

2006

Keys to Effective Leadership: the Principal's Role - a Reflective Essay

Amy R. Sulzbach
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2006 Amy R. Sulzbach

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Educational Leadership Commons](#)

Recommended Citation

Sulzbach, Amy R., "Keys to Effective Leadership: the Principal's Role - a Reflective Essay" (2006). *Graduate Research Papers*. 1857.

<https://scholarworks.uni.edu/grp/1857>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Keys to Effective Leadership: the Principal's Role - a Reflective Essay

Abstract

In the ever-changing field of education, the role of a principal is constantly evolving. An effective principal, has a clear vision to lead her school into the future. The ultimate goal of every administrator must be to help each student within the school achieve their potential, and gain success. They must be willing to collaborate with families, staff members, and the community to make their vision a reality. They must set examples through integrity and fairness, and utilize all available resources to help achieve these goals. I believe that a truly effective principal must be a leader of learning, a leader of service, and a leader of change.

KEYS TO EFFECTIVE LEADERSHIP: THE PRINCIPAL'S ROLE

A REFLECTIVE ESSAY

A Reflective Research Paper

Presented to

The Department of Educational Leadership, Counseling,

And Postsecondary Education

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Masters of Arts in Education

by

Amy R. Sulzbach

May 2006

Dr. Reed

This Research Paper by: Amy R. Sulzbach

Entitled: **KEYS TO EFFECTIVE LEADERSHIP: A PRINCIPAL'S ROLE**

A REFLECTIVE ESSAY

has been approved as meeting the research paper requirements for the Degree of Master of
Master of Arts in Education.

Victoria L. Robinson

3-21-06

Date Approved

Advisor/Director of Research Paper

Robert H. Decker

3-21-06

Date Approved

Second Reader of Research Paper

John K. Smith

3/23/06

Date Received

Head, Department of Educational Leadership,
Counseling, and Postsecondary Education

In the ever-changing field of education, the role of a principal is constantly evolving. An effective principal has a clear vision to lead her school into the future. The ultimate goal of every administrator must be to help each student within the school achieve their potential, and gain success. They must be willing to collaborate with families, staff members, and the community to make their vision a reality. They must set examples through integrity and fairness, and utilize all available resources to help achieve these goals. I believe that a truly effective principal must be a leader of learning, a leader of service, and a leader of change.

My Personal Beliefs About Effective Leadership

Beginning a career in education was an easy choice. I have always loved children, and knew that I could make a positive difference in at least a few of the lives that I came in contact with. My grandmother was a second grade teacher, and I enjoyed helping her check papers, make mimeographs, and create fun activities and units when I was in middle and high school. It just seemed like the next step when I entered college to become an elementary teacher myself. However, the methods courses required for an education major ten years ago certainly did nothing to truly prepare me for the teaching field. I obviously did not join the profession to become rich and famous, and the daily, quarterly, and yearly

expectations placed on me and my students can be overwhelming at times.

I still believe, however, that I am serving a purpose, and that I have chosen the career in which I can build relationships, gain respect, strengthen my personal and professional weaknesses, and make positive differences in the lives of children and their families.

I had an exceptional first year as a teacher in a public charter school. I seemed to have tremendous parental involvement and support, as well as the encouragement from an outwardly competent, fair, and well-educated administrator. The next year proved quite different. By March, I was contemplating leaving my job, as well as teaching altogether. The principal and board of directors were showing their true colors; fairness, equity, and ethics went right out the door. I left the school with seven other teachers, and taught the next year for a privately funded organization. I realized how much I missed having my own classroom, and was given the opportunity to begin teaching in the public schools in Iowa. During the subsequent four years, I took on several leadership roles within my buildings. I wanted to do my job well, be recognized, and promote the academic success of all of my students to the best of my ability. Both principals for whom I worked were not, I felt, effective administrators. They were not trustworthy or well respected in their learning communities. When it was suggested that I apply to this program to pursue an administrative license, I

realized I could continue my quest to become the type of principal I had yet to meet.

My view of educational leadership has undoubtedly changed throughout the experiences I have had. It is difficult to understand the full significance of a principal's impact on the learning community. He or she does not simply make decisions regarding curriculum, scheduling, and discipline, although they are important ones. A truly effective administrator must build and maintain collaborative relationships with all stakeholders, be a role model of the utmost moral and ethical behavior, continue to grow as an instructional and organizational manager, while sharing, implementing, and sustaining their vision for the school community. The key to me seems to be self-reflection and collaboration. As a teacher, it is easy to make snap decisions, though hopefully they are sound, research-based, and have positive outcomes. A principal's decisions are based on many things, and should not usually be made by that person alone. The result of each decision will either directly or indirectly impact student achievement. Effective administrators should have that mindset instilled: "How will the consequence of this decision be related to my students' academic success?" The No Child Left Behind legislation shines the spotlight on every arena of the educational world. Schools, teachers, and ultimately principals, are under the watchful eye of federal, state, and local policymakers to meet or exceed the standards set for student achievement. I may not agree with all of the

regulations of the law, but I will support, encourage, and collaborate with my staff to find the most effective, scientifically research-based strategies to implement to help reach the goals. I will strive to create and maintain partnerships with parents, staff, and community members, and seek to obtain and efficiently use all available resources. I will do my best to stay abreast of all current research, policies, and other events that will impact my school, families, or community.

I must also look at myself from many perspectives, and continuously work to improve my skills and knowledge base. I am a lifelong learner; school has always been of the utmost importance to me. Strengthening my communication and conflict resolution skills is an ongoing goal. I will continue to be ethical, fair, and treat my staff, students, and families with dignity and respect.

The goals of education are not static. They shift with the changing times, changing technology, and the changing values of society. As future administrators, I believe we must step up to the challenge. Parents, schools, and districts will hold us accountable for the success or failure of our students. I feel ready to continue learning, reflecting, and improving upon my own qualities to meet the needs of my future school. I am confident in my choice to pursue a career as a principal, and will do what it takes to adhere to the high expectations set for such a role.

Being a Leader of Learning

Instructional Leadership

With the No Child Left Behind legislation, principals are under constant pressure with regards to standardized test scores and student achievement. ELCC Standard 2 clearly states that a school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. How does one create, promote, and upkeep such an environment? Effective instructional leadership does not simply mean helping the staff to choose a new textbook series, or prepping fourth graders for the fall ITBS. “Successful instructional leaders recognize the importance of creating a learning community within their schools, and also understand that creating a learning community requires building a learning culture” (Cosner and Peterson, 2003, p.15). The foundation of that culture should be the expectation for all shareholders to learn and grow, from students to teachers and administrators, and such practices must be continually modeled within the school environment.

“All principals know that teachers are the most important factor in the education equation, and that we are expected to provide the instructional leadership that enables teachers to grow professionally” (Hoerr, 1996, p. 380). This knowledge makes delegating responsibility and sharing accountability an

administrator's obligation to their staff. I have been in numerous schools in which the principal was unwilling to empower the teachers. Learning was done on our own time using our own dollar, and how, or if, we implemented the new information was of no consequence.

Although the principal bears ultimate responsibility for the quality of his or her school, it is both necessary and appropriate that teachers take on some of the responsibility for instructional leadership. This means that the principal will share power. It means leadership teams. It means that teachers will view their roles from a schoolwide, not just a classroom, perspective (Hoerr, 1996, p. 380).

I have been a member of the Literacy Team at my school for the past three years. It allows me the opportunity to share my strengths as a teacher, and look at data for not only my own students, but for the entire school. I gain new perspectives, which enables me to determine how to best meet the needs of both teachers and students with regards to achievement. I help plan professional development sessions, and use what we study as a team to focus on areas I may need to improve in my own teaching. I also collaborate with my colleagues who are not team members to help them reach schoolwide goals through more effective instructional practices.

A true instructional leader recognizes teacher strengths, promotes growth through meaningful professional development, and provides feedback so that staff

members can continue to improve upon or implement new effective teaching strategies. The research shows that this type of interaction can be linked to higher levels of student achievement. A strong instructional leader must be a “resource provider... The principal must know the strengths and weaknesses of the teachers and show genuine concern... This caring approach creates a faculty willing to take risks and approach change positively” (Whitaker, 1997, p. 155). I feel fortunate to be in a situation in which my current principal has proved to be a good instructional role model. She values teachers and what they can accomplish, and is willing to provide the time and resources for research-based professional development, peer coaching, and grade level collaboration. She has also come into classrooms to practice instructional strategies that our building is focusing on to raise student achievement.

A humbling thought for principals is that we do not do the actual work of a school; that is what teachers do in their classrooms... research indicates that a deft and well-trained instructional leader is the key to providing support to teachers, breaking the isolation so common in elementary classrooms, and enhancing teachers’ long-range impact in their students (Marshall, 1993, p. 211).

Another way principals can emulate effective instructional leadership is to make sure the entire learning community is focusing on a shared vision and goals for their campus. “Principals must model behaviors consistent with the school’s

vision, live and breathe their beliefs in education, (and) organize resources to accomplish building and district goals” (Whitaker, 1997, p. 156). The teachers, support staff, parents, students, and other members of the learning community must clearly understand and be working toward common goals. The administrator can accomplish this by being a relationship builder, helping everyone involved with students to understand the value of learning.

Principals need to forge a sense of purpose and give teachers a sense of being part of a larger enterprise than the all-consuming work with the children in front of them.... create a positive set of relationships with parents, based on the belief that students will do better work if they sense that their parents and teachers—the most important adults in their lives—are on the same wavelength.... And students have to feel there is one overall purpose to the enterprise: learning (Marshall, 1993, p. 212-13).

It seems that being an effective instructional leader is not always an easy job. The day-to-day commitments of administrating, such as discipline issues, managerial tasks, phone calls, and paper work could certainly consume the time during the school day. However, principals “will never have a sense of the school unless they immerse themselves in the atmosphere beyond the office door” (Whitaker, 1997, p. 155). They must make a point to be highly visible in the hallways, classrooms, and at other school related functions. This interaction is essential to building a school culture that values learning, and can in turn, lead to

academic success for both students and teachers. “Successful professional learning cultures have a shared sense of purpose and values, norms of continuous learning and improvement, common commitment to and sense of responsibility for the learning of all students, and a collaborative, collegial culture” (Cosner and Peterson, 2003, p. 13).

As a future administrator, I want to be an effective instructional leader. The research seems to correlate success in this area with schools that have a collegial, collaborative learning environment in which teachers are empowered and the principal is an integral, visible part of the campus. A former principal once told me she would visit every classroom at least once a week and carry Post-It notes to jot us a strength or suggestion. After two years, she’d been in my room twice, and no notes were ever left. I want to try and make a point to show my staff how invaluable they are to student success.

“How does a school district make sure students and staff continue to improve? While districts can affect policy and direction, change occurs at the individual and building level – and principals are the catalysts” (Peckron, 2001, p.44). Principals have many different roles, but their foremost priority must be student achievement. Student success is strongly correlated to highly effective, research-based teaching practices. Teachers and administrators alike can increase their effectiveness as instructional leaders through focused, data driven staff development.

The elementary school where I currently teach is committed to ongoing staff development to ensure schoolwide implementation of effective teaching strategies. We have been part of three state grants over the past six years, including Every Child Reads, Reading Excellence, and now the Iowa Reading First grant. These have allowed teachers and the principal many opportunities and extra resources to learn and practice many state recommended strategies with regards to reading. Our principal of two years came on board after the grant was already in place, and has strongly supported the sustained professional development and implementation of strategies we were using prior to her taking the reins.

Successful school change requires collective effort... Principals work to create a supportive learning environment where teachers share leadership responsibilities, co-facilitate project teams, and engage in collaborative inquiry, providing opportunities for these teacher leaders to sharpen their interpersonal skills and gain skills and confidence (Ballek et. al., 2005, p. 47).

I feel that I am a better teacher, and will make a more effective instructional leader as a principal, because of the leadership opportunities and professional growth I have incurred during the past several years.

Principals must also be willing to develop themselves and grow as instructional leaders. In several school districts around the country, systems are

being reconfigured to allocate more time and resources so principals can step out of their disciplinarian/ managerial roles to spend more time on instruction within classrooms. Duval and Wise describe one school's successful efforts to shift the principal focus and duties.

In order to gain much-needed knowledge and credibility, all of the school principals and learning directors attended many hours of ongoing professional development dealing with the specific instructional strategies and educational goals the district was pursuing. In this way, when principals or learning directors entered the classroom, they truly could be instructional leaders and not just administrators sticking their heads in to take a quick measure of the classroom climate (2004, p. 25).

My principal has been making a conscious effort to get out of the office and into classrooms. She attends most weekly professional development sessions, has learned about and peer collaborated research-based strategies, and has demonstrated several lessons to students within a classroom setting. I intend to be a highly visible administrator, and want to give as much support and guidance to my teaching staff as possible. That will only happen if I am willing to develop and learn with them, so that I know what best-practices should be implemented to increase achievement. The National Association of Elementary School Principals

has also recommended several other strategies for professional development.

Enlist teachers to shadow students in order to gain perspective on how school looks from a student's vantage point....invite teachers to keep a journal about their daily work....assemble professional portfolios with examples of work....work together to form goals for student learning, collaboratively plan a lesson, teach and observe the lesson, discuss evidence collected during the observation, and then revise the lesson as needed to make it more effective. (2004, p. 49).

The key is to get teachers, and principals, thinking about their own learning, which will allow them to understand more about their students' learning. It has helped me a great deal as a teacher-leader to engage in peer collaboration, as well as personal and professional reflection of leadership roles I have undertaken.

It is indicative of successful leaders to share the burden and delegate responsibility. Truly great principals will build leadership capacity among their staff members, which should ultimately result in increased student achievement because, I feel, teachers feel empowered to do their jobs and do them well.

The principal's role is to build capacity by developing the leadership potential of teachers in the school, specifically developing teacher leaders who have the capacity to become successful principals... (it is) the 200% concept: Each teacher

achievement. Each principal takes 100% responsibility for his or her own development, and each principal takes 100% responsibility for developing teachers' leadership potential (Ballek et. al., 2005, p.42).

An effective instructional leader is not solely concerned with student learning. By enabling teachers to learn, and by providing opportunities and resources for professional development, the achievement of the entire school can grow. I hope to be an administrator that makes time to learn with the teachers, and keeps my focus on the ultimate goal of student achievement.

Being a Leader of Change

The role of public schools has been changing dramatically over the past several decades. Educators are not only responsible for the care and learning of students, but are accountable to all shareholders within the school community for these and a plethora of other duties.

The public has begun questioning how schools are organized, who is leading them, and how these roles are filled. Societal changes have increased the pressure on school leaders... These and other changes have fueled demands for higher standards and greater accountability in our schools (Neuman and Simmons, Sept., 2000, p.10).

In order to accomplish all of these goals, principals and school leaders must be willing to implement change, and expect the members of their schools to change as well. The ultimate objective must always be to improve student

achievement and create and sustain a positive schools culture. Administrators can most effectively impact their schools and generate lasting change through visionary and collaborative leadership.

It is important to define culture as it applies to a school setting. According to Webster, culture is "the set of shared attitudes, values, goals, and practices that characterizes a company or corporation." It is the way that principals, teachers, parents, students, and community members behave based on what they believe and envision for their school. Parker (1993) asserts that "the starting point for eliciting change is an examination of the system of beliefs that define values and propel actions (p. 230).

All stakeholders concerned with lasting school improvement need to understand the power of school culture... Cultural patterns are highly enduring... school leaders must understand that they may be difficult to change. Existing cultures, we must remember, took time to evolve. Consequently, they will take time to modify and change. Patience and diligence are the keys (Fiore, 2001, p.7).

I can look at this aspect of cultural change through a personal perspective. My building had a new principal take over two years ago. Though not new to administration, she was unfamiliar with our building and the existing culture, which at the time was extremely negative. There was not a clearly defined, shared vision amongst staff, and parents and students were certainly not a part of

any “shared” mission or goals. She came in with the belief that not everything should be changed all at once, but over time, working together, old wounds could be healed, trust could be built, and positive changes would ensue. According to Fiore (2001), “not only do schools with positive cultures involve all stakeholders in the creation of their missions, but they also ensure that all stakeholders understand what constitutes student success in their community...there can be realistic, schoolwide efforts to improve student achievement” (p.98).

Creating positive, sustaining change within schools cannot just be left up to the principal. A foundation of collaborative relationships must be built to equalize and share the responsibility of student learning. “In the most effective schools...every member of the education community has the responsibility- and the authority- to take appropriate leadership roles” (Neuman and Simmons, 2000, p. 9). It is the principal’s duty to elicit input and support from all shareholders. “Distributed leadership calls on everyone associated with schools-principals, teachers, school staff members, district personnel, parents, community members, and students- to take responsibility for student achievement and to assume leadership roles in areas in which they are competent and skilled” (Neuman and Simmons, 2000, p. 10). This interdependency must be nurtured and sustained for a truly collaborative community to exist. The principal must be the catalyst in this process. “Meaningful school reform means engaging all whose lives intersect with the school community in understanding what is worth doing in schools and

determining why it is important to do it” (Parker, 1993, p. 230). As a future administrator, I feel that this is one of the most important characteristics that I can model. If I want parents, students, and the community to really feel a part of my school, they must not only help to create the vision and make decisions, they must understand why we must go through the process, what our ultimate goal is, and how we must go about getting there, together.

Families and stakeholders can play important leadership roles in school and district decision-making processes, and they deserve to be treated with fairness, dignity, and respect.... Effective school and district leaders will establish strong interpersonal relationships with people outside of the school... Community and parent leaders promote positive public relations and help to squelch the negativism” (Neuman and Simmons, 2000, p.11).

Change is never easy, but more and more, principals and school leaders are required to make the necessary changes dictated by district, state, or federal policy. In order for such changes to be successful and lasting, developing and implementing a vision that is shared and supported by the learning community is imperative. Building collaborative relationships within this community is also essential. Both of these measures, as research shows, will help to create and sustain a positive school culture, within which increased student achievement should occur. “If schools and their leadership are not able to recognize, examine,

it begins with the school itself, a school that wants to serve its students.

evaluate, challenge, and perhaps revise what they are doing to accord better with the vision of education that they hold, we are in deep trouble” (Maehr and Parker, 1993, p. 237).

Being a Leader of Service

Stewardship and the Principal

Effective school leaders’ primary focus must be whatever is best for students. This also entails putting the needs of teachers, staff, and parents as a priority. A principal must serve the learning community in order to lead it. She must be willing to communicate, collaborate, delegate, and build relationships that will create a climate and culture in which all shareholders feel respected and valued.

(But) for the principalship to reach its fullest potential, it must teach instructional leadership through the influence of ethical, visionary, cultural, and servant leadership. All aspects of leadership must be incorporated into who a principal is and what a principal does (Arnold and Harris, 2000, p. 14).

Being a servant leader does not mean bowing to the requests of every stakeholder. Service can be defined as putting others’ needs ahead of your own, and finding ways or resources to meet those needs.

“Robert Greenleaf (1970) defined leadership as follows:

It begins with the natural feeling that one wants to serve, to serve first.

Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant – first to make sure that other people’s highest priority needs are being served” (Stueber, 2000, p. 54).

One way for a principal to show compassion and the willingness to serve is by building trusting relationships with everyone involved in the school.

“Staying focused on relationships, understanding, and dialogue can help leaders deliver academic excellence and social justice to all students” (Heifetz and Linsky, 2004, pp. 26-27). Frequent communication of all forms is essential to sustaining these relationships. As a classroom teacher, I rely not only on written communication, such as my monthly newsletter, but I will not hesitate to pick up the phone and let a family know how their student is doing. The frequency and method of communicating is also a factor in creating bonds with families. I don’t wait for quarterly report cards to be distributed to “surprise” a parent with success or failure of their child. If a parent feels comfortable to respond by returning a call or coming in for a conference, I feel much of the foundation has already been laid to building a mutual, trusting relationship. As a principal, there are many more shareholders with which communication must occur, but the task can be accomplished if a pattern and effective system is established early on.

Another characteristic of a servant leader is being a listener and showing respect and empathy.

The servant leader listens receptively to what others have to say. When a problem arises, this leader responds by listening first. The servant leader employs active listening skills. She takes time to hear other points of view. The servant leader demonstrates acceptance of others and has empathy for them. You recognize this characteristic in people who treat others with dignity and respect (Stueber, 2000, p. 49).

My current principal and mentor does an excellent job of listening. She has an open door policy, not only for teachers and staff, but for parents and community members as well. I have also emailed her on various occasions expressing my frustration or elation over a situation, and she always replies within twenty-four hours. She shows empathy towards everyone, even those with whom she clearly disagrees.

In an urban school setting, finding and allocating resources to promote student achievement can be tricky. It is a principal's responsibility to appropriate financial resources, time, materials, and staff to create the best instructional environment for students. "The servant leader practices stewardship. This administrator manages the resources of the school to meet the needs of others before meeting his own needs" (Stueber, 2000, p. 50).

It is within this context of servant leadership that principals find creative ways to improve instructional leadership on campus. These servant leader principals find ways to purchase needed resources for teachers,

even though the budget is already strained. These principals offer to find a substitute for a teacher who is going through a difficult personal time...

Whenever possible, he is the substitute teacher (Arnold and Harris, 2000, p. 13).

The most effective principals realize they are in a position of service, and demonstrate a commitment and responsibility to those they serve. Stueber (2000) defined a true servant leader as someone “willing to be accountable for the well-being of the school by operating in service, rather than in control, of those around them” (p. 50). I have worked with several principals that had to control every person and every situation. I believe that if I want to gain service from my students, staff, and families as a principal, I must first serve them through communication and meeting all of their needs before my own.

We education leaders can find our way through these tough times by understanding that we are not powerless – that, indeed, we hold power to make decisions that profoundly influence, for good or ill, the lives of teachers and students in our schools. An education leader who wants to create a community of difference will use that power deliberately and morally to promote meaningful relationships and deep understanding (Heifetz and Linsky, 2004, p. 31).

Conclusion

During my teaching experiences, and also my practicum experiences for this program, I have encountered many opportunities to make decisions regarding

instruction, implementing change, and being a servant to my students, colleagues, and principal. In order to be an effective administrator, I know I must continue to strive to lead in such a manner. My vision for education has changed very little since my days as an undergraduate: I believe that it is my job to ensure that all students are learning, that all families are involved as much as possible with their child's education, and that I continue to communicate and collaborate with all shareholders in the educational community. By being a leader of instruction, a leader of change, and a leader of service, I will become an effective principal.

Institutional Isomorphism as a Change Agent: The Case of a School District's Learning Culture

Journal of Management Education, 39, 2005

Retrieved 11/20/05 from Educational Academic Search

Database, ERIC, EDB 481 574. Also in support instruction. *Leadership*, 31(1)

2005. Retrieved May 11, 2005 from Wilson's Web

Electronic resource from Merriam-Webster's online dictionary. Retrieved June

13, 2005 from <http://www.merriam-webster.com/dictionary>.

Slater, D. J. (2003). *Conditions of conditions for better schools*. New York, NY:

Palgrave MacMillan. NY: Palgrave MacMillan.

Hoffman, R. A. (2004, April). Leading in tough times. *Administrative*

Leadership, 31, 5-8. Retrieved June 5, 2005 from Wilson's Web

References

- Arnold, M. & Harris, S. (2000). The song sounds better when all the notes are there. *Contemporary Education*, 71, 12-15. Retrieved June 6, 2005 from Wilson's Web.
- Ballek, K., O'Rourke, A., Provenzano, J., & Bellamy, T. (2005). Keys in cultivating principals and teacher leaders. *Journal of Staff Development*, 26(2), 42-8. Retrieved May 4, 2005 from Wilson's Web.
- Cosner, S. & Peterson, K. (2003, May-June). Building a learning community: Instructional leadership is a thoughtful journey that builds and sustains learning cultures as well as learning structures. *Leadership*, 32, 12-16. Retrieved September 6, 2004 from Expanded Academic ASAP.
- Duvall, S., & Wise, D. (2004). Time to support instruction. *Leadership*, 34,(1), 23-5. Retrieved May 4, 2005 from Wilson's Web.
- Electronic reference from Merriam-Webster's online dictionary*. Retrieved June 15, 2005 from <http://www.m-w.com/dictionary>.
- Fiore, D. J. (2001). Creating connections for better schools: How leaders enhance school culture. Larchmont, NY: Eye On Education.
- Heifetz, R. A. & Linsky, M. (2004, April). Leading in tough times. *Educational Leadership*, 61, 8-84. Retrieved June 6, 2005 from Wilson's Web.

- Hoerr, T. R. (1996, January). Collegiality: A new way to define instructional leadership. *Phi Delta Kappan*, 77, 380-381. Retrieved February 19, 2005 from Expanded Academic ASAP.
- Maehr, M. L. & Parker, S. A. (1993, November). A tale of two schools – and the primary task of leadership. *Phi Delta Kappan*, 75, 223-29. Retrieved April 9, 2005 from Expanded Academic.
- Marshall, K. (1993, Winter). Teachers and schools—what makes a difference: A principal's perspective. *Daedalus*, 122, 209 (34). Retrieved February 19, 2005 from Expanded Academic ASAP Plus.
- National Association of Elementary School Principals. (2004). Teaching teachers about learning. *The Education Digest*, 70(3), 49-50. Retrieved May 4, 2005 from Wilson's Web.
- Neuman, M. & Simmons, W. (2000, September). Leadership for student learning. *Phi Delta Kappan*, 82, 9. Retrieved April 9, 2005 from Expanded Academic.
- Parker, S. A. (1993, November). So now you're a school leader – what should you do? *Phi Delta Kappan*, 75, 229-232. Retrieved April 9, 2005 from Expanded Academic.
- Peckron, K. (2001). Principal leadership. *Journal of Staff Development*, 22(4), Retrieved May 4, 2005 from Wilson's Web.

Stueber, R. (2000). Leadership perspectives: Making a difference with servant leadership. *Lutheran Education*, 136, 49-55. Retrieved June 6, 2005 from Wilson's Web.

Whitaker, B. (1997, January-February). Instructional leadership and principal visibility. *The Clearing House*, 70, 155-156. Retrieved February 19, 2005 from Expanded Academic ASAP Plus.