

# Part I

## Book One: *What Every Principal Should Know About Instructional Leadership*

### Overview of Instructional Leadership: Inspire Schoolwide Instructional Excellence

Among the numerous factors that influence student learning, quality instruction is at the heart. However, in the face of administrative duties, logistical tasks, and disciplinary responsibilities, many principals struggle with how to efficiently and effectively fulfill their critical role as the school's primary instructional leader.

This concise yet comprehensive guide, representing the first book in the series, outlines an easy-to-implement blueprint for spearheading instructional excellence to bolster student and teacher performance. It offers a proactive approach for setting and attaining high academic goals and boils down the best practices for enhancing teaching, curriculum, supervision, assessment, and professional development.

From the latest research to real-life scenarios, this volume shares tangible strategies for mentoring and meaningfully engaging teachers to maximize instructional prowess and student achievement. Highlights include:

- “Before We Get Started” questionnaire and response analysis (TAKE THE SURVEY NOW on pages xiii–xiv.)
- Case study and accompanying reflective questions (READ THE CASE STUDY NOW and answer the reflective questions on pages 8–11.)
- “What You Should Know About” section framing each chapter
- Self-assessment resource for determining effectiveness of instructional leaders
- Twenty-six best practice behaviors for principal leadership

## Best Practices in Teaching

### Overview

This chapter in the book covers 10 major concepts that provide a basis from which to engage teachers in discussions and activities concerning instructional improvement. Although principals need not have been “star” teachers, they must, in this author’s view, have had significant and successful experiences as classroom teachers. Most fundamentally, they must appreciate that effective schooling begins and ends in the classroom. Principals must feel comfortable in engaging teachers at all levels of experience in workshops and professional development activities aimed to promote excellence in teaching. Effective principals as instructional leaders should know something about each of these areas that have an impact on teaching:

- **Reflective Practice**—is a process by which instructional leaders take the time to contemplate and assess the instructional needs of their schools, identify problem areas, and develop strategies for becoming more effective.
- **Preplanning**—occurs when teachers actively consider learning objectives and other preparatory lesson activities.
- **Allocated, Instructional, Engaged, and Success Time**—are crucial factors in promoting student learning.
- **Wait Time**—increases the amount of time students have to think before responding.
- **Direct Teaching**—refers to the time spent in actual teaching as opposed to non-teaching activities (e.g., collecting assignments).
- **Literacy Development (including Reciprocal Teaching)**—is essential regardless of what subject is taught.
- **Differentiated Instruction**—refers to the varied teaching strategies employed by teachers to address the learning needs of all students.
- **Divergent Questioning**—encourages deep and critical thinking.
- **Self-Assessment**—occurs when teachers begin to reflect or see themselves teaching.
- **Constructivism**—refers to learning by doing or active learning.

### Discussion Questions

1. How effective were you as a teacher?
2. How can you utilize your experiences in the classroom to facilitate instructional improvement in the school?
3. What resources would you generate to support teaching in your school?
4. How would you plan establishing a school environment that supports teaching excellence?
5. How would you plan on setting aside time for teachers (and yourself and other administrators) to practice reflection?
6. Would you check the book plan for all teachers in your school? Explain.
7. What activities or structures could you establish to facilitate pre-planning among teachers of the same grade, for instance?
8. What is the relationship among allocated, instructional, engaged, and success time? (See Section 3 of the chapter.)

9. Why is wait time so critical for teacher success?
10. How can you ensure that maximum time is spent on direct teaching in the classroom?
11. How might you encourage literacy across the curriculum? (See Section 6 of the chapter.)
12. How do you convince teachers that they can indeed accommodate for differing abilities in the same classroom by differentiating instruction?
13. Research demonstrates that too much time in class is spent on convergent questioning. How would you encourage more use of divergent questioning, especially in cases in which teachers claim, “Students simply can’t think”?
14. How would you encourage teachers to critically reflect on their own teaching rather than waiting for your “judgment” or evaluation?
15. A teacher tells you, “Constructivism is inappropriate for my kids.” How do you respond? (See Section 10 of the chapter.)

