication for further research on instructional leadership professional development. Mainly, the researchers speak to the critical need for instructional leadership professional development for site-based school leaders.

A review of a study conducted by Murakami-Ramalho, Garza, and Merhant (2010), revealed the use of purposive sampling and also examined instructional leadership traits of principals in economically disadvantaged schools. Analysis of the data from that work presented three prominent emerging themes: focusing on student achievement, building efficacy among faculty and staff, and promoting collaborative and trusting relationships. All the themes display consistency of expected actions that are within the intent of the instructional leadership framework, the design of the theme centers on facilitating student academic growth. The leaders in the study sustained high student achievement for over four years.

Additionally, Suber (2012), in a study, presents information from principals of high performing economically disadvantaged schools. As stated, "the principals' philosophies on the importance of instructional leadership and collaboration created cultures of a team effort, which translated to student success (p.13). Suber's work, like those discussed before, demonstrates the intent of the instructional leadership framework. It has become part of the described catalyst for student academic improvement in high performing economically disadvantaged schools.

Assessing the Instructional Leadership Behaviors Displayed by Leaders in Schools

Hallinger's (PIMRS), *Principals Instructional Management Rating Scale* (1985, 1990, 2001), is one of the existing instruments that was developed to assess the constructs of instructional leadership enacted by leaders in schools. The instrument's questions are aligned to the ILF developed in effective schools' research (Hallinger, 2005). The framework and the instrument developed to assess instructional leadership behaviors, has shown some promise for furthering school improvement over decades.

Literature presents more than twenty years of evidence correlating instructional leadership practices with improved school organization; increased teacher capacity; improved parent and community ties; increased influence on teachers' motivation and working conditions; and a variety of other school elements (Hornig & Loab, 2010; Louis, Leithwood, Wahlstrom Stephen, & Anderson, 2010; Sabastian & Allensworth, 2012). The PIMRS (Hallinger, 1982. 1990), has been employed in many of studies and "has proven to be a reliable and valid data collection that is aligned to ISSLC standards (see Table 1). For that reason, it has been selected for this study that seeks the identification of content for professional development study.

Table 1 *ISLLC Standard Two and Components*

ISLLC Standard 2.	Components
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	<p>A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations</p> <p>B. Create a comprehensive, rigorous, and coherent curricular program</p> <p>C. Create a personalized and motivating learning environment for students</p> <p>D. Supervise instruction</p> <p>E. Develop assessment and accountability systems to monitor student progress</p> <p>F. Develop the instructional and leadership capacity of staff</p> <p>G. Maximize time spent on quality instruction</p> <p>H. Promote the use of the most effective and appropriate technologies to support teaching and learning</p> <p>I. Monitor and evaluate the impact of the instructional program</p>

Note. Adapted from " *Educational Leadership Policy Standards: ISLLC 2008 As Adopted by the National Policy Board for Educational Administration*" p.14. Copyright 2008 by the Council of Chief State School Officers.

Precepts of ILF Influence on the Conceptual Framework for This Study

Precepts of the Instructional Leadership Framework (ILF) influenced the formulation of the conceptual framework of this study. Articulated are the foundational principles of ILF within the Hallinger1982/1990 *Principals Instructional Management Rating Scale (PIMRS)*.

The *PIMRS* is designed with three dimension that includes ten job function subscales (see Table 2).

Table 2 *The Three Dimension and Ten Job Function Subscales of Hallinger's PIMRS (1982,*

I School Mission	II Managing the Instructional Program	III Developing the school Learning Climate Program
1. Frames the School's Goals	3. Coordinates the Curriculum	6. Protects Instructional Time
2. Communicates the School's Goal	4. Supervises & Evaluates Instruction	7. Provides Incentives for Teachers
	5. Monitors Student Progress	8. Provides Incentives for Learning
		9. Promotes Professional Development
		10. Maintains High Visibility

According to Hallinger. Wang & Chen (2013), the *PIMRS* first dimension, is Defining the School Mission. The dimension explores the enactment of site-based leaders in "working with staff to ensure that the school has a clear mission and the mission that focuses on the academic progress of students" p. 275. The principal facilitates the development of the school's mission with stakeholders. It is also the principals' responsibility to be involved in the continued communication of the mission statement.

The second dimension of the *PIMRS* is Managing the Instructional Program. This dimension includes the instructional job function subscales: supervises and evaluates instruction, coordinates the curriculum, and monitors students' progress. Hallinger et al. (2013) reports the "coordination and control of the academic program of the school remains a key leadership responsibility of the principal, even when tasks are delegated or shared" p 276. The third dimension of the *PIMRS* outlined is Developing the School Learning Climate. As reported, this dimension has five job function subscales: protects instructional time, provides incentives for teachers, provides incentives for learning, promotes professional development, and maintains high visibility. As revealed, this dimension "conforms to the notion that successful schools create

an "academic press" through the development of high standards and expectations and a culture that fosters and rewards capacity development and continuous learning (Hallinger & Murphy, 1985 as cited in Hallinger, Wang & Chen, 2013).

The *PIMRS* has been used by numerous school systems and by more than 200 researchers in published studies and Doctoral dissertations focusing on principal instructional leadership (Hallinger, 2011). The data can be collected to identify the instructional strengths and weaknesses of principals across a broad spectrum and used to plan staff development for principals (Hallinger, 2012). The Conceptual Framework of this study (see Figure 1) centers explicitly on identifying Essential Instructional Leadership Behaviors (EILB) in high performing economically disadvantaged schools as potential content for site-based school leaders' professional development. Data was collected from Principals and Middle Academic Leaders. The three overarching research questions addressed in the study are as follows:

1. To what degree do site-based leaders in high performing economically disadvantaged schools provide instructional leadership in his/her school?
2. Which of the PIRMS' 10 instructional leadership job function scales are perceived as most frequently enacted by site-based leaders in high performing, economically disadvantaged schools?
3. Which instructional leadership behavior, as presented as one of the PIRMS' 10 instructional leadership job function scales, is perceived by survey participants as most essential in supporting student academic gains?

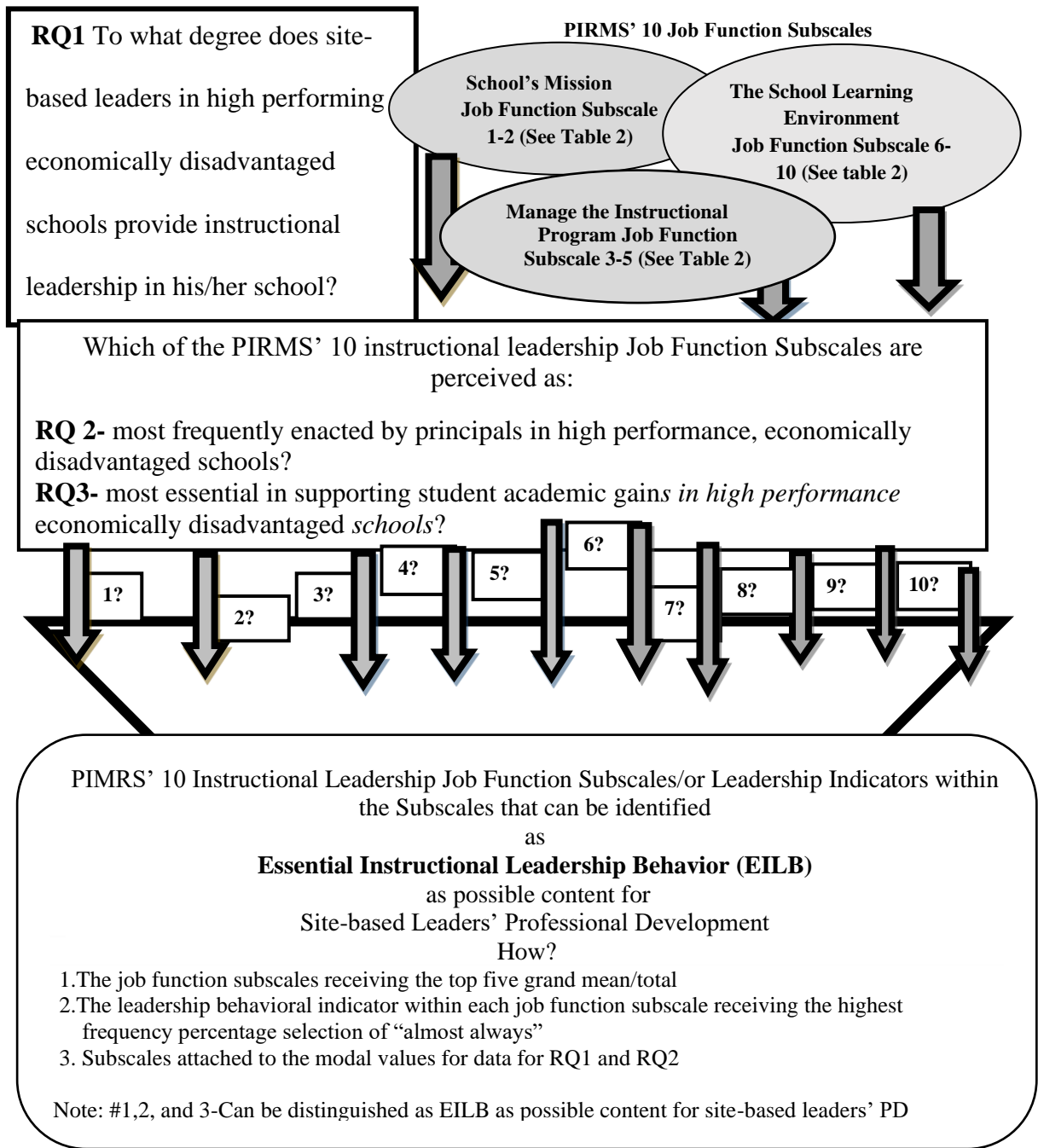


Figure 1 Figure 1. Diagram of the Conceptual Framework of Study- EILB in HP/ED schools, as potential content for P.D.

Chapter III Methodology

Introduction

Identifying the most high-leverage instructional leadership behaviors and training school leaders to carry them out is likely to have a positive effect on academic performance (Goldring, Preston, Huff, Sanzo, Enomoto, Winkelman, & Dotger, 2013; Hallinger 2011; Hallinger, 2012; Fenwick, & Pierce, 2002; Peterson, 2002, Southhall, 2008). The literature on leadership practices in high performing, economically disadvantaged schools suggests that the professional development of school leaders can be an efficient avenue for school improvement (Klar & Brewer, 2013; Southhall, 2008). The essential intent for this study was identifying perceived enacted instructional leadership behaviors of school leaders in high-performing, economically disadvantaged schools with the purposeful intent of developing the design of content for site-based school leaders' professional development.

Chapter three addresses the methods and research design used in this study. It includes a discussion of the research questions, research design, and participants. Also presented are the procedures, data analysis, delimitations, and limitations of the investigation.

Research Questions

Instructional Leadership research suggests a desperate need for exploring ways to help school site-based leaders become even more equipped as instructional leaders in schools (Gurley, Anast-May, & Lee, 2015). This study used the following three overarching questions to explore the identification of Essential Instructional Leadership Behaviors (EILB) in high performing, economically disadvantaged schools as potential content for site-based leaders' professional development:

1. To what degree do site-based leaders in high performing economically disadvantaged school provide instructional leadership in his/her school?
2. Which of the PIRMS' 10 instructional leadership job function subscales are perceived as most frequently enacted by site-based leaders in high performance, economically disadvantaged schools?
3. Which instructional leadership behavior, as presented as one of the PIRMS' 10 instructional leadership job function scales, is perceived by survey participants as most essential in supporting student academic gains?

Research Design

A descriptive non-experimental survey investigation was employed to execute this study. According to Creswell (2003), non- experimental survey design, like other surveys, uses a self-administered questionnaire for data collection with the intent of generalizing from a sample to a population" (Creswell 2003, p 14). Participants received the survey via Qualtrics.

The non-experimental design served as a useful method of investigation, with the purpose of the study being to explore perceptions about principals working in high performing economically disadvantaged schools. The study used a sample with the intent of generalizing from the sample population of Louisiana's high performing economically disadvantaged site-based leaders to all site-based leaders in economically disadvantaged schools. This design allowed the researcher a method to examine the ways principals in high performing economically disadvantaged schools enact their instructional leadership behaviors to get reliable results for students. The research design helped to gain the perceptions of those principals and middle academic leaders in the schools about the principals' instructional leadership behaviors.

Instrument

Found in Appendix A is permission letter to use Hallinger's (1990) *Principal Instructional Management Rating Scale (PIMRS)* in the study, with an included statement of permission to modify the instrument for research purpose. The ILF of PIMRS remained intact with the 3 Dimensions that have ten instructional leadership job function subscales (see Table 3). Also provided in the Appendix are the two added survey items that addressed research questions two and three of the study to elicit perceptions about the ten instructional leadership job function subscales found in the PIMRS. The *PIMRS* instrument and the two additional survey questions were delivered via email through Qualtrics.

Table 3 *PIMRS*” Three Dimensions and Ten Instructional Leadership Job Function Subscales

Three Dimensions	School Mission	Managing the Instructional Program	Developing the School Learning Climate Program
Instructional Leadership Job Function Subscales	1. Frames the School's Goal 2. Communicates the School's Goal	3. Coordinates the Curriculum. 4. Supervises & Evaluates Instruction, 5. Monitors Student Progress-	6. Protects Instructional Time 7. Provides Incentives for Teachers 8. Provides Incentives for Learning 9. Promotes Professional Development 10. Maintains High Visibility.

Normally the *PIMRS* offers two form for determining leadership behaviors in school, one that is distributed to teachers and one that is distributed the leader of the school. The only

difference in the two version is the lead in tag sentences. The original version the principals' form lead in tag sentence reads: To what extent do you the principal.... The teachers' form of the original instrument lead in tag sentence reads: To what extent does the principal of your school... For this study only one document was sent out to both distinguished groups involved in the study. The lead in tag sentence read as follows: To what extent: do you (Principal)/ or does the principal of your school (Middle Academic Leader ...

In the original version of the PIMRS, each of the ten instructional leadership job-function scales have five questions posed about the job function. The instrument is a Likert-type scale. The scale is a 5-point scale ranging from (1) "almost never" to (5) "almost always". (see Table 4). Participants rated fifty (50) items in the original instrument. However, in this study the

Table 4 *Example of Formatting for Original PIMRS*

<i>Original PIMRS Instructional Leadership Job Function Subscale I</i>					
	ALMOST NEVER			ALMOST ALWAYS	
I. FRAME THE SCHOOL GOALS					
a. Develop a focused set of annual school-wide goals	1	2	3	4	5
b. Frame the school's goals in terms of staff responsibilities for meeting them.	1	2	3	4	5
c. Use needs assessment or other formal and informal Methods to secure staff input on goal development.	1	2	3	4	5
d. Use data on student performance when developing the school's academic goals.	1	2	3	4	5
e. Develop goals that are easily understood and used by teachers in the school.	1	2	3	4	5

original descriptive title statement of the instructional job function subscale that it proceeds was rated by the study's participants as an item. Participants responded to 60 Likert rating scales, instead of 50 Likert rating scales. Participants responded to a modified *PIMRS* to rate each overall instructional leadership job function subscale sub-titles based on specific leadership behaviors and practices items (behavioral indicators) that followed each (see Table 5).

Table 5 Example of Formatting for Modified PIMRS

Modified PIRMS Instructional leadership Job Function Subscale # 1	ALMOST NEVER			ALMOST ALWAYS	
	1	2	3	4	5
1. FRAME THE SCHOOL GOALS	1	2	3	4	5
a. Develop a focused set of annual school-wide goals	1	2	3	4	5
b. Frame the school's goals in terms of staff responsibilities for meeting them.	1	2	3	4	5
c. Use needs assessment or other formal and informal methods to secure staff input on goal development.	1	2	3	4	5
d. Use data on student performance when developing the school's academic goals.	1	2	3	4	5
e. Develop goals that are easily understood and used by teachers in the school.	1	2	3	4	5

The researcher added an overall rating scale to each title of the instructional job function subscale. This occurred to draw participants' attention to viewing each of the instructional leadership job function constructs as stand-alone entities. Again, the original overall intent to rate to what degree do instructional leadership behaviors enacted by principals in his or her school remained the intent of the modified *PIMRS* used in this study.

Added Survey Questions

The *PIMRS*' 10 instructional leadership job function subscales, found within the instruments' three subcomponents, were used to address research questions two and three. The added survey questions were attached at the end of the modified *PIMRS*. The first added survey question sought to discern participants' perceptions of the most frequently enacted instructional leadership job function subscale (see Appendix E). While the other added survey question ascertained perception data of which of the ten instructional leadership subscale titles of the modified *PIMRS* is essential in supporting student academic gains (see Appendix F).

Validity of *PIMRS*

Content validity is the degree to which an instrument measures an intended area. In contrast, construct validity, a type of external validity, refers to the degree to which the instrument measures what it claims to measure (Gay, Mills, & Airasian, 2006). According to Hallinger (2011), the *PIMRS* instrument tested for face validity, content validity, and discriminant validity. Hallinger, Wang, & Chen (2013), further reported the establishment of the internal and external validity with the use of subscale inter-correlations and Rasch analysis. Substantiated in the document is the content validity, school documented analysis, and differential item functions along with the criterion-related validity and multi-trait- multi-method analysis. The meta-analysis study confirmed the validity of the *PIMRS* with the use of four categories of validation procedures which provide evidence of the high validity of the *PIMRS* Instrument. With only the permitted revision to the original *PIMRS*, the validity of the modified *PIMRS* used in this study should be applicable.

Reliability of PIMRS

Reliability is the degree to which a test consistently measures whatever it measures expressed as a reliability coefficient, with a perfect reliability coefficient being 1.00. (Gay, Mills, & Airasian, 2006). As stated in Hallinger (2011), PIMRS exceeded .80 using Cronbach's test of internal consistency on all 10 subscales meeting high standards of reliability. In a meta-analysis study conducted by Hallinger, Wang and Chen (2013) the Principal form of the PIRMS received a standard of high reliability with the whole scale alpha reliability estimate of .96 and the three dimensions receiving .88 (Defines the School Mission), .91 (Manages the Instructional Program), and .93 (Develops a Positive school Learning Climate). The data for the Teachers Form of the PIMRS yielded full-scale reliability of .99. While the three dimensions' results were .97 (Defines the School Mission), .98 (Manages the Instructional Program), and .98 (Develops a Positive school Learning Climate). The presented meta-analysis study concluded with the establishment of strong reliability for both the Principal Form and Teacher Short Forms of *PIMRS*. With only the permitted revision to the original *PIMRS*, the reliability of the modified *PIMRS* used in this study should be applicable.

Building a Participant List

School-based leaders from schools in Louisiana became the purposive population for this non-experimental survey investigation with school-based leaders from schools in Louisiana. Specifically, the purposive population of school leaders became the principals and middle academic leaders assigned to a school for at least one year. The middle academic leaders included assistant principals, academic deans, interventionists, or other assigned leadership

faculty members. The study used two additional criteria for the purposive population, an academic and economic component of the schools.

Criterion One: Leaders at High Performing Schools with an Achievement Grade of A or B

Criterion one hinges on participants being site-based leaders at high-performance schools with school report card rating of either an A or B. The Louisiana's 2017-2018 state summary only showed 44% of schools meeting criterion one for this study. The intent of this study was to gain insight into the enactment of leadership behaviors in existing high performing, economically disadvantaged schools to develop content for PD for site-based leaders. This prompts the rationale for this criterion that is founded on what is considered letter grade indicators for successful high performing schools in Louisiana. Letter grade indicators established by the Louisiana Department of Education (LDOE) are reported on their School Report Card which reports each schools' School Performance Score (SPS) and Achievement grade A and B achievement grades earned by a school is an indicator that all or most students are achieving and progressing as expected and gives evidence that the school is considered a high performing school with a high SPS score,

Criterion Two: Site-based Leaders Employed at Economically Disadvantaged Schools

The second criterion for the purposive population established required employment of the principal and middle academic leaders in schools where 48 % or better economically disadvantaged students are enrolled. Information on the enrollment of economically disadvantaged students for each school was reported on the LDOE school report. Economically

disadvantaged enrollment is determined in Louisiana schools with data derived through multiple sources. This is inclusive of students' eligibility data for Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, students receiving reduced-price lunch, and students confirmed status as Limited English Proficient (LEP), homeless, migrant, foster care, or incarcerated children (Cant, 2017).

Again, the schools involved in the study had to have high performing SPS with an indicator of an A or B. The range of the enrollment of 48% or better EDS for criterion two of the study was established. To increase the size of the purposive population to meet both criterions of the study, the range of EDS enrollment was broadened from 50% or better to 48% or better.

Participant Recruitment

Five hundred ninety-five schools in Louisiana met the criterion of having high SPS scores with achievement grades of an A or a B. Only two hundred forty-five schools met both criteria and became the purposive population. Of the eligible schools for the study, thirty- one schools had an achievement grade of an A. While two hundred fourteen had an achievement grade of B. All identified eligible schools had an enrollment of 48% or better EDS (see Table 6).

Table 6 *Information on Recruitment*

Identified Schools fitting Criterion one: high SPS/Achievement grade of A or B	Of the 595 Identified Schools meeting Criterion One that also met Criterion two: Student Enrollment of 48% or better EDS	Identified Schools meeting Criterion one and two with high SPS/Achievement grade of an A and Student Enrollment of 48% or better EDS	Identified Schools fitting Criterion one and two with high SPS/Achievement grade of a B and Student Enrollment of 48% or better EDS
595	245	31	214

The researcher sent four hundred and seventy-five emails to invite site-based leaders identified as eligible members of the purposive population for the study. The purposive population of this non-experimental study was recruited from schools in the state of Louisiana. The information gained from the Louisiana Department of Education (LDOE) 2017-2018 public School Report Cards report and school websites were used to identify the purposive population for the study. School report cards were used to identify schools with high SPS with A or B achievement grades and the identified principals. The websites of the identified schools were used to confirm the names of the principal. The researcher identified middle academic leaders for the study by reviewing the websites of the identified schools to find those positions as named on each of the school's website (i.e., assistant principals, academic deans, interventionist, or other assigned leadership faculty members).

Established Sample Population

Of the four hundred seventy-five site-based leaders identified as eligible members of the purposive population participants for the study, there was a response rate of 12.42%. Fifty-nine participants agreed to complete the survey instrument via Qualtrics and became the purposive sample population. The fifty-nine responding participants that became the purposive sample population for the study comprised of site-based leaders of both principals and middle academic leaders (Assistant Principals, Academic Deans, Interventionist, or other Leadership. Faculty Member) of schools in the state of Louisiana. Forty-six (46) were principals, while thirteen (13) participants were middle academic leaders. These participants came from twenty-five Louisiana schools. There were only four schools which had multiple types of site-based leaders that

completed the survey from their school. Three of those schools had the completed survey submitted by the principal and one middle academic leader. While the fourth school had two middle academic leaders who completed the survey instrument (see Table 7).

Table 7 *Information about the Established Purposive Sample Population N=59*

Total Sample Population	Principals in Sample Population	Middle Academic Leaders in Sample Population	Number of Schools that Sample Population came from	Schools with one type of site-based leader as Study's participants	Schools with multiple-types of site-based leaders as Study's participant
59	46	13	25	21	4

Data Collection

The Human Subjects Review Board at the University of New Orleans granted permission and approval to conduct this study (see Appendix A). The publisher permitted the use of the *PIMRS* as well for the study (see Appendix C). Both the modified *PIMRS* and the additional two survey questions were delivered via Qualtrics by email to the targeted purposive population that fit the criteria set for participation in the study. On February 17, 2019, the researcher sent emails requesting participation in the study to the purposive population of principals and middle academic leaders. Follow up emails were sent out on April 2, 2019; April 12, 2019; and April 17, 2019. The survey access information accompanied the email. The sample population became those site-based leaders of principals and middle academic leaders who agreed to complete the *Modified PIMRS* with the two additional attached survey questions about the ten instructional leadership job function subscales. Delivery of the final email to close out the collection of data

for the study occurred on May 18, 2019. Results from the purposive population was fifty-nine usable responses.

Statistical Analysis

Survey responses were initially analyzed using descriptive statistics. Descriptive statistics are statistical procedures used to summarize, organize, and simplify data (Gravetter & Wallnau, 2004). The statistical software SPSS Windows was utilized in the calculation of measurements of the central tendency of the data collected. Explicitly, the mean and mode of the study's data set were calculated, analyzed, and interpreted as appropriately determined by the intent of the conceptual framework of the study and each research question. The data collected, analyzed, and identified would be regarded as Essential Instructional Leadership Behaviors (EILB), and possible potential content for site-based leaders' professional development.

Essential Instructional Leadership Behaviors as Potential Content for Site-based Leaders' Professional Development

Data collected and calculated for research questions one, two, and three were reviewed to identify possible Essential Instructional Leadership Behaviors (EILB) as potential content for site-based leaders' professional development. First, the sample populations' responses to research question one were calculated to ultimately find the "grand mean/total scores for each of the ten instructional leadership job functions of the modified *PIMRS* to ascertain to what degree do principals provide instructional leadership behaviors in his/her school. The *PIRMS*' instructional leadership job function subscales identified as being most frequently enacted by principals and most essential in supporting academic gains created the two other data sets for

review. Data calculation in SPSS gained measures of central tendency, particularly the modal scores for research questions two and three.

Specifically, the PIMRS' 10 instructional leadership job function subscales and behaviors indicators that are attached to the grand mean/total and modal scores became identified Essential Instructional Leadership Behaviors (EILB) as potential content for site-based leaders' professional development. The data responses from the sample population collected and analyzed had to fit one of two defined tenets of this study. The researcher determined that job function subscales receiving grand mean/total scores at or above 4.40% receive distinction as EILB and possible content for site-based leaders' professional development. The other attribute is related to responses of participants to each survey item that are the behavioral leadership indicators within the job function subscales. These survey items receiving the highest percentage of participants' selection of "almost always" within a given job function subscales are also considered EILB and potential content for site-based leaders' professional development.

The Degree of Instructional Leadership Behaviors Provided by Principals in High Performing Economically Disadvantaged Schools

Responses gathered from both principals and middle academic leaders using the *Modified PIMRS* created the data set that was used in this study for research question one. As outlined in the *PIMRS* (Hallinger, 1982, 1990), the ten instructional leadership job function subscales are associated with principal leadership in what is characteristics of the Effective Schools' framework. The ten instructional leadership job function subscales are indicators of instructional leadership patterns of work in this study.

The process of gaining the grand mean/total score began with the input of each participant's responses for each item in each of the ten instructional leadership job function subscales and the input of participants' responses to the added rating of each job function subscale title in the SPSS program. Participants' responses to each item had a range of 1 to 5 (5 represents -Almost Always; 4 represents-Frequently; 3 represents-Sometimes; 2 represents – Seldom; 1 represents-Almost Never). The modified *PIMRS* used in this study employed a Likert-type scale ranging from 1 to 5. The scale creates a total score across ten subscales. The ranges are from 60 to 260 (a response of 5 or almost always for all items). Since each subscale consists of six items, the minimum score on a sub-scale would be 6 (a response of 1 or almost never for the six items) and a maximum of 30 (a response of 5 or almost always for the six items). The calculation of participants' responses occurred to obtain the mean scores for each participant's answer choices to each of the six items in each of the instructional leadership job function subscales. After that, the calculation of all participants' average for each of the ten instructional job function subscales occurred to gain the “grand mean/ total score.”

According to Hallinger (1990), the calculation of the grand mean/total score begins with averaging each item score within a subscale. Where there is more than one respondent, the score is obtained by “averaging the averages” of the item scores. The collective participants' averaged mean scores on a subscale is the grand mean/total score for that subscale. The subscale average is considered the grand mean/total score of that subscale, and it is desirable to portray the distribution of averages to get a sense of the spread of participants' perceptions (Hallinger, 1990). The “grand mean/total score” portrays the administrator's performance within a given

instructional leadership job function subscale and shows the degree to which a principal is providing instructional leadership in his/her school (Hallinger, 1990).

Research question one sought to discern to what degree do principals provide instructional leadership behaviors in his/her school. The calculation of the sample populations' responses to ultimately find the grand mean/total scores for each of the ten instructional leadership job functions subscale of the modified PIMRS occurred to address this first research question of the study. However, the researcher did take the analysis of the data one step further with looking at each behavioral indicator under each subscale. The purpose was to identify Essential Instructional Leadership Behaviors (EILB) as potential content for site-based school leaders' professional development based on participants responses to the *PIMRS*'. *PIMRS*' subscale data collected for research question one of this study must gain a grand mean/total at or above 4.40 and the subscale leadership behavioral indicators must receive the highest participants' selection of "almost always" within a given job function subscales to become EILB in this study.

Instructional Leadership Behaviors Perceived as Most Frequently Enacted by Principals in The Study.

Data for research question two of this study was captured through the responses by the sample population to one of the added survey questions (see Appendix E) that followed the modified *PIMRS* instrument (Hallinger, 1982, 1990) used in the study. The purposive sample population selected which of the *PIRMS*' 10 instructional leadership job function subscales that they viewed as most frequently enacted by their principal. The possible answer choice for the

added survey question that addressed research question two was the actual job function subscale titles. The calculation of the data occurred in SPSS to find the modal value of responses from the sample population in the study. The modal value (s) is the most identified instructional job function identified by participants. Using the modal value of the data set of research question two a subscale was determined as an Essential Instructional Leadership Behavior as potential content for site-based school leaders' professional development

Perception of *PIMRS*' 10 Job Function as Most Essential in Supporting Student Gains

Data for research question three of this study was captured through another added survey question (see Appendix F). The survey question was attached at the end of the modified *PIMRS* instrument (Hallinger,1982,1990). The *PIMRS* job function subscale titles were listed as the possible answer choice for the added survey question that addressed research question three. Study participants were asked to select which of the *PIMRS*' 10 instructional leadership job function subscales do they view as most essential in supporting student academic gains. The data was analyzed to identify the mode. Using the modal value of the data set of research question three a subscale was determined as an Essential Instructional Leadership Behavior as potential content for site-based school leaders' professional development.

Limitations

Limitations of the study included having a purposive population connected to the state Louisiana only. The perceptions collected were only about the principals' instructional leadership behaviors who were involved in the study. Specifically, with the use of the modified

PIMRS, the study identified perceived instructional leadership behaviors enacted by principals in Louisiana that met a purposive criterion of being employed in schools with a high SPS with achievement grade of A or B and an enrollment of 48% or higher economically disadvantaged student population. The criteria used for indicating the “high performing status of a school” was linked to new standardized testing in its fourth year of implementation. Also noted was the change in the criteria for gaining an achievement grade of A or B, indicating high SPS in this fourth year.

Implications

The findings of the study offer possibilities for content that is relevant to practice, research policies, and provides insight to designing professional development for site-based leaders in schools. The study adds to closing the gap in the literature regarding defining the specific selection of appropriate professional development content to improve instructional leadership in schools. The study contributes to educational leadership research for replicating instructional leadership that is essential to improvement in successful schools. The findings also impact the implication for the sustainability of higher performing, economically disadvantaged schools with improved school ratings.

Chapter IV Results

Introduction

This non-experimental survey used a modified version of Hallinger (1982,1990), *Principals Instructional Management Rating Scale (PIMRS)*, and two (2) added survey questions to specifically research perceptions about the *PIMRS*' 10 instructional leadership job function subscales. Distribution of the survey instrument via Qualtrics went to schools with leaders that fit the criterion for the study. Participants' employment at the assigned school for at least one year was one of the criteria. The established sample population showed some variation regarding years of service at their school. However, 37% of the participants worked at their school for two to four years. Another 10% of the sample population worked at their school for only one year. The other 53% of the participants served at their position for five or more years (see Figure2).

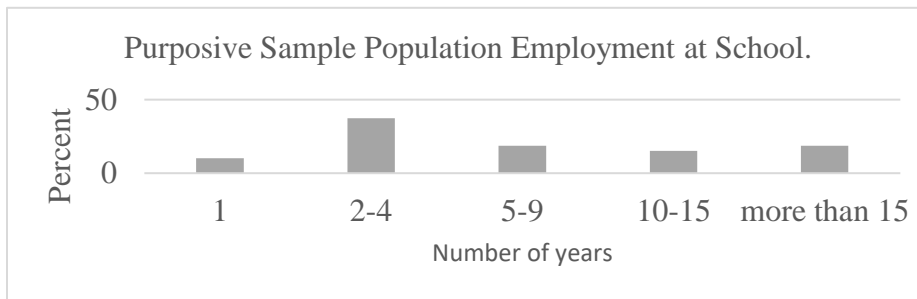


Figure 2 Criterion one: Participants' employment at the assigned school for at least one year

The study's participants also met two other criteria (see Table 8). Participants needed to work at a school that had a high School Performance Score (SPS) with an achievement grade of an A or B. The school had to service an economically disadvantaged student (EDS) population enrollment

of forty-eight percent or higher. Data gathered indicated that the purposive sample population worked at 20.3% of the schools in the study with a high SPS and an achievement grade of A, and 79.7% had high SPS and an achievement grade of B. Each school involved in the study had a 48% or higher of EDS enrollment.

Table 8 *8EILB Study's Participants Employed at a School with School Performance Scores (A or B) and 48% or more enrollment of Economically Disadvantaged Students (N=59)*

ID#	*	SPS	%	ID #	*	SPS	%	ID#	*	SPS	%
	P		EDS		P		EDS		P		EDS
	+				+				+		
	M				M				M		
i J 1	P	99.9 (A)	63%	Vt2	M	76.5 (B)	75%	f74	M	88.7 (B)	89%
Qq2	P	99.2 (A)	65%	pX2	P	80.3 (B)	67%	8z4	P	87.8 (B)	60%
VK3	P	105(A)	51%	Dw2	P	89.7 (B)	48%	Gx4	P	77.7 (B)	75%
3a4	P	93.5 (A)	69%	2P2	P	88.6 (B)	84%	tk4	P	81.2 (B)	67%
C25	P	93.9 (A)	78%	xZ2	P	76.2 (B)	66%	L45	P	77.8 (B)	69%
LB6	M	95.3 (A)	49%	QY2	P	87.3 (B)	58%	1c4	M	85.3 (B)	69%
O17	M	93.9 (A)	78%	EK2	M	77.9 (B)	53%	0U4	P	79.4 (B)	71%
2V8	M	99.2 (A)	65%	r12	M	84.2 (B)	64%	o48	P	77.4 (B)	82%
nN9	P	93.9 (A)	63%	Gw2	P	77.0 (B)	50%	In4	P	81.8 (B)	67%
A10	P	105 (A)	65%	rJ3	M	85.7 (B)	59%	fB5	P	75.4 (B)	87%
Eq1	M	93.5 (A)	71%	jj3	M	77.8 (B)	86%	6T5	P	82.9 (B)	60%
5R1	P	94.6 (A)	49%	A23	M	84.1 (B)	59%	Q52	P	89.4 (B)	56%
N13	P	90.7 (B)	72%	cC3	M	88.7 (B)	80%	gC5	M	77.0 (B)	50%
Ra1	P	82.7 (B)	63%	NK3	P	78.5 (B)	70%	jG5	P	83.0 (B)	65%
L15	P	79.3 (B)	67%	AY3	M	83.7(B)	71%	pf5	P	80.8 (B)	60%
o41	P	83.1(B)	88%	Mu3	P	80.1 (B)	67%	i35	P	81.3 (B)	62%
fk1	M	85.3 (B)	69%	Kl3	P	75.4 (B)	87%	Ys5	P	79.2 (B)	60%
H18	P	77.8 (B)	70%	ia3	M	83.0 (B)	83%	Co5	P	86.1 (B)	71%
lM1	P	80.5(B)	51%	NO3	M	79.8 (B)	68%	h55	P	76.6 (B)	83%
Ij2	P	80.2(B)	52%	9a4	M	78.5 (B)	70%				

*P (Principal Site-based Leader) +M (Middle Academic-Site-based Leader)

Research Question 1: To What Degree Do Site-based Leaders Provide Instructional Leadership

The first research question of the study was, *to what degree do site-based leaders in high performing economically disadvantaged schools provide instructional leadership in his/her school*. The calculation of the sample population's responses to the modified *PIMRS* survey produced the instructional leadership job function grand mean with the use of SPSS. Calculation of the grand mean/total score for each of the ten (10) instructional leadership job function subscales occurred in this study (see Appendix G.). Hallinger (1990) reports three attributes of the grand mean/total score. First, the subscale average of the instructional leadership job function subscale is the primary score used with the *PIMRS*. After that, this grand mean/total score portrays the administrator's performance within a given construct of an instructional leadership job function subscale. Finally, higher grand mean/total scores for a construct suggest a higher degree of leadership activity enacted by the principal in that instructional leadership job function subscale.

For this study, the presentation of the grand mean/total scores is without a distinction of the principal or middle academic leaders. The responses of the survey used in the study were gathered data from both of those groups from multiple unrelated school sites. The results of the calculation of the grand mean/total score for each of the ten (10) instructional leadership job function subscales addressed research question one. With the findings suggesting the degree that site-based leaders in high performing economically disadvantaged schools provide instructional leadership in their school. In this study, the grand mean/total scores for each of the *PIMRS*' ten (10) instructional leadership job function subscales were very close. Alignment to the study's

criteria for the collection of data for this study dictates that the results of calculation of the grand mean/total scores subscales must have an established grand mean/total at or above 4.40 to be an EILB and considered as potential content for site-based leaders’ professional development. The subscale with the highest grand mean/total score is the instructional leadership job function subscale, Frame the School Goal, with a score of 4.56 (See Table 9).

Table 9 *Subscales with Grand Mean/Total Scores N=59*

Job Function Subscale	Grand Mean Score
1 Frame the School’s Goal	4.56
2 Communicate the School’s Goal	4.32
3 Supervises and Evaluates Instruction	4.50
4 Coordinates the Curriculum	4.40
5 Monitor Students’ Progress	4.42
6 Protects Instructional Time	4.36
7 Maintains High Visibility	3.98
8 Provides Incentives for Teachers	4.00
9 Promotes Professional Development	4.47
10 Provides Incentives for Learning	4.13

Other high-rated subscales in this study were job function subscale included Supervises and Evaluates Instruction with a grand mean/total score of 4.50 and Promotes Professional Development with a grand mean/total score of 4.47. Monitors Students’ Progress had a grand mean/total score of 4.42. Coordinates the Schools Goal had a grand mean/total score of 4.40 also. Each of these subscale grand mean/totals were in the range of alignment to the conceptual framework of this study that dictates grand mean/total scores considered as EILB and that is considered as potential content for site-based leaders’ professional development for this study.

The lowest-rated job function was subscale Maintains High Visibility, although the grand mean/total score of 3.98 was still relatively high on the 1-5 scale presented. Other lower-rated job function subscales included subscales Provides Incentives for Teachers with a grand mean/total score of 4.00 and with a grand mean /total score of 4.13, Provides Incentives for Learning. Two other subscales with low grand mean/total scores are Communicate the School's Goal (score of 4.32) and Protect Instructional Time with a grand mean score of 4.36.

Research Question Two: Which of the *PIMRS*'10 Perceived as Most Frequently Enacted

An added survey question (see Appendix B) that followed the modified *PIMRS* instrument (Hallinger, 1982, 1990) explored perceptions of which of the *PIMRS*' ten (10) instructional leadership job function subscales are perceived as most frequently enacted by principals. The purposive sample population of principals and middle academic leaders selected only one of the instructional leadership job functions. Ultimately, the overall intent of this study was the exploration of the possible identification of essential instructional leadership behaviors that could support site-based leaders' professional development. This forced narrowing of the selection of job function subscales by the sample population supports the goal of this study to find some separation between more important and slightly less essential aspects of the ILF.

The calculation of the frequency responses of participants in the study produced the modal value of the data set for research question two. The findings point to one construct of the *PIMRS*' instructional leadership job function subscale as being perceived as most frequently being enacted by principals. Forty-six (n=46) of the fifty-nine (N=59) members of the sample population responded to research question two. Eighteen (39%) of the forty-six respondents selected job function: Supervises & Evaluates Instruction as most frequently enacted by

principals. The scope of this study did not explore reasoning from participants for their choices. However, in the recent educational arena, strict attention to instructional supervision and evaluation that motivates teachers to expand pedagogical knowledge and fosters improved instruction is prevalent (Kalule, & Bouchamma, 2013; Zepeda, 2004) and could be influential in participants' selection.

Two other job function subscales edged out slightly higher than others. Five (.10%) participants selected job function subscale II Communicates the Curriculum as most frequently enacted by principals. While the other job function subscale selected by another five (.10%) of the participants was X Maintaining Visibility. Both job function subscales are leadership actions that are directly activated by site-based leaders in their daily routines. However, these subscales did not gain modal value in the data set. No other job function was selected more than five times. Presented in the graph below are the responses of participants who responded to research question two (See Figure 3).

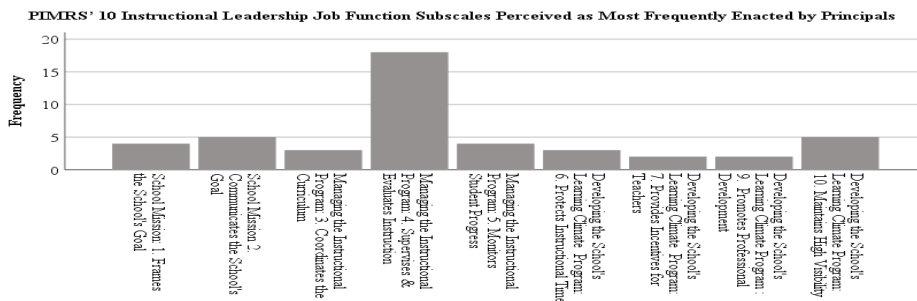


Figure 3 Frequency of participants' responses to research question two: Which of the PIRMS' 10 instructional leadership job function scales are perceived as most frequently enacted by the principal (N=59, n=46)

RQ3: Which of the *PIMRS*' 10 is Perceived as Most Essential in Supporting Student Academic Gains

The second added survey questions (see Appendix B) attached at the end of the modified *PIMRS* instrument (Hallinger, 1982,1990) asked participants to select which Job Function they perceived as most essential in supporting student academic gains. Forty-four (n=44) of the 59 participants (75%) responded to this item in the survey. Calculation of the sample population responses for research question three produced the modal value of the data set, the most frequently selected answer choice using SPSS.

Analysis showed that 38% of participants selected leadership job function subscale V. Monitoring Student Progress. The other 62% of the sample population selected choices are spread over the other nine constructs (See Figure 4).

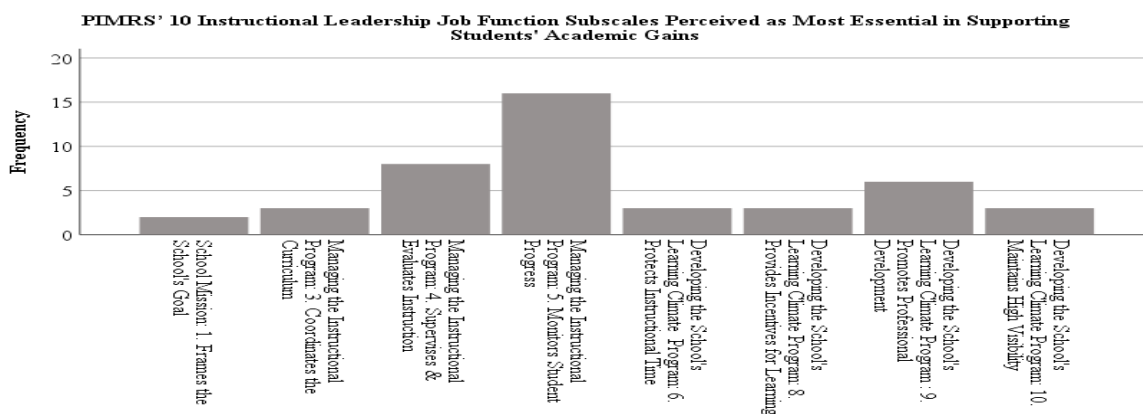


Figure 4 Frequency of participants' responses to Research Question3: Which instructional leadership behavior, presented as one of the *PIMRS*' 10 instructional leadership job function subscales, is perceived as most essential in supporting students' academic gains? N=59, n=44)

Summary of Chapter 4

Chapter four presented the results of the study in alignment with the study's three research questions. The first research question examined to what degree do site-based leaders in high performing economically disadvantaged schools provide instructional leadership in his/her school. Research question one garnered very close grand mean scores for each of the ten (10) instructional job function subscales. Frames the School's Goals with a score of 4.56 out of 5.00 is an instructional job function subscale with the highest grand mean score. Other higher-rated subscale included job function subscale Supervises and Evaluates Instruction with a grand mean score of 4.50; Promotes Professional Development with a grand mean score of 4.47; Monitors Students' Progress with a grand mean score of 4.42 and Coordinates the Curriculum with a grand mean score of 4.40. The subscale grand mean/totals are in the range of alignment to the conceptual framework of having a grand mean/total scores 4.40 for consideration as EILB and potential content for site-based leaders' professional development for this study.

The second research question investigated which of the *PIMRS' ten (10)* instructional leadership job function subscales that were perceived as most frequently enacted by principals in high performing, economically disadvantaged schools in Louisiana. Notably, (39%) of the forty-six respondents selected one job function subscale. The modal value for the data set for research question two was attached to job function Supervises & Evaluates Instruction.

Research question three considered which instructional leadership behavior, as presented as one of the *PIMRS' ten (10)* instructional leadership job function subscales, was perceived by survey participants as most essential in supporting student academic gains. For this research question 38% of the 44 responding participants selected one job function subscale as well. The

Calculation of the responses of the sample populations' responses produced the modal value of the data set with a connection to job function V. Monitors Student Progress.

Ultimately, results of all three research questions were sought to gather the perceptions of educational leaders in high performing, economically disadvantaged schools to explore the identification of possible essential instructional leadership behaviors as potential content for site-based leaders' professional development. A discussion of these findings and their implications for school leadership development are outlined in Chapter 5.

Chapter V. Analysis and Discussion

Introduction

The many layers of accountability-focused reform proved to be foundational to this study. Reform issues have included the changes of leadership standards, various degrees of the challenging roles of school site-based leaders, and the need for academic improvement of schools' ratings (Clifford, Behrstock-Sherratt, & Fetters (2012). The review of a recent study conducted by Davis, Rogers, & Harrigan (2020), established that there is a lack of principal professional development policies in about 23 of the 50 states and States are not assisting with the state, district, and school educational goals and expectations. Davis et al. (2020) reported that educational departments within those states are still not meeting the needs of principals, and without professional development that is a research-based policy for Principal Professional Development (PPD), then States are not ensuring principals will receive the appropriate professional development to address the academic and socio-emotional needs of students. This line of inquiry and discussion is consistent with the work that delineates the need for research to clarify site-based leaders' professional development content, which connects to leadership practices aimed at continuously improving students' academic achievement (Sparment, Tobin & Ayers 2012). The intentions of this study to identify Essential Instructional Leadership in High Performing Economically Disadvantaged Schools: As Potential Content for Site-based Leaders' Professional Development is aligned to this line of inquiry.

In chapter five of this study analysis and discussion of the study's finding is examined within the perimeter of the conceptual framework and the three research questions of the survey

study. Presented is a comparison of research in the field. Finally, offered are the implications of the study, and future research recommendations based on the study's findings.

Analysis and Discussion: RQ1 What Degree Do Site-based Leaders Provide Instructional Leadership?

The calculation of the mean and grand mean/total scores of participants' responses in the *PIMRS* indicates the administrator's degree of performance of instructional leadership behaviors within a job function subscale (Hallinger 1982, 1990). According to Hallinger (2012), this type of data collected using the *PIMRS* can detect instructional leadership strengths and weaknesses of principals across a broad spectrum and could be used to plan staff development for site-based leaders. The intent of the use of the modified PIMRS in this study remained the same.

The investigation explored the perceptions of educators in high performing, economically disadvantaged schools concerning the identification of Essential Instructional Leadership Behaviors (EILB) as potential content for site-based leaders' professional development in this study. The Conceptual Framework of this study centers explicitly on identifying EILB based on subscale data responses from principals and middle academic site-based leaders involved in the study. There are three tenets of the Conceptual Framework that outlined the analysis process of responses in this study. Two are applied to responses to research question one. The first tenet states, the job function subscales receiving the top grand mean/total is a viable EILB and could become potential content for site-based leaders' professional development. The other tenet delineates if a behavioral leadership indicator receives the highest frequency percentage response

of the selection of "almost always" than the behavioral leadership indicator could become EILB and potential content for site-based leaders' professional development.

Analysis and Discussion RQ1: A Broader Perspective Job Function Subscales

From a broader perspective of data analysis for this study, discussed are the job function subscales with high grand mean/totals. In alignment with the conceptual framework data analysis tenets of this study the subscales were examined to find high grand mean/total scores of the subscales of the modified PIMRS. Five job function subscales have high grand mean/total scores based on responses from the sample population of the study: (1) Frame the School's Goals with a grand mean/total score of 4.56. (2) Supervises and Evaluates Instruction with a grand mean score of 4.50. (3) Promotes Professional Development with a grand mean score of 4.47. (4) Monitors Students' Progress with a grand mean score of 4.42 and 5) Coordinates the Curriculum with a grand mean score of 4.40.

In keeping with the processing tenet of the conceptual framework diagram for the analysis of findings of this study, these job function subscales receiving the top five grand mean/total scores become EILB for possible content for site-based leaders professional development in this study as the scores are 4.40 or above. At face value, this information by itself may not be significant. However, more compelling is the connection of these broader findings regarding the job function subscales, as addressed in research question one to existing literature and implications for defining content for professional development for school site-based leaders.

Alignment of broader subscale finding of RQ1 to existing literature.

The alignment of the broader finding of RQ1 of this study presented in existing Literature shows promise. One existing study being very similar to the investigation of research question one for this study (RQ1) To what degree do site-based leaders in high performing economically disadvantaged schools provide instructional leadership in his/her school? Lyon (2010) conducted research that had similar intent as the study's purpose was to determine which of the ten leadership functions contained in the Principal Instructional Management Rating Scale (PIMRS), as identified by Hallinger (1982), were demonstrated by principals" in the study. That studies Research Question one asked, which of the 10-principal instructional leadership job functions identified by the PIMRS instrument are being demonstrated by principals of average needs, high-achieving, gap-closing middle schools in New York State, as perceived by teachers and principals? These principals were at the New York State Department of Education recognized gap closing and high achieving middle schools, as compared to principals at non-recognized schools.

Both Lyon's study and this EILB study's first research questions sought the same information from participants in their studies. However, there were different subscales identified with grand mean/total scores when calculations to determine the highest degree leadership behaviors being demonstrated by principals [site-based leaders] in each study. According to Lyons (2010), results from job function subscale Supervise and Evaluate Instruction had the highest grand mean/total score of 4.0, while job function subscale Frame the School Goals grand mean/total score was only 3.9. in his study. In comparison to the results of this EILB study,

Frame the Goal was the highest being 4.56 and Supervises and Evaluates Instruction with a grand mean score of 4.50 was the second-highest grand mean/total score.

Review of Lyons' (2010) and this presented EILB study shows both studies did explore the degree of instructional leadership behaviors demonstrated by site-based leaders in high achieving schools. However, Lyon's research rendered results of grand mean /total from two subsets of the sample population (principals and teachers). At the same time, this EILB study treated the sample population of principals and middle academic leaders as one group of respondents (see Table 10).

Table 10 *Comparison of Grand Mean/Total Score for each Subscale EILB and Lyon Studies*

10 Instructional Job Functions	EILB Study Principals and Academic Leaders (N=59)	Lyon's Study Principals (N= 72)	Lyon's Study Teachers (N=104)
1 Frame the School's Goal	4.56	3.9	4.1
2. Communicate the School's Goal	4.32	3.5	3.8
3. Supervises and Evaluates Instruction	4.50	4.1	3.7
4. Coordinates the Curriculum	4.40	3.9	3.6
5. Monitor Students' Progress	4.42	4.0	3.5
6. Protects Instructional Time	4.36	4.1	3.7
7. Maintains High Visibility	3.98	4.1	3.3
8. Provides Incentives for Teachers	4.00	3.3	3.2
9. Promotes Professional Development	4.47	3.7	3.6
10. Provides Incentives for Learning	4.13	3.9	3.6

The EILB study, grand mean/total scores presented for each instructional leadership job function subscale, did not have a distinction between the principal or middle academic leaders' answers. The responses of the survey used in the study were gathered data from both of those groups from multiple unrelated school sites. A further comparison of the principal involved in the two studies includes differences in the geographic areas of the schools and grade levels of the schools. Notably, variations also include the lack of the explicit criteria of principals' employment at schools with 48% or better economically disadvantaged student enrollment in the study conducted by Lyons (2010), as is the requirement for this EILB study. Despite the difference, the relevance of the comparison of Lyons' and the present EILB study lies in the actual identification of demonstrated instructional leadership behaviors of school site-based leaders as described.

The quest of both studies also centered on information gained with the use of the *PIMRS*, yielding similarities of perceptions of participants demonstrated in the calculated grand mean/total scores. Job function subscales, Frame the Goals, Supervise and Evaluates Instruction, Monitors Students' Progress, and Protects Instructional Time received high response rating (4.0 and above) in both studies from at least two populations subsets represented.

Lastly, a comparison of both studies solidified the perceived enactment of instructional leadership behaviors in high achieving schools. The perceived enactment of identified instructional job function leadership behaviors were different in rank order in the studies. However, interestingly the selection of the same job function subscales by participants in both studies (Frame the Goals, Supervise and Evaluates Instruction, Monitors Students' Progress, and Protects Instructional Time) occurred.

The finding of research question one from the broader perspective of the study suggests a possible contribution to school leadership practices. The creation of a relevant and practical content list for professional development for school site-based leaders has merit. Especially when the input for content comes from on information gather from in-service practitioners that have a proven record of student growth as presented here.

Analysis and Discussion of RQ1 Leadership Behavior Indicators Within Subscales

Each subscale in the modified PIMRS has the distinction of having connecting leadership behavior indicators. The connecting leadership behavioral indicators delineate behavioral tasks that school site-based leaders may enact or facilitate. The leadership behavioral indicators were survey items within the subscale that the sample population responded to within a Likert-like scale range of 1.” almost never to 5. Almost always”.

Analysis of the frequency that the sample population selected "almost always" as a response to the degree site-based leaders enacted behavioral indicators within each job function subscale gained various modal frequency percentages of responses from participants in the study. When "almost always" was the selected answer attached to a behavioral leadership indicator within a job function subscale, it is considered by participants to be demonstrative of the highest degree of the enactment by site-based leaders involved in the study. In this study, when the leadership behavioral indicator survey item receives the highest frequency percentage, that job function subscale becomes distinguished as an EILB and potential content for site-based leaders' professional development. Discussed here are those leadership behavior indicators of the subscales in this study identified as having high rating grand mean/ total scores (Frame the

School’s Goals, Supervises and Evaluates Instruction, Promotes Professional Development, Monitors Students’ Progress, and Coordinates the Curriculum).

Frame the school goal leadership behavior indicator.

The six connecting leadership behavior indicators within the subscale Framing the School Goals (see Table 11) point to setting instructional direction for the overall school by having the site-based leader complete or facilitate the behavioral task. Such behavior indicators in Framing the School Goals are a. develop a focused set of annual school-wide goals; and b. frame the school's goals in terms of staff members' responsibility for meeting them. Another leadership behavior indicator in the subscale Frame, the School Goal, include c. use needs assessments or other formal and informal methods to secure staff input on goal development. Other indicators are d. use data on student performance when developing the school's academic goals, and e.

Table 11 *Percent of Sample Population Selecting “almost always” for Leadership Behavior Indicators in Subscale Framing the School’s Goal. N=59*

Leadership Behavior Indicators	% respondents selecting “almost always”
a. develops a focused set of annual school-wide goals.	69.4%
b. frame the school’s goals in terms of staff responsibilities for meeting them.	53.1%
c. use needs assessment or other formal and informal methods to secure staff input on goal development	49.0%
d. use data on student performance when developing the school’s academic goals.	87.8%
e. develops goals that are easily understand and used by teachers in the school.	73.5%

Note: Leadership Behavior Indicator d. with 87.8 % of the sample population selecting “almost always” can be distinguished as an EILB and can be potential content for site-based leaders’ professional development.

develop goals that are easily understood and used by teachers in the school. Each of these behavioral tasks can be completed or facilitated by the site-based leader of the school. However, identified as an EILB is the leadership behavior indicator from the subscale Framing the School Goals item d, (use data on student performance when developing the school's academic goals).

Supervise and evaluate instruction leadership behavior indicator.

The second PIMRS job function subscale that had a high grand mean/total in the study was Supervise and Evaluate Instruction (see Table 12). The first two connecting leadership behavioral indicators within the subscale includes a. ensure that the classroom priorities of teachers are consistent with the goals and direction of the school, and b. review student work

Table 12 Percent of Sample Population Selecting “almost always” for Leadership Behavior Indicators in Subscale Supervise and Evaluate Instruction N=59

Leadership Behavior Indicators	% respondents selecting “almost always”
a. ensures that the classroom properties of teachers are consistent with the goals and direction of the school	67.3%
b. review student work products when evaluating classroom instruction	38.8%
c. conduct informal observations in classrooms on a regular basis	51.0%
d. point out specific strengths in teacher instructional practices in post-observation feedback	71.4%
e. point out specific weaknesses in teacher instructional practices in post-observation feedback	71.4%

Note: Leadership Behavior Indicator d. and e. had 71.4 % of the sample population selecting “almost always”. Both can be distinguished as an EILB and can be potential content for site-based leaders’ professional development.

products when evaluating classroom instruction. The other leadership behavioral indicators include c. conduct informal observations in classrooms regularly. The other two connecting leadership behavioral indicators within the subscale are d. point out specific strengths in teacher's instructional practices in post-observation feedback, and e. point out specific weaknesses in teacher instructional practices in post-observation feedback.

All the connecting leadership behavior indicators within the subscale Supervise and Evaluate Instruction are about having site-based leaders in schools monitor instructional tasks in the classroom by teachers and students to promote teaching and learning in the school setting. The leadership behavior indicators within the subscale Supervise and Evaluate Instruction aligns with the conceptual framework of the study. Two leadership behavior indicators have the same score of 71.4%, which is the highest answer responses given by the sample population for this item Leadership behavior indicators d and e also become distinguished as EILB that and potential content for site-based leaders professional development.

Promote professional development leadership behavior indicator.

Another subscale that received a high rating grand mean/total in the study was to Promote Professional Development (see Table13). The six connecting leadership behavior indicators within that subscale includes a. ensure that in-service activities attended by staff are consistent with the school's goals, b. actively supports the use in the classroom of skills acquired during in-service training and c. obtain the participation of the whole staff in important in-service activities. The other behavioral indicators with the subscale are d. lead or attend teacher in-service activities concerned with Instruction, and e. set aside time at faculty meetings for

teachers to share ideas or information from in-service activities. Pinpointing the running theme for this subscale moves towards making sure all faculty and staff receive professional development and that the information from such is shared to enhance teaching and learning throughout the school setting. Leadership behavior indicators: a. ensure that in-service activities attended by staff are consistent with the school's goals become distinguished as EILB defined as potential content for site-based leaders' professional development.

Table 13 *Percent of Sample Population Selecting “almost always” for Leadership Behavior Indicators in Promote Professional Development N=59*

Leadership Behavior Indicators	% respondents selecting “almost always”
a. ensure that in-service activities attended by staff are consistent with the school’s goals	65.3%
b. actively supports the use in the classroom of skills acquired during in-service training	57.1%
c. obtains the participation of the whole staff in important in-service activities	61.2%
d. lead or attend teacher in-service activities concerned with instruction	59.2%
e. set aside time at faculty meetings for teachers to share ideas or information from in-service activities	40.8%

Note: Leadership Behavior Indicator a. with 65.3 % of the sample population selecting “almost always” can be distinguished as an EILB and can be potential content for site-based leaders’ professional development.

Monitor student progress leadership behavior indicator.

The subscale Monitor Student Progress also received a high grand mean/total in this study (see Table 14). Connecting leadership behavior indicators within that subscale includes a. meet individually with teachers to discuss student progress, b. discuss academic performance

results with the faculty to identify curricular strengths and weaknesses, c. use tests and other performance measures to assess progress toward school goals, d. inform teachers of the school's performance results in written form (e.g., in a memo or newsletter) and e. inform students of the school's academic progress.

All these connecting leadership behavior indicators within the subscale Monitor Student Progress demonstrates site-based leadership enactment of discussion and sharing of information with both teachers and students regarding progress towards school's academic progress.

Leadership Behavior Indicator c. with 53.1 % of the sample population selecting "almost always" can be distinguished as an EILB and potential content for site-based leaders' professional development. This item has earned the highest percent response rate from the sample population in this subscale for this study.

Table 14 *Percent of Sample Population Selecting “almost always” for Leadership Behavior Indicators in Monitor Student Progress N=59*

Leadership Behavior Indicators	% respondents selecting “almost always”
a. meets individually with teachers to discuss student progress	44.9%
b. discusses academic performance results with the faculty to identify curricular strengths and weaknesses	46.9%
c. use test and other performance measure to assess progress toward school goals	53.1%
d. inform teachers of the school’s performance results in written form) e.g. in a memo or newsletter)	51.0%
e. inform students of school’s academic progress	32.7%

Note: Leadership Behavior Indicator c. with 53.1 % of the sample population selecting “almost always” can be distinguished as an EILB and can be potential content for site-based leaders' professional development.

Coordinates the curriculum leadership behavior indicators.

The final subscale that had a high grand mean/total was Coordinates the Curriculum.

The subscales' five leadership behavior indicators include a. make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice-principal, or teacher-leaders), b. draw upon the results of school-wide testing when making curricular decisions, c. monitor the classroom curriculum to see that it covers the school's curricular objectives, d. assess the overlap between the school's curricular objectives and the school's achievement tests, and e. participate actively in the review of curricular materials (see Table 15). Literally, the site-based leaders' responsibility is to order the interaction of all aspects of what facilitates teaching and learning process.

Table 15 *Percent of Sample Population Selecting “almost always” for Leadership Behavior Indicators in Coordinate the Curriculum N=59*

Leadership Behavior Indicators	% respondents selecting “almost always”
a. makes clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal vice principal teacher leader)	55.1%
b. draw upon the results of school-wide testing when making curricular decisions	72.9%
c. monitors the classroom curriculum to see that it covers the school’s curricular objectives	55.1%
d. assesses the overlap between the school’s curricular objectives and the school’s achievement test	51.0%
e. participates actively in the review of curricular materials	32.7%

Note: Leadership Behavior Indicator b. with 72.9 % of the sample population selecting “almost always” can be distinguished as an EILB and can be potential content for site-based leaders’ professional development.

Alignment of Subscale Leadership Behavior Indicators to Discussions in Existing Literature

Discussion of the alignment of leadership behavior indicators within each subscale survey item to existing literature is important, as it serves as a gauge of the connection and expansion of this study to literature in the field. Although discussions in existing literature may be broad the importance lies within the pointed conversation about specifics of attributes of instructional leadership behaviors found in schools. For this reasoning the study's findings are being distinguished as EILB and potential content for site-based leaders professional development discussed here.

Frame the school's goal.

Presented in various literature is the alignment of the job function subscale with the highest grand mean/total of this study and its leadership behavior indicators to different studies. The overall connecting theme of the behavior leadership indicators of the subscale Frame, the School Goal, can be tied to establishing direction for the school organization. Ylimaki, Jacobson, and Drysdale (2007) spoke to the importance of setting an instructional course in schools to improve student outcomes while Horng and Loab (2010) presented evidence correlating instructional leadership practices with improved school organization.

Leithwood, Seashore, Anderson, & Wahlstrom (2004) shared that leadership practices engaged in setting directions account for the most significant percentage of a leaders' influence on the educational environment. These studies' findings relate to this study as each studies' discussion centers around instructional leadership behaviors that set the directions for the school environment for improved teaching and learning.

Supervises and evaluates instruction.

The predominant idea of the connecting behavioral leadership indicators of the subscales Supervises and Evaluates Instruction can undoubtedly be the manifestation of expected and promoted standards of The *Educational Leadership Policy Standards ISLLC 2008* and its newer version, the *Professional Standards for Educational Leaders 2015*. These established educational standards foster the intent of creating site-based leaders influenced instructional school cultures. In the climate of academic reform, fostering teaching and learning has become one of the foremost responsibilities of site-based leaders in schools.

This study's findings align with existing thought processes of expected standards for leadership in schools. However, there are concerns about the enactment of the supervision and evaluation of teachers. Although the evaluation of teachers has become vital, what has emerged is the high stakes teacher evaluation process that has become the sole responsibility of site-based leaders. With high stakes, teacher evaluation, there is also a search to provide opportunities for the coaching of teachers (Chaisson 2015). Still, this study's findings with having the PIMRS subscale Supervises and Evaluates Instruction among the job function subscales with high rating grand mean/total as perceived by the sample population aligns with literature in the field.

Promotes professional development.

The building of faculty and staff instructional capacity must be paramount to the site-based leader as prescribed by the connecting leadership behavioral indicators of the *PIMRS* subscale Promotes Professional Development. Support of existing literature and this study coincides with this thinking. One study in an urban setting suggests that high-quality

professional development contributes to higher student achievement (Green, & Allen 2015). Another study (Darling-Hammond, & McLaughlin, 2011) stresses the importance of active professional development that involves a “shift from policies that seek to control or direct the work of teachers to strategies intended to develop schools and teachers’ capacity to be responsible for student learning” (p 82). What has emerged in other studies stress the importance of site-based leaders of schools being aware of the impact that the promotion of professional development has on various aspects of teaching and learning in schools (Moore, Kochan, Kraska, & Reames, 2011; Dufour & Mattos, 2013).

Monitors students’ progress.

The literal monitoring of student progress in one way or another is one of the measuring factors of effective leadership behaviors in schools. Ultimately, leaders in schools intend to gain student academic growth. Literature in the field speaks to the link of principals' leadership behaviors’ connection to this intent. One study, using the PIMRS to capture teacher perceptions of principals' behavior in the subscale Monitor Student Progress findings determined that a statistically significant relationship existed between teachers' perceptions of principals' monitoring student progress and student achievement (Chappelle, & Price 2012). Suber (2012) conducted a study delineating the characteristics of effective principals in high-poverty South Carolina schools. In the study, principals’ monitoring of student achievement on report cards and student achievement on performance/teacher made tests was presented as effective leadership behaviors. These studies substantiate the finding for this study. Furthermore, validate

that this study adds to the research in the field that views the importance of monitoring students' progress by site-based school leaders.

Coordinates the curriculum.

According to DeMatthews (2014), effective principals should recognize that alignment of assessments, unit plans, and daily lessons to standards is crucial. Such "principals develop assessment and data-collection systems to monitor, evaluate, and adjust these systems to increase teacher and student performance" (p.193). Also presented are the characteristics of strong instructional leadership, and the importance of leaders understanding the enactment of behaviors that coordinates curriculum. Discussed in the literature is the clarity of understanding that coordinating the curriculum is "translating knowledge into meaningful curriculum programs, matching instructional objectives with curriculum materials and standardized tests, and ensuring curriculum continuity vertically and across grade levels." (Murphy, 1990,1998 as cited in DeMatthews, 2014). The responses from the sample population of his study connects to the existing literature about site-based leaders' responsibility of coordinating curriculum aspects of a school to improve school outcomes.

The actual selection of the leadership behavior indicator a. draw upon the results of school-wide testing when making curricular decisions as an EILB as potential content for site-based leaders' professional development by the sample population supports this thinking. The behavior indicator intends to gain accurate information about student's abilities and therefore promotes school improvement. This information can add to the existing research in the field as it relates to professional development for school site-based leaders.

Analysis and Discussion: RQ2 Which of the PIMRS’10 Most Frequently Enacted

Research question two of this study sought to address perceptions of which of the PIMRS' 10 instructional leadership job function subscales were perceived as most frequently enacted by principals in the study. The data was explored with the use of an added survey question that followed the modified *PIMRS: Which of the PIMRS’10 instructional leadership job function subscales are perceived as most frequently enacted by site-based leaders in high performance economically disadvantaged schools?* The responses of the purposive sample population of principals and middle academic leaders were first submitted in the SPSS calculator to find the measurements of the central tendency of the data (see Table 16). For this study the information of interest was the modal value of the data for research question two. A table of

Table 16 *Measures of Central Tendency RQ2 Most Frequently Enacted PIMRS’ Job Function Subscales N=46*

N	Valid	46
	Missing	13
Mean		4.67
Median		4.00
Mode		4
Std. Deviation		2.591

the frequency of survey responses for research question two was calculated for this purpose as well (see Table 17). The most modal value of the data shows the frequently selected answer choice by the sample population of the study. For research question two of the study, the mode of the data set is four (4) with a standard deviation of 2.591 and is attached to the subscale Supervises & Evaluates Instruction.

What the data present is as prescribed by the data collection and analysis process of this study. The study’s participants’ selected response to the study addressed the idea of *which of the PIMRS’10 instructional leadership job function subscale is perceived as most frequently enacted*

by site-based leaders in high performance economically disadvantaged schools. The job function subscale Supervises, and Evaluates Instruction has gained the highest percentage of the sample population's selected choice for research question two. Therefore, subscale Supervises, and Evaluates Instruction can be designated as an EILB for potential content for site-based leaders' professional development as prescribed by this study.

Table 17 *Frequency of Job Function Subscale for RQ2 (Which of the PIMRS'10 instructional leadership job function subscales are perceived as most frequently enacted by site-based leaders in high performance economically disadvantaged schools? N=46*

Job Function Subscale Number and Title	F	Rel F	Cf	Percentile
10. Maintains High Visibility	5	0.08	46	100.00
9 Promotes Professional Development	2	0.03	41	89.13
8. Provides Incentives for learning	0	0.00	39	84.78
7 Provides Incentives for Teachers	2	0.03	39	84.78
6 Protects Instructional Time	3	0.05	37	80.43
5: Monitors Student Progress	4	0.07	34	73.91
4 Supervises & Evaluates Instruction	18	0.31	30	65.22
3.Coordinates the Curriculum	3	0.05	12	26.09
2. Communicates the School's Goal	5	0.08	9	19.57
1. Frames the School's Goal	4	0.07	4	8.70
Total	46			
Missing System	13			
Total	59			

The statistical finding indicated that forty-six of the fifty- nine members of the sample population responded to research question two of the study, which render an outcome of thirteen

missing participant choices for research question two. Eighteen of the study’s participants, however, selected Supervises & Evaluates Instruction as their answer choice. These outcomes outline the declaration that thirty-nine percent (39%) of the sample population perceptions of the most frequently enacted instructional leader behavior was attached to the PIMRS' instructional leadership job function subscale Supervises & Evaluates Instruction.

Presented in Figure 5 is further statistical analysis. Presented is the modal value of 4 in a unimodal display of the data. The spread of the data is close together. There are no apparent outliers, but there was one gap in the data presented. That gap occurred in the data as the result

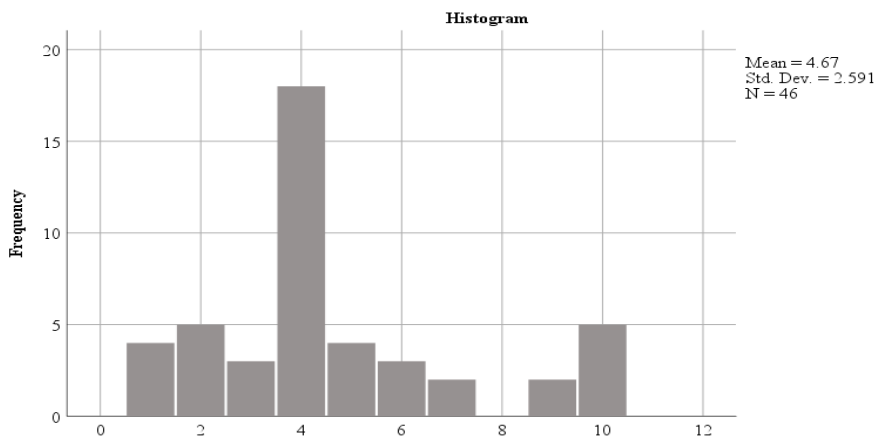


Figure 5 RQ2 Data: Which of the PIMRS’10 instructional leadership job function subscale are perceived as most frequently enacted by site-based leaders in high performance economically disadvantaged schools?

of not having any of the sample population to choose PIMRS’ subscale 8 Provides Incentives for Learning as their answer choice for research question two. The intent of this study was the exploration of the identification of EILB as content for site-based leaders’ professional

development. The identification of such instructional leadership behaviors are connected to the perceptions of the sample population regarding enacted behaviors of site-based leaders.

Participants' perceptions pointed to PIRMS' instructional leadership the job function Supervises & Evaluates Instruction. Similarly, a study conducted by Gurley, May & Lee (2015), examined and noted the enactment of patterns of instructional leadership behaviors of leaders in schools. Linked were the sample population's instructional leadership behaviors of leaders in schools and the dimension of *PIMRS* Managing the Instructional School Environment. In the study conducted by Gurley, May and Lee (2015), results indicated that the goals of the program attended by a cadre of assistant principals in the study were accomplished with the results declaring that the participants were ready to assume instructional and managerial leadership roles as principals.

Both this study and Gurley, May, and Lee (2015) show that instructional leadership behaviors are distinct and perceived as needed practices by leaders to impact schools. Secondly, what was evident in Gurley, May, and Lee's (2015) study was the enactment of the identified leadership practices was particularly attached to managing the instructional environment of the school, as were the findings of this study.

Analysis and Discussion: RQ3 Which of the PIMRS'10 is Most Essential in Supporting Student Academic Gains?

In this study, each member of the purposive sample population of site-based principals and middle academic leaders selected which of the PIMRS' 10 instructional leadership job function subscale do they perceive as most essential in supporting student academic gains. The second additional question that followed the PIMRS survey was used. Forty-four, 74% of the

purposive sample population, responded to the item. The raw data responses of the purposive sample population of principals and middle academic leaders were submitted in the SPSS calculator to find the measurements of central tendency (see Table 18).

Table 18 *Measures of Central Tendency RQ3 PIMRS' Job Function Subscale Perceived as Essential in Supporting Student Academic Gains*

N	Valid	44
	Missing	15
Mean		5.66
Median		5.00
Mode		5
Std. Deviation		2.332

The mode of the data set for this question was job function subscale five, Monitoring Student Progress. Sought was the information in keeping with the intent of the study to gather the perceptions of educational leaders in high performing, economically disadvantaged schools identify the possible EILB as potential content for site-based leaders' professional development.

Using the SPSS program calculation of the frequency of the data collected for research, question three occurred (see table 19). The responses of participants in the study indicated that the data set modal value was connected to the instructional leadership job function subscale Monitors Student Progress There are five behavior indicators of the subscale Monitoring Student Progress. The first two indicators are meeting individually with teachers to discuss student progress and discussing academic performance results with the faculty to identify curricular strengths and weaknesses. The other indicators are using tests and other performance measures to assess progress toward school goals and inform teachers of the school's performance results in

written form (e.g., in a memo or newsletter). The final indicator is informing students of school's academic progress. The intent of such instructional leadership actions is to improve academic performance in the school setting

Table 19 Frequency of Job Function Subscales for RQ: Which of the PIMRS'10 instructional leadership job function subscales, perceived as most essential in supporting student academic gains? N=44

Job Function Subscale Number and Title	Frequency	Rel	cf	Percentile
10. Maintains High Visibility	3	0.07	44	100.00
9. Promotes Professional Development	6	0.14	41	93.18
8. Provides Incentives for Learning	3	0.07	35	79.55
7. Provides Incentives for Teachers	0	0.00	32	72.73
6. Protects Instructional Time	3	0.07	32	72.73
5. Monitors Student Progress	16	0.36	29	65.91
4. Supervises & Evaluates Instruction	8	0.18	13	29.55
3. Coordinates the Curriculum	3	0.07	5	11.36
2. Communicates the School's Goal	0	0.00	2	4.55
1. Frames the School's Goal	2	0.05	2	4.55
Total	44			
Missing System	15			
Total	59			

The modal value 5 of the data is seen in a unimodal display. The job function subscale, receiving the highest frequency of choice by the sample population for research question three was Monitoring Student Progress (see Figure 6). The spread of the data is close together with a standard deviation of 2.332.

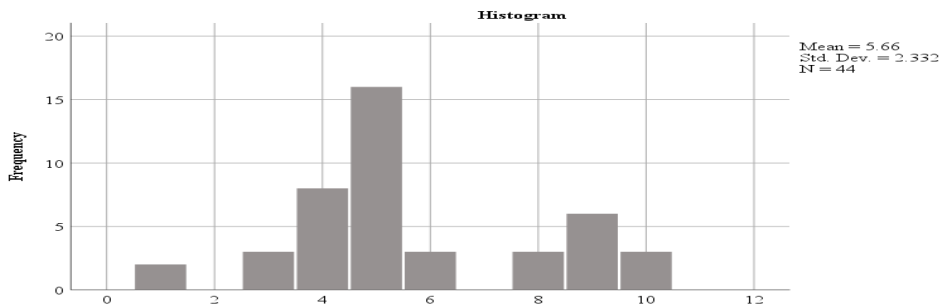


Figure 6 Histogram of RQ3 Data: Which of the PIMRS’ 10 instructional leadership job function subscale is perceived as most essential in supporting student academic gains?

Research question three provided data that is symmetrical with a normal distribution of the data within the 95 % rule as well. There are two gaps in the data presented. The gaps occurred in the data set as the result of not having any of the sample population to choose *PIMRS*’ subscale Provides Incentives for Teachers and Communicates the School’s Goal as their answer choice for research question three. There were no apparent outliers for the data set associated with research three.

According to literature the subscale Monitors Student Progress is viewed as vital to assessing student growth (Foster, & Souvignier, 2015; Hallinger, 2010). The instructional leadership job function subscale Site-based instructional leadership dives into an analysis of

student performance data. The data is employed in teaching and learning practices with the intent of such instructional leadership actions improving academic performance in the school setting.

This study's results and other research does offer insight into the aspects of perceptions of monitoring student progress. One study questioned if there exists a relationship between teacher perceptions of high school principals' monitoring student progress and student achievement as measured by an assessment in Ohio. Analysis of variance (ANOVA) of that study was used to determine that a statistically significant relationship existed between teachers' perceptions of principals' monitoring student progress and student achievement. Other literature speaks to the quest for information on what works to improve school performance scores, especially leadership behaviors in high performing economically disadvantaged schools (Ramalho, Garza, & Merchant, 2010). Such research also aligns with the intent of this study.

In general, the results of this study's research question three points to possible insight into the "what works," regarding what instructional leadership behaviors that support students' academic gains. Similarly, Robinson, Hohepa, and Loyd (2007) presented literature to identify dimensions of leadership that make the most significant difference to students and to explain why they work. The consensus of the paper showed that when conducted in-depth analysis of student assessment occurred, it resulted in higher student achievement. Suggested in the literature was that the closer leaders are to the core business of teaching and learning, which involved the monitoring of student progress, the more likely the impact on student progress.

The findings of the data from the sample population of this study support the present body of research. However, this perspective of support seems only regarding the identification of

instructional leadership behavior. Overwhelmingly, when asked which instructional leadership would support academic gains, participants selected Monitoring Student Progress.

Conclusion

The results of the survey reported the perceptions of the purposive sample population. The outcomes reflect the attributes of the conceptual framework of this study. The context of the research explicitly held on to identifying essential instructional leadership behaviors in high performing, economically disadvantaged schools as potential content for site-based school leaders' professional development.

First, the data collected about the perceptions of the purposive sample population resulted in the identification of the degree of enactment of instructional leadership behaviors by site-based leaders involved in this study to address research question one. Identified are five top job function subscales with scores of 4.40 or better. The five subscales are Frame the School Goal, Supervises and Evaluates Instruction, Promotes Professional Development, Monitors Students' Progress, and Coordinates the Curriculum. The researcher conducted further analysis of the data for research question one. The analysis was regarding the identified subscales leadership behavioral indicators (see Appendix H). The behavioral indicators that gained the highest percentage of the sample population choice of "almost always" within that subscale became EILB as potential content for professional development for site-based leaders.

The two additional survey questions in the study were about the perceptions of the ten job function subscales of the *PIMRS*, and their use followed the same intent. Research question two centered on findings to identify *which of the PIMRS'10 instructional leadership job function subscale is perceived as most frequently enacted by site-based leaders in high performance*

economically disadvantaged schools. The outcome pointed to the modal value of the data, which was frequently selected answer choice by the sample population of the study. These findings add to the research about managing the instructional environment and the discovery of needed defined instructional leadership practices. The participants' choices became the indicator of their perception of the *PIMRS'* subscale Supervises & Evaluates Instruction becoming a needed practice by leaders to impact schools. The perceived instructional leadership subscale selected choice gained the distinction of becoming EILB and potential content for professional development for site-based leaders for this study.

The purposive sample population of site-based principals and middle academic leaders also selected *which of the PIMRS' 10 instructional leadership job function subscale do they perceive as most essential in supporting student academic gains.* Results revealed the *PIMRS'* subscale Monitoring Student Progress earned the distinction of becoming EILB as potential content for professional development for site-based leaders for this study. As conveyed by Hallinger (2010), "the model of instructional leadership, managing the instructional program requires the principal to be deeply engaged in stimulating, supervising, and monitoring teaching and learning in the school." Participants' views about instructional leadership behaviors supporting students' academic gains support these findings.

Certainly, the line of inquiry of this study is appropriate. The study Supports the articulation of both researchers and practitioners that gives insight regarding the need for the refinement of professional development of instructional leadership in schools that create sustainable influence on growth in schools is (Ackerman,& Maslin-Ostrowski, 2004; Eller, 2010; Fenwick & Pierce, 2002; Grissom & Harrington, 2010; Marks & Printy, 2003). Specifically, with

the use of the modified PIMRS, the study identified perceived instructional leadership behaviors enacted by principals in Louisiana that met a purposive criterion of being employed in schools with a high SPS with achievement grade of A or B and an enrollment of 48% or higher economically disadvantaged student population. The study's intent remained to provide, "the what to present" the identifiable content for site-based leaders' professional development. The perceptions of the purposive sample population resulted in the identification of Essential Instructional Leadership Behaviors (EILB) as potential content for professional development for site-based leaders. The perceptions of the purposive sample population of principals in the study's results included the declaration of:

- PIRMS' Job Function Subscale- Frame the School Goal as the instructional leadership behavior demonstrating the highest degree that site-based leaders in high performing economically disadvantaged schools provide instructional leadership.
- PIRMS' Job Function Subscale-Supervises & Evaluates Instruction as being the most frequently enacted by principals.
- PIRMS' Job Function Subscale-Monitors Student Progress as being most essential in supporting student academic gains.

Limitations

The scope of this study was limited to school settings in Louisiana and perceptions about the principals' instructional leadership behaviors who were involved in the study. Specifically, with the use of the modified PIMRS, the study identified perceived instructional leadership behaviors enacted by principals in Louisiana that met a purposive

criterion of being employed in schools with a high SPS with achievement grade of A or B and an enrollment of 48% or higher economically disadvantaged student population.

Implications

The findings of the study offer possibilities for content that is relevant to practice, research policies, and provides insight to designing professional development for site-based leaders in schools. The study adds to closing the gap in the literature regarding defining the specific selection of appropriate professional development content to improve instructional leadership in schools. The study contributes to educational leadership research for replicating instructional leadership that is essential to improvement in successful schools. The findings also impact the implication for the sustainability of higher performing, economically disadvantaged schools with improved school ratings.

Implications for Universities and School Districts

The implication of the study's findings offers the opportunity for both universities and school districts to enhance school site-based leadership practices in schools. The insight provided by the in-service practitioners in the study provides the identification of practical site-based leadership behaviors that were displayed and deemed as needed practices in academically high performing schools. Although the study focused on high performing economically disadvantaged schools, the implications of being able to be used in other types of settings are possible as well. The implication of the study's findings provides further insight into "what to present" in the university's educational leadership courses and leaders' professional development provided by school districts.

Specific learning activities in universities' educational leadership courses and school districts' professional development for site-based school leaders could include different purposeful learning activities. One activity could involve the examination, discussion, and written reflection of the connection and professional relevance of identified EILB of the study to leadership standards. For instance, the connection and relevance of the identified EILB of the study, *PIMRS' Frame the Goal to the Professional Standards for Educational Leaders (PSEL)- Standard 1*, could be viewed as such an activity. The activity (see Table 20) could have the following directions:

Review the information in the chart below. Select an EILB from Column One that could be enacted by a school site-based leader to meet any of the precepts of Standard 1 of the *PSEL* in Column Two. Write a reflective rationale for your choice. Also, explain your choice in perspective of the connection and relevance of Column One to Column Two.

This activity, if presented in an university's education leadership course or a district's professional development session, would focus on providing both the pre-service and in-service site-based leader insight into the expected standards that defines the work of effective educational leaders. Secondly, the activity would present the PIMRS' subscale identified as EILB of this study and its behavior indicators as basic viable leadership behaviors that could be enacted by site-based leaders in the school environment to build their leadership capacity to meet those standards.

Table 20 *Identified EILB of study PIMRS' Frame the School's Goal and Standard 1 of PSEL*

<p>Activity 1 Directions: Review the information in the chart below. Select and EILB from Column One that could be enacted by a school site-based leader to meet any of the precepts of Standard 1 of the <i>PSEL</i> in Column Two. Write a reflective rationale for your choice. Also, explain your choice in perspective of the connection and relevance of Column One to Column Two.</p>	
<p>Column One EILB</p>	<p>Column Two Standard 1of <i>PSEL</i> Mission, Vison and Core Values</p>
<p><i>PIMRS' Frame the School's Goal</i></p>	<p>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p>
<p>1. Develop a focused set of annual school-wide goals</p> <p>2. Frame the school's goals in terms of staff responsibilities for meeting them.</p> <p>3. Use needs assessment or other formal and informal methods to secure staff input on goal development.</p> <p>4. Use data on student performance when developing the school's academic goals.</p> <p>5. Develop goals that are easily understood and used by teachers in the school</p>	<p>a. Develop an educational mission for the school to promote the academic success and well-being of each student.</p> <p>b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p> <p>c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</p> <p>d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p> <p>e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.</p> <p>f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p> <p>g) Model and pursue the school's mission, vision, and core values in all aspects of leadership</p>

Other specific learning activities could involve clarifying how site-based leaders can enact identified EILB of the study in the everyday school environment. If the content of the university course or district professional development highlights the *PIMRS'* subscale identified as EILB of this study Supervision and Evaluation, then activities would have to build participant's leadership capacity in working with assessment instruments and data analysis designed to evaluate teachers. These activities for the pre-service or in-service site-based leaders could include discussion and reflection of content regarding state or district designed teacher evaluation processes. Activities could also include opportunities for participants to review state and district evaluation tools. Participants could explore conducting either mock or authentic teacher observations inclusive of sharing pertinent feedback in post-observation settings. University courses and district professional development sessions that employ this EILB of the study Supervision and Evaluation could similarly include activities that build participants' capacity to analyze student work regarding teachers' adherence to scope and sequence, appropriate standards, and rigor.

On the other hand, if the *PIMRS'* subscale identified as an EILB of this study, Monitoring Student Progress, were the focus of professional development, then activities would encompass the building of other leadership skills. Leadership capacity building activities would highlight working with student work, assessment instruments, and data analysis centered on improving elements of successful student instruction and growth. Activities in a university course or district professional development sessions could involve evaluating the appropriateness of curriculum choice and guiding the process of deconstructing instructional standards to impact student progress. Participants' engagement in analyzing and interpreting students' historical assessments

and benchmark assessments is also a viable activity in a university educational leaders' course or districts' professional development session based on the EILB of the study, Monitoring Student Progress. Such activities are essential to building participants' capacity to interpret, present, and inform all school stakeholders of evidence presented about data trends of both teachers' impact on the instructional environment and students' progress.

Professional development work within the context of either university's educational leader course or a school district's professional development session must also present exercises that give pre-service and in-service school site-based leaders effective practice in planning strategies for the enactment of the identified EILB of the study. Specific learning activities should allow pre-service or in-service site-based leaders to enact the EILB of the study in either an authentic or virtual scenario school environment. Some form of reflective work should follow the activity. The reflective activity could be interactive with peers, or self-reflective journal writings could be employed.

Development of these few activities or others in the context of a university's educational leader's course or district's professional development sessions provide purposeful learning for school site-based leaders. The explicit content for instructions centers on the EILB of the study. Instruction would include nurturing the eventual enactment of the identified EILB of the study by pre-service or in-service school site-based leaders. The focus of all activities should also include providing future and current in-service site-based leaders opportunity for continuous reflective implementation of the EILB.

Future Research

Future research could gather and or define other aspects of the results of this study that identified possible essential instructional leadership behaviors as content for site-based leaders' professional development. The research could include using the results of this study that identified possible content for site-based leaders' instructional leadership professional development to help define effective PD presentation methods that could be presented to both pre-service or in-service site-based leaders (i.e., through a mentoring program, using a coaching format or any other means).

Future research could also include the replication of this study that is conducted in a different geographic region to gain further evidence of the results. Lastly, a comparison study with schools having high SPS with achievement grades of A or B and student enrollments of non-disadvantaged students could also add to the knowledge base of identifying essential instructional leadership behaviors as content for site-based leaders' professional development. The intent of all future research is always to inform the practice of school site-based leadership.

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Appendix A

IRB Approval

*University Committee for the Protection
of Human Subjects in Research
University of New Orleans*

Campus Correspondence

Principal Investigator: Brian Beabout, Ph.D.
Co-Investigators: Karen Ann Favorite
Date: September 7, 2018
Protocol Title: Identifying Essential Instructional Leadership Behaviors in High Performing, Economically Disadvantaged Schools: Context for Site-Based Leaders' Professional Development

#098 05Aug18


The IRB has deemed that the research and procedures are compliant with the University of New Orleans and federal guidelines. The above referenced human subjects protocol has been reviewed and approved using expedited procedures (under 45 CFR 46.110(a) category (7)).

Approval is only valid for one year from the approval date. Any changes to the procedures or protocols must be reviewed and approved by the IRB prior to implementation.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

I wish you much success with your research project.

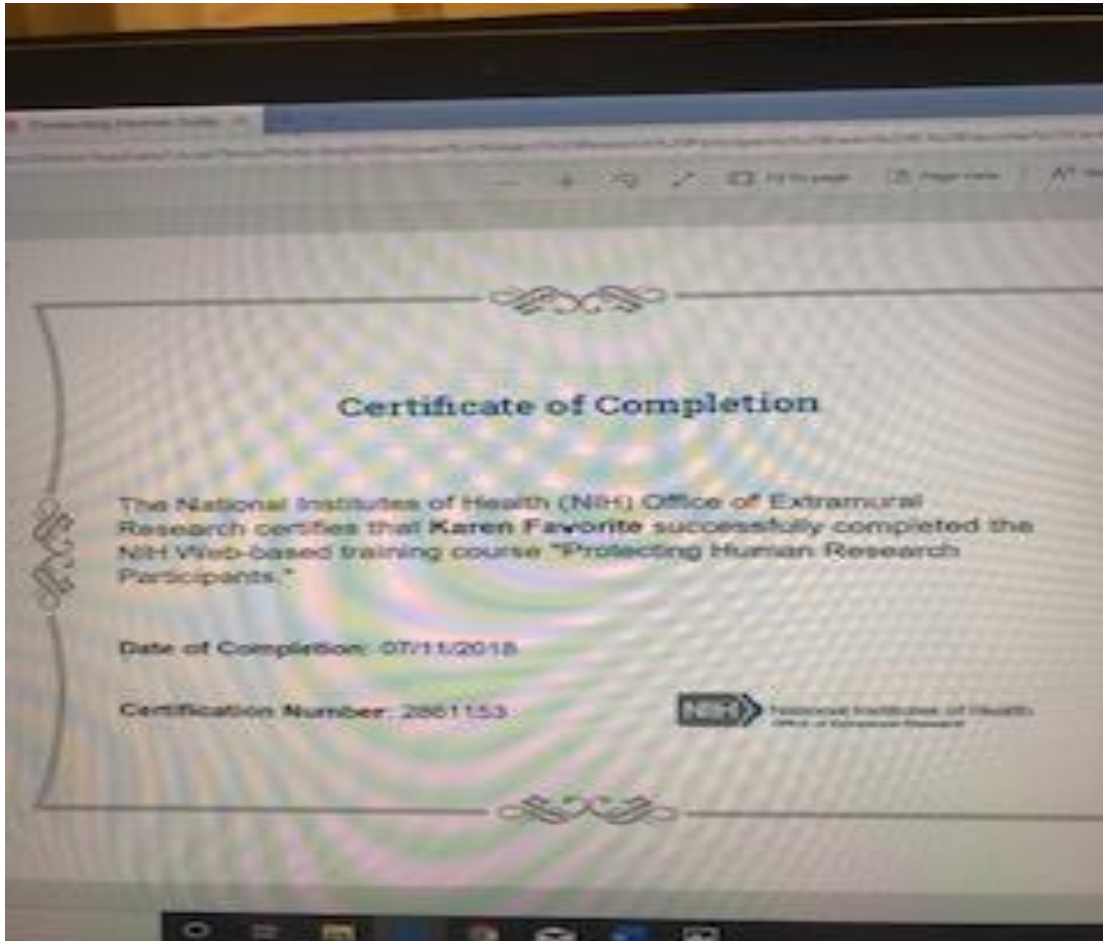
Sincerely,



Ann O'Hanlon, Chair
UNO Committee for the Protection of Human Subjects in Research

Appendix B

NIH Certificate of Completion



Appendix C

Permission to Use Instrument

Dr. Philip Hallinger
7250 Golf Pointe Way
Sarasota, FL 34243
hallinger@gmail.com

October 11, 2014
Karen Favorite

Dear Karen:

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

Sincerely,
Professor Philip Hallinger

Appendix D

Principal Instructional Management Rating Scale

PRINCIPAL INSTRUCTIONAL MANAGEMENT

RATING SCALE

Principal Form

Published by:

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ABOUT THE AUTHOR

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

The PIMRS was developed with the cooperation of the Milpitas (California) Unified School District, Richard P. Mesa, Superintendent. As a research instrument, it meets professional standards of reliability and validity and has been used in over 200 studies of principal leadership in the United States, Canada, Australia, Europe, and Asia.

The scale is also used by school districts for evaluation and professional development purposes. It surpasses legal standards for use as a personnel evaluation instrument and has been recommended by researchers interested in professional development and district improvement (see, for example, Edwin Bridges, *Managing the Incompetent Teacher*, ERIC, 1984). Articles on the development and use of the PIMRS have appeared in *The Elementary School Journal*, *Administrators Notebook*, *NASSP Bulletin*, and *Educational Leadership*.

The PIMRS is copyrighted and may not be reproduced without the written permission of the author. Additional information on the development of the PIMRS and the rights to its use may be obtained from the publisher (see cover page).

Principal Form 2.1

1

THE PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

PART I: Please provide the following information:

(A) Your Provided Code

(B) Number of school years you have been principal/ worked with the principal at this school:

1 2-4 5-9 10-15 more than 15

(C) Years, at the end of this school year, that you have been a principal/ your principal has been a principal: 1 2-4 5-9 10-15 more than 15

(D) Gender: Male Female

PART II: This questionnaire is designed to provide a profile of your principals' leadership. It consists of 10 instructional leadership job functions. Each of the job functions are followed by 5 behavioral statements that describe principal job practices and behaviors. You are asked to consider each of the 10 listed job functions in terms of your principal's leadership over the past school year.

Read each of the 10 instructional leadership job function scales and the descriptive statements that follow each carefully. Then select the number that best fits the specific level of the over-all performance of the job behaviors or practices as conducted by the principal during the past school year for each of the 10 instructional leadership job function scales and subscales. The response to the each of the 10 instructional leadership job function scales and subscales:

5 represents -Almost Always; 4 represents-Frequently; 3 represents-Sometimes;

2 represents -Seldom; 1 represents-Almost Never

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response for each scale. Please circle only one number for each of the 10 instructional leadership job function scales and subscales. Please respond to each.

Thank you.

To what extent: do you (Principal)/

does the principal of your school (Middle Academic Leader ...?

	ALMOST NEVER			ALMOST ALWAYS	
I. FRAME THE SCHOOL GOALS	1	2	3	4	5
a. Develop a focused set of annual school-wide goals.	1	2	3	4	5
b. Frame the school's goals in terms of staff responsibilities for meeting them.	1	2	3	4	5
c. Use needs assessment or other formal and informal methods to secure staff input on goal development.	1	2	3	4	5
d. Use data on student performance when developing the school's academic goals.	1	2	3	4	5
e. Develop goals that are easily understood and used by teachers in the school.	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
II. COMMUNICATE THE SCHOOL GOALS	1	2	3	4	5
a. Communicate the school's mission effectively to members of the school community.	1	2	3	4	5
b. Discuss the school's academic goals with teachers at faculty meetings.	1	2	3	4	5
c. Refer to the school's academic goals when making curricular decisions with teachers,	1	2	3	4	5
d. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters					

or bulletin boards emphasizing academic progress).	1	2	3	4	5
e. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions).	1	2	3	4	5
				ALMOST NEVER	ALMOST ALWAYS
III. SUPERVISE & EVALUATE INSTRUCTION	1	2	3	4	5
a. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
b. Review student work products when evaluating classroom instruction	1	2	3	4	5
c. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).	1	2	3	4	5
d. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations).	1	2	3	4	5
e. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations).	1	2	3	4	5
				ALMOST NEVER	ALMOST ALWAYS
IV. COORDINATE THE CURRICULUM	1	2	3	4	5
a. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders).	1	2	3	4	5
b. Draw upon the results of school-wide testing when making curricular decisions.	1	2	3	4	5
c. Monitor the classroom curriculum to see that it covers the school's curricular objectives.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| d. Assess the overlap between the school's curricular objectives and the school's achievement test. | 1 | 2 | 3 | 4 | 5 |
| e. Participate actively in the review of curricular materials. | 1 | 2 | 3 | 4 | 5 |

ALMOST
NEVER

ALMOST
ALWAYS

V. MONITOR STUDENT PROGRESS

- | | | | | | |
|---|---|---|---|---|---|
| a. Meet individually with teachers to discuss student progress. | 1 | 2 | 3 | 4 | 5 |
| b. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 |
| c. Use tests and other performance measure to assess progress toward school goals. | 1 | 2 | 3 | 4 | 5 |
| d. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter). | 1 | 2 | 3 | 4 | 5 |
| e. Inform students of school's academic progress. | 1 | 2 | 3 | 4 | 5 |

ALMOST
NEVER

ALMOST
ALWAYS

VI. PROTECT INSTRUCTIONAL TIME

- | | | | | | |
|---|---|---|---|---|---|
| a. Limit interruptions of instructional time by public address announcements. | 1 | 2 | 3 | 4 | 5 |
| b. Ensure that students are not called to the office during instructional time. | 1 | 2 | 3 | 4 | 5 |
| c. Ensure that tardy and truant students suffer specific consequences for missing instructional time. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| d. Encourage teachers to use instructional time for teaching and practicing new skills and concepts. | 1 | 2 | 3 | 4 | 5 |
| e. Limit the intrusion of extra- and co-curricular activities on instructional time. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|--|---|---|---|-----------------|---|------------------|
| | | | | ALMOST
NEVER | | ALMOST
ALWAYS |
| VII. MAINTAIN HIGH VISIBILITY | 1 | 2 | 3 | 4 | 5 | |
| a. Take time to talk informally with students and teachers during recess and breaks. | 1 | 2 | 3 | 4 | 5 | |
| b. Visit classrooms to discuss school issues with teachers and students. | 1 | 2 | 3 | 4 | 5 | |
| c. Attend/participate in extra- and co-curricular activities | 1 | 2 | 3 | 4 | 5 | |
| d. Cover classes for teachers until a late or substitute teacher arrives. | 1 | 2 | 3 | 4 | 5 | |
| e. Tutor students or provide direct instruction to classes. | 1 | 2 | 3 | 4 | 5 | |
| | | | | ALMOST
NEVER | | ALMOST
ALWAYS |
| VIII. PROVIDE INCENTIVES FOR TEACHERS | 1 | 2 | 3 | 4 | 5 | |
| a. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos. | 1 | 2 | 3 | 4 | 5 | |
| b. Compliment teachers privately for their efforts or performance. | 1 | 2 | 3 | 4 | 5 | |
| c. Acknowledge teachers' exceptional performance by writing memos for their personnel files. | 1 | 2 | 3 | 4 | 5 | |
| d. Reward special efforts by teachers with opportunities for professional recognition. | 1 | 2 | 3 | 4 | 5 | |

e. Creates professional growth opportunities for teachers as a reward for special contributions to the school.	1	2	3	4	5
	ALMOST NEVER			ALMOST ALWAYS	
IX. PROMOTE PROFESSIONAL DEVELOPMENT	1	2	3	4	5
a. Ensure that in-service activities attended by staff are consistent with the school's goals.	1	2	3	4	5
b. Actively support the use in the classroom of skills acquired during in-service training.	1	2	3	4	5
c. Obtain the participation of the whole staff in important in-service activities.	1	2	3	4	5
d. Lead or attend teacher in-service activities concerned with instruction.	1	2	3	4	5
e. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities.	1	2	3	4	5
	ALMOST NEVER			ALMOST ALWAYS	
X. PROVIDE INCENTIVES FOR LEARNING	1	2	3	4	5
a. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter.	1	2	3	4	5
b. Use assemblies to honor students for academic accomplishments or for behavior or citizenship.	1	2	3	4	5
c. Recognize superior student achievement or improvement by seeing in the office, the students with their work.	1	2	3	4	5
d. Contact parents to communicate improved or exemplary student performance or contributions.	1	2	3	4	5
e. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class.	1	2	3	4	5

Appendix E

Added Survey Questions Research Question 2 (Appears after *modified PIMRS*)

Directions: Read the question below and select **only 1** choice from numbers 1-10.

Research Question 2 Which of the	Answer Choices
PIRMS' 10 instructional leadership job	School Mission
function subscales is perceived as most	1. Frames the School's Goal
frequently enacted by you as principals? /by	2. Communicates the School's Goal
the principal of your school?	Managing the Instructional Program
	3. Coordinates the Curriculum
	4. Supervises & Evaluates Instruction
	5. Monitors student Progress
	Developing the school Learning Climate Program
	6. Protects Instructional Time
	7. Provides Incentives for Teachers
	8. Provides Incentives for Learning
	9. Promotes Professional Development
	10. Maintains High Visibility

Appendix F

Added Survey Questions Research Question 3 (Appears after *modified PIMRS*)

Directions: Read the question below and select **only 1** choice from numbers 1-10.

Research Question 3. Which instructional leadership behavior, as presented as one of the PIRMS' 10 instructional leadership job function subscales, is perceived as most essential in supporting student academic gains by you as principals? /by the principal of your school?	Answer Choices
	School Mission <ol style="list-style-type: none">1. Frames the School's Goal2. Communicates the School's Goal
	Managing the Instructional Program <ol style="list-style-type: none">3. Coordinates the Curriculum4. Supervises & Evaluates Instruction5. Monitors student Progress
	Developing the school Learning Climate Program <ol style="list-style-type: none">6. Protects Instructional Time7. Provides Incentives for Teachers8. Provides Incentives for Learning9. Promotes Professional Development10. Maintains High Visibility

Appendix G

Scoring Directions used for Survey Responses Research Question 1

Hallinger (1990) Principal Instructional Management Rating Scale Manual Version 2.2

Scoring Instructions p. 3 and p.6

1. Item Averages - These are obtained by averaging the scores from/the respondents on each item. Thus, if 25 teachers completed the assessment, their responses on item one would be averaged to obtain a mean score for that item.
2. Subscale Averages and Distributions - The subscale average is the basic score used with the PIMRS. This score portrays the administrator's performance within a given instructional leadership function. It is obtained by averaging the item scores within each instructional leadership subscale. Where there is more than one respondent, the score is obtained by averaging the averages". That is, in step one find the mean score on the subscale ... each of the teachers. Then average their mean scores on this subscale to obtain a grand mean/ [total]" score...

Appendix H

Leadership Behavioral Indicators Receiving the Distinction of Becoming EILB as Potential Content for Professional Development for Site-based Leaders

Subscale	<i>Highest scored selected item with response of "almost always"</i>	Score
Frame the School Goal	d. use data on student performance when developing the school's academic goals.	87.8 %
Supervise and Evaluate Instruction	d. point out specific strengths in teacher's instructional practices in post-conferences feedback and e. point out specific weakness in teacher's instructional practices in post-observation feedback	71.4 %
Promote Professional Development	a. ensure that in-service activities attended by staff are consistent with the school's goals	65.3 %
Monitor Student Progress	c. use test and other performance measure to assess progress toward school goals	53.1 %
Coordinates the Curriculum	b. draw upon the results of school-wide testing when making curricular decisions	72.9 %

Vita

The author Dr. Karen Brooks Favorite obtained her Bachelor of Music from Xavier University of Louisiana in 1982. She completed a Master of Arts as a Reading Specialist from Xavier University of Louisiana in 1995. The author also earned a Master of Education in the area of Educational Administration and Supervision from Our Lady of Holy Cross, in New Orleans, Louisiana in 2001. The author matriculated at the University of New Orleans and earned a Ph.D. in Educational Administration in 2020.

Dr. Favorite's professional career spans over thirty-five years. She has served students and the community of the Greater New Orleans Metropolitan area as a musician, educator, and businesswoman. As a musician, she has gained many awards and has performed in various venues beginning at the age of five. As an educator, the author has served students in multiple school systems. She has served as a music teacher in Orleans Parish Schools; adjunct professor at the University of New Orleans and Our Lady of Holy Cross; Inaugural Assistant Principal of Pierre A. Capdau-UNO Charter School; Teacher and Administrative Team Leader at St Joseph the Worker Catholic School; Teacher, Title I Facilitator, Professional Development Resource Teacher, the first appointed Academic Dean of the parish, and a Principal with Jefferson Parish Schools; As a businesswoman the author is a co-proprietor of a consultant firm TAWKPIN Development Agency.