## Engagement Activity

Time: 30–40 minutes

Materials: chart paper, markers, masking tape, *What Every Principal Should Know About Instructional Leadership* by Jeffrey Glanz

Refer to the “What You Should Know About Teaching” section on pages 13–14. Divide the group into four smaller groups. Post a piece of chart paper on a wall near where each group is meeting. Have group members assign a recorder. After 20 minutes of group work, reconvene and have each group report out. Compile one list, drawing from each group report, which addresses the five main categories in the following case:

As principal, you realize that promoting teaching excellence is your foremost responsibility. You are the principal of a relatively small school with an overwhelming number of teachers who have been teaching less than three years. How would you go about promoting an environment that encourages sharing of teaching strategies? Articulate a plan that includes well-defined goals. Discuss in detail three specific strategies you would employ. Which areas of teaching would you focus on? How would you address the 10 key concepts and ideas highlighted in this chapter? What other teaching ideas not discussed in the chapter would you highlight? Finally, how would you assess program effectiveness?

1. Overall Plan:
2. Goals:
3. Specific Strategies:
4. Key Concepts:
5. Assessment:

As a follow-up activity, ask teachers in your school which aspects of teaching they would like to learn more about. What types of professional development activities would they most welcome?

## Best Practices in Curriculum

### Overview

This chapter in the book covers seven basic aspects of curriculum development that will help principals promote successful instruction. Although principals either need to have been or must become curriculum specialists, successful principals are involved in some of the following, among other, best practices:

- Reviewing all instructional resources and materials in various content areas (e.g., reading and mathematics)
- Aligning teaching with curriculum
- Encouraging teachers and others to review curriculum guidelines and recommend revisions to the instructional program
- Integrating local, state, or national standards into curriculum and instruction
- Reviewing testing and assessment procedures
- Inviting curriculum specialists from within and outside of the school to help facilitate curriculum revisions and development

This chapter suggests that principals know:

- **The Curriculum Development Process**—“involves analysis, design, implementation, and evaluation of educational experiences in a school in order to establish goals, plan experiences, select content, and assess outcomes of school programs” (Wiles & Bondi, 1998, p. 12).
- **Tripod View of Curriculum**—involves three ways of conceiving curriculum: based on the needs of the learner, needs of society, or the knowledge base.
- **Essentialism, Progressivism, and Constructivism**—are three approaches or philosophies to guide curriculum development.
- **The Tyler (1949) Model**—involves four steps to consider in developing curriculum (one model among many others).
- **Planning, Implementing, and Assessing Teaching Learning**—involves a three-step curriculum framework.
- **Designing Quality Curriculum**—involves three guidelines offered by Glatthorn (2000) for designing quality curriculum.
- **Using Curriculum Standards**—involves attending to local, state, professional, and national standards to ensure quality learning.

### Discussion Questions

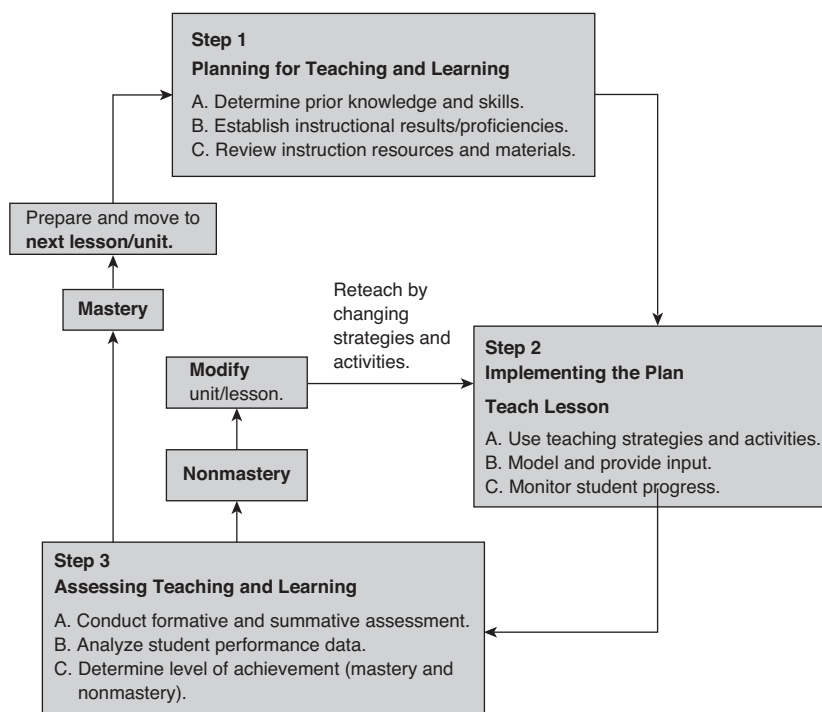
1. What did you learn about curriculum development when you were in graduate school?
2. What have you learned about curriculum “on the job”?
3. What would you say to a fellow principal who argues that curriculum “should be left to curriculum specialists”?
4. How can your knowledge of curriculum facilitate instructional improvement in the school?
5. What resources would you generate to support curriculum development in your school?
6. How would you involve teachers in curriculum development?

7. How would you respond to a teacher who argues, “Why are we involved since the curriculum is already so fixed by the state and reinforced by rigorous standards?”
8. Referring to Section 2 “Understand the Three Types of Curriculum” in the chapter, how can the information about the Tripod View of Curriculum assist you in better answering the previous question?
9. Do you believe in constructivist approaches to curriculum and instruction? (See Section 3 in the chapter.)
10. What activities or structures could you establish to facilitate curriculum development among teachers of the same grade, for instance?
11. What is the relationship among planning, implementing, and assessing teaching and learning? (See Section 5 in the chapter.)
12. How might you assist a new teacher in balancing teaching a special unit of interest to her with the fact that she must “cover” other required areas of curriculum?
13. How might you use the technology standards in the chapter to promote best practice in technology in a particular grade or even schoolwide?

## Engagement Activity

Time: 30–40 minutes

Materials: Figure 3.2 in the chapter, chart paper, markers, masking tape, *What Every Principal Should Know About Instructional Leadership* by Jeffrey Glanz



### Operationalizing the Steps in Developing the Curriculum

SOURCE: From Don M. Beach & Judy Reinhartz. *Supervisory Leadership: Focus on Instruction*, Published by Allyn & Bacon, Boston, MA. Copyright © 2000 by Pearson Education. Reprinted by permission of the publisher.

Refer to the "Understand the Curriculum Development Process" section on pages 42–44. Divide the group into four smaller groups. Post a piece of chart paper on a wall near where each group is meeting. Have group members assign a recorder. After 15 minutes of group work, reconvene and have each group report out. Compile one list, drawing from each group report, which addresses the four main categories in the following case:

As a principal you want to encourage teachers to think creatively about instruction and utilize curriculum to develop innovative approaches to teaching in the classroom. You are the principal of a large middle school with teachers of varying levels of experience. How would you go about promoting an environment that encourages curriculum development? Using Figure 3.2, go through each of the three steps by identifying a curriculum area of interest to the group. Discuss at least one specific strategy you would employ for each step.

1. Overarching area of curriculum to be addressed:
2. Step 1: Specific strategy employed:
3. Step 2: Specific strategy employed:
4. Step 3: Specific strategy employed:

As a follow-up activity, brainstorm with colleagues the ways in which they "enliven" curriculum while simultaneously meeting the "standards-driven" curriculum.

## Best Practices in Supervision and Professional Development

### Overview

This chapter covers four major aspects that provide a core in which to engage teachers in meaningful practices concerning supervision and professional development. As noted in the book, I believe that no area is more important than providing for supervision and professional development. I believe that successful principals must see themselves as "teachers of teachers." Although principals need not have been "star" teachers, they must, in this author's view, have had significant and successful experiences as classroom teachers. This notion is predicated on the condition that principals have adequate teaching experience themselves and possess the knowledge and skills to communicate good teaching practice to teachers. Principals, as instructional leaders, understand how to work with teachers to improve teaching and promote student learning. Principals can incorporate a variety of instructional-improvement strategies, including clinical supervision that incorporates purposeful classroom observation of teachers in action, not for evaluative purposes but, rather, to engage teachers in instructional dialogue about classroom practice. In fact, no discussion of evaluation is found in this book because the chief purpose of evaluation is accountability, not instructional improvement. Supervision is defined as a process that engages teachers in instructional dialogue for the purpose of improving teaching and promoting student achievement. Professional development is a process that supports ongoing and effective supervision. Effective principals, as instructional leaders, should know something about each of these areas that have an impact on teaching:

- **Clinical Supervision**—is a cyclical process of engaging teachers in instructional dialogue based on three basic stages: planning, observing, and analysis or reflection.
- **Action Research**—occurs when principals encourage teachers to think about their teaching and student learning in systematic ways by employing the scientific method: identify a question or problem, pose research questions, gather and analyze data, interpret results, derive conclusions, and take action to improve practice.
- **Professional Development**—is a process of supporting teachers' work and student learning by systematic, continuous, meaningful, and knowledge-based workshops and seminars about collaboratively developed topics.
- **PCPOWBIRDS**—All good principals work with teachers on instructional activities that include planning, observations, workshops, sharing bulletins and research, inter-visitations, providing resources, demo lessons, and staff development.

## Discussion Questions

1. How effective were you as a teacher?
2. How can you utilize your experiences in the classroom to facilitate instructional improvement in the school?
3. Do you agree with the aforementioned definitions of supervision and professional development?
4. How do you find the time to engage teachers in meaningful discussions about instruction?
5. Do you separate supervision from evaluation? Explain.
6. How do you deal with a teacher who has recently entered your school from another district who has had a very poor experience with supervision? She resists your attempts at "instructional dialogue."
7. What resources would you generate to support professional development?
8. To what extent would you involve teachers in planning for and implementing professional development?
9. How would you involve the most experienced, tenured teachers in the supervision or professional development process?
10. A colleague reports that clinical supervision "simply takes too much time." "I prefer," he says, "a check-list approach to supervision." How do you respond?
11. What did supervision "look like" in the school in which you served as a teacher?
12. What did professional development "look like" in the school in which you served as a teacher?
13. What is the role of the principal in supervision? In professional development?
14. What is the role of the assistant principal in supervision? In professional development?
15. How do your roles complement one another and/or differ?
16. Does a coach "do" supervision, rather than you or the Assistant Principal in your school? Explain.
17. What does action research have to do with supervision? (See Section 2 in the chapter.)
18. How would you encourage teachers to use action research to improve instruction?

19. Describe the ideal professional development program. What would it take for such an ideal to take place in your school?
20. How might PCPOWBIRDS assist your efforts in supervision? (See Section 4 in the chapter.)

## Engagement Activity

Time: 60–90 minutes

Materials: Copy of the Key Steps—Directive Informational Approach, Collaborative Approach, and Self-Directed Approach on pages 71–72 of *What Every Principal Should Know About Instructional Leadership* by Jeffrey Glanz. Additional resources might include “crib sheets” from *Supervision That Improves Teaching: Strategies and Techniques* (2005) by Susan Sullivan and Jeffrey Glanz and a copy of the accompanying video titled “Supervision in Practice.”

Refer to the “Implement Clinical Supervision” section on pages 56–72. Divide the group into three smaller groups. Ask them to review the supervisory guidelines on pages 56–72. If the videotape is available, show them excerpts. Have two group members role-play each of the approaches to supervision while the third person serves as observer, noting interactions and taking notes for feedback later. Either go through a complete supervisory cycle or identify one phase in the cycle on which to focus. Ask the observer to provide feedback on the effectiveness of the approach utilized. Change roles among group members. Use reporting out at the end, but also from time to time to raise or underscore certain points.

Try to encourage one group to volunteer to have itself videotaped for whole group playback and discussion. This is a great way to highlight and review the supervision process and really build skills. Several 60-minute sessions can be repeated from time to time to reinforce skill development.

Again, if the “Supervision in Practice” video is available, show it to the group and have them ascertain subtle differences among supervisory approaches used with neophyte, intermediate, and more experienced teachers.

As a follow-up activity, have participants continue their practice over time. Have them role-play once more and share how the skill levels have improved.

## Best Practices in Promoting Student Achievement

### Overview

This concluding chapter highlights 26 best leadership principal behaviors that have been proven to positively affect student achievement. Although other forms of leadership are important, without mindful attention to instructional leadership, principals will not be able to accomplish their ultimate goal; that is, improving student learning and achievement. The 26 behaviors are noted here:

Effective principals:

- Establish a safe and orderly school environment by communicating high expectations for student behavior. (You can't have high student achievement in a chaotic environment in which student misbehavior is tolerated.)
- Articulate a vision that includes clear goals for student learning.
- Communicate high expectations for student achievement. (You also must encourage teachers to demonstrate their belief that all students can achieve.)



- Persevere despite setbacks. (Student achievement doesn't occur linearly; sometimes, actually most often, students may falter academically until a breakthrough occurs; good principals understand this fact and don't panic.)
- Maintain a high profile. (Effective principals are always available to support teachers instructionally.)
- Support positive school climate by encouraging and nurturing a caring school.
- Communicate the importance of instructional excellence.
- Attend to the personal and emotional needs of students and teachers.
- Reach out to parents and community for assistance with both instruction and school governance.
- Demonstrate their commitment to instructional excellence through symbolic leadership (e.g., one principal vowed to shave his head if student achievement in reading rose more than one grade level schoolwide. I am not, of course, recommending you follow suit, but do realize the importance of symbolic actions).
- Encourage participative decision making with teachers and staff regarding instructional issues.
- Support a cooperative schoolwide learning environment.
- Actively and continuously engage in instructional matters and decisions.
- Actively and continuously engage others in instructional matters and decisions.
- Establish a norm of continuous improvement by continually pushing for improvement in student performance.
- Engage faculty in instructional and curricular matters at every turn.
- Visit classrooms frequently, observing and providing feedback continuously (Downey et al., 2004).
- Respect teacher autonomy and do not excessively intrude.
- Support teacher risk taking, in which teachers try out innovative instructional strategies.
- Secure ample instructional resources (personnel or otherwise) to implement professional development.
- Avoid administrative intrusions such as loudspeaker announcements.
- Monitor student academic progress systematically.
- Interpret performance data and use such data to make instructional improvements.
- Acknowledge the accomplishments of faculty in terms of their hard work to improve student performance and to recognize students for their individual achievements.
- "Walk the talk" (i.e., effective principals don't just talk about improving instruction, they take specific actions that demonstrate their commitment to instruction).
- Avoid bureaucratic or autocratic practices that stifle teacher autonomy.

## Discussion Questions

1. Do you really believe that the principal has the greatest impact on student achievement? Explain.
2. What behaviors have you seen in exemplary principals that positively affected student learning and achievement?
3. Conversely, describe behaviors that had the opposite affect. What can you learn from them, besides simply avoiding them?
4. How would you plan to promote high achievement for all students?
5. Is it realistic to expect that all students achieve high?
6. What would you need as a principal to ensure high achievement for all students?
7. What specific strategies would you employ in working with beginning teachers?
8. What specific strategies would you use with tenured but burned out teachers?

## Engagement Activity

Time: 30 minutes

Materials: List of 26 behaviors printed here and a copy of *What Every Principal Should Know About Instructional Leadership* by Jeffrey Glanz

Refer to the "Promoting Student Achievement for All" chapter on pages 91–94. An additional resource might be *School Leadership That Works* by Robert Marzano and colleagues (2005). Have participants work independently and then pair-and-share, until the group facilitator brings the group together for a brainstorming session. Have participants carefully read the list of 26 behaviors and then answer these questions:

1. Select the five behaviors you think might have the greatest impact on student achievement and explain why.
2. What specific strategy would you recommend to ensure that each of the five behaviors you previously selected was successful?
3. What principal behavior is not listed that should be listed?
4. Compare Cotton's list on pages 92–93 with the list by Marzano and colleagues (2001). What behaviors did Marzano identify that Cotton did not? Do they make sense? Explain.
5. Describe a principal you know (or knew) who did something (describe) that demonstrably had a positive effect on achievement? How do you know (the evidence)?

As a follow-up activity, survey principals to determine what they do that best promotes student achievement. They should be able to provide evidence to support their statements.

## Culminating Activity

Time: 60–90 minutes

Materials: This culminating activity utilizes Resources A and B in *What Every Principal Should Know About Instructional Leadership* by Jeffrey Glanz.

Divide the participants into two groups. One group will work on Resource A and the other group will work on Resource B. Make sure to provide copies of each Resource to each group (only one copy for each group, not one copy for each group member because the group participation of all members will be enhanced by giving only one copy for the group). Allow groups to assign responsibilities to members:

*Recorder*—person responsible for recording info for group

*Monitor*—ensures that each group member participates (e.g., in the case of a silent member, the monitor might ask, "Steve, what do you think?" or "Do we all agree on the solution?")

*Captain*—ensures group stays on task to complete assigned task

*Reporter*—reports out to large group at end of session (may be one or two individuals)

What other roles/responsibilities can you encourage?

*Resource A*

Select as many in-basket simulations as time permits and brainstorm three specific strategies for coping/dealing with each scenario. Ensure all group members agree on each strategy (prioritize them here as relevant to participants). During the report out phase, rather than just reading the scenario and reporting strategies, the group should first encourage audience reaction and participation and then share group strategies.

*Resource B*

Members administer the survey to the entire group. In other words, all session participants take the survey anonymously. Group members then tabulate results for a later presentation and discussion. Afterwards, Resource B group members offer their personal insights to questionnaire items. For instance, someone might share that she doesn't really feel comfortable giving workshops to teachers in a particular area. Discussion should occur within a collegial, non-threatening, and supportive environment that encourages alternate ways of seeing things and offers positive, constructive suggestions. Group members, during the reporting out session, should plan, in advance, key questions to provoke audience participation.

## Instructional Leadership Reproducibles

### Reproducible #1. Questionnaire

*Directions:* Using the following Likert scale, circle the answer that best represents your on-the-spot belief about each statement.

SA = Strongly Agree ("For the most part, yes.")

A = Agree ("Yes, but . . .")

D = Disagree ("No, but . . .")

SD = Strongly Disagree ("For the most part, no.")

- |    |   |   |    |   |
|----|---|---|----|---|
| SA | A | D | SD | 1. To be effective, the principal must have been a successful classroom teacher.  |
| SA | A | D | SD | 2. Good principals must know how to facilitate best practices in teaching, curriculum, and supervision.   |
| SA | A | D | SD | 3. It is reasonable to expect a principal to serve as a presenter in a professional development session.  |
| SA | A | D | SD | 4. It is reasonable to expect principals to know as much or more about wait time, Bloom's Taxonomy, and differentiated instruction than teachers. |
| SA | A | D | SD | 5. It is reasonable to expect principals to lead disciplinary instruction in mathematics, biology, English, history, and so forth.                |
| SA | A | D | SD | 6. The principal should spend many hours in the classroom each day.   |
| SA | A | D | SD | 7. The principal should be the most important instructional leader in a school.   |
| SA | A | D | SD | 8. The principal is the single greatest factor in determining the extent of student achievement.  |
| SA | A | D | SD | 9. Instructional leadership should take priority over other forms of leadership.  |
| SA | A | D | SD | 10. I am comfortable facilitating instructional leadership in my school.  |

## Reproducible #2. Quotations

Examine these quotations on the importance of an instructional leader: What do they mean to you?

*“A school learning community must hold curriculum, instruction, and assessment central to its work if it expects to make a difference for student learning. The principal’s role has evolved from manager to instructional leader to facilitator-leader of the school learning community. Through collaborative work of the principal and teachers, curriculum development and instructional and assessment practices continually change to conform to the needs of all students. Curriculum, instruction, and assessment are the heart of the school learning community. The role of the principal is to facilitate and keep the school focused on excellent curriculum, instruction, and assessment to meet students’ learning needs and improve achievement.”*

—Marsha Speck

*“The key factor to the individual school’s success is the building principal, who sets the tone as the school’s educational leader.”*

—Arthur Anderson

*“The principals of tomorrow’s schools must be instructional leaders who possess the requisite skills, capacities, and commitment to lead the accountability parade, not follow it. Excellence in school leadership should be recognized as the most important component of school reform. Without leadership, the chances for systemic improvement in teaching and learning are nil.”*

—Gerald N. Tirozzi

*“Good principals make good teaching and learning possible.”*

—From Robert D. Ramsey, *501 Ways to Boost Your Child’s Success in School*

*“The most important person in the school is the principal.”*

—Hillary Rodham Clinton

*“Never underestimate the importance of instructional leadership. . . . Effective principals do not allow managerial tasks to consume their days. They create adequate time to focus on being the instructional leaders of their schools. It is the key part of their job.”*

—Paul G. Young

*“Effective school leadership, in the form of a dedicated, skilled principal, is a key element in creating and maintaining high quality schools.”*

—Philip A. Cusick

*“Before I stepped into my first classroom as a teacher, I thought teaching was mainly instruction, partly performing, certainly being in front and at the center of classroom life. Later, with much chaos and some pain, I learned that this is the least of it—teaching includes a more splendid range of actions. Teaching is instructing, advising, counseling, organizing, assessing, guiding, goading, showing, managing, modeling, coaching, disciplining, prodding, preaching, persuading, proselytizing, listening, interacting, nursing, and inspiring.”*

—Gloria Ladson-Billings

*“Each leader is responsible for ensuring that the students entrusted to his or her care receive a first-class education in all of the core curriculum areas.”*

—Rod Paige

*"Supervision is and always will be the key to the high instructional standards of America's public schools."*

—Harold Spears

*"The goal of supervision is to facilitate the process of teaching and learning through a multitude of approaches that can encompass curriculum and staff development, action research, and peer, self-, and student assessment. . . . Supervision is the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement."*

—Susan Sullivan and Jeffrey Glanz

*"Too often, professional development is not carefully conceived to help teachers develop and use specific skills needed to increase student achievement. Also, most professional development is not rigorously evaluated to determine what teachers learned and how effectively they applied that learning in their schools and classrooms. As educators heed the call for a research-based approach to professional development, they must redesign their programs to provide an effective system of instructional support for teachers. This new approach to professional development must be linked to concrete teaching tasks, organized around problem solving, informed by research, and sustained over time."*

—Gene R. Carter

*"A key difference between highly effective and less effective principals is that the former are actively involved in the curricular and instructional life of their schools."*

—Kathleen Cotton

## Reproducible #3. Three Research-Based Findings About the Activities of an Effective Instructional Leader

Committed to instructional leadership, good principals know, among other things, the following:

1. The single greatest influence on students in a classroom is the teacher. “Teachers have a powerful, long-lasting influence on their students” (Stronge, 2002, p. vii). Good principals support good teachers by providing instructional services and resources on a continuous basis. Moreover, good principals attract and hire certified teachers who have specific knowledge, skills, and dispositions that are essential to promote student achievement; certified teachers are more successful than unlicensed teachers. Good principals also realize that retaining good teachers is essential because experience counts. “Experienced teachers differ from rookie teachers in that they have attained expertise through real-life experiences, classroom practice, and time” (Stronge, 2002, p. 9). Research demonstrates that teachers with more experience, in comparison to inexperienced teachers, plan better, apply a wider range of teaching strategies, more thoroughly understand students’ learning needs, and better organize instruction. Good principals understand this research.

2. An emphasis on academics is crucial. Effective principal instructional leaders spend much time discussing the instructional program with colleagues, teachers, parents, students, and district office leaders. They use every available opportunity to discuss instruction: personal informal and formal contacts with teachers, memoranda, e-mail communications, grade and faculty conferences, assembly programs, parent meetings, and so forth. They realize that establishing an orderly environment conducive to educational excellence is necessary. Good principals set high expectations and standards for success (Squires, Huitt, & Segars, 1984). In addition, and more specifically related to instructional improvement, effective principals:

- Establish clearly defined academic goals for the school (by grade).
- Collaboratively develop clear and consistent schoolwide instructional policies.
- Examine instructional grouping patterns to ensure student mastery of content.
- Ensure that instructional time is protected (more on time on task later in Chapter 1, but good principals make sure to minimize intrusions e.g., excessive announcements over the loudspeaker, intrusive attendance report collection by office monitors, etc., which interrupt and compromise classroom teaching and learning).
- Monitor adherence to local or state standards in the curriculum.
- Maintain a systematic method of assessment procedures.
- Review data collected as a result of implementation of an assessment system.
- Share and use the data to help improve the instructional school program.
- Observe teachers and students engaged in the learning process.
- Involve teachers in curriculum planning and decision making.
- Assist teachers who are having instructional difficulties.
- Provide for meaningful, ongoing, collaboratively developed professional development opportunities.

3. The three primary elements of successful instructional leadership are as follows (Blase & Blase, 2004):

- a. Conducting instructional conferences is a primary element of successful instructional leadership. Whether involved in pre- or post-observation conferences, informal or more formal grade conferences, and so on, principals, according to Blase and Blase (2004), exhibit these behaviors: make suggestions, give feedback, model, use inquiry, and solicit opinions from teachers.

- b. Providing staff development is a second primary element of successful instructional leadership. According to Blase and Blase (2004),

Behaviors associated with providing staff development include emphasizing the study of teaching and learning, support for collaboration, development of coaching relationships, use of action research, provision of resources, and application of the principles of adult growth and development to all phases of the staff development program. (p. 162)

- c. Developing teacher reflection is a third primary element of successful instructional leadership. Principals purposefully engage teachers in articulating feelings, sharing attitudes, and thinking deeply about instructional issues.



## Reproducible #4. Questionnaire on Curriculum

*Respond*

SA = Strongly Agree ("For the most part, yes.")

A = Agree ("Yes, but . . .")

D = Disagree ("No, but . . .")

SD = Strongly Disagree ("For the most part, no.")

- |    |   |   |    |  |
|----|---|---|----|--|
| SA | A | D | SD | 1. I see my role as principal to provide leadership in implementing state and district standards.                        |
| SA | A | D | SD | 2. I have a firm understanding of basic curriculum theory.   |
| SA | A | D | SD | 3. I understand the connection between the purpose of education and curriculum development.                              |
| SA | A | D | SD | 4. I cannot help teachers in areas of curriculum, because I am chiefly a manager good at administration, not curriculum. |
| SA | A | D | SD | 5. The knowledge base or content of a curriculum is more important than the needs of the learner.                        |
| SA | A | D | SD | 6. I am a progressive curriculum thinker and doer who believes in constructivist thought and practice.                   |
| SA | A | D | SD | 7. I know how to implement the Tyler Rationale.  |
| SA | A | D | SD | 8. I can lead teachers in developing curriculum.   |
| SA | A | D | SD | 9. I work with teachers on an ongoing basis to develop new ways to create meaningful curricula.                          |
| SA | A | D | SD | 10. I fully understand the history of standards-based reform initiatives in this country.                                |

## Reproducible #5. Three Approaches to Supervision

### *Key Steps—Directive Informational Approach*

1. Identify the problem or goal and solicit clarifying information.
2. Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.
3. Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.
4. Set a follow-up plan and meeting.

### *Key Steps—Self-Directed Approach*

1. Listen carefully to the teacher's initial statement.
2. Reflect back your understanding of the problem.
3. Constantly clarify and reflect until the real problem is identified.
4. Have the teacher problem-solve and explore consequences of various actions.
5. Have the teacher commit to a decision and firm up a plan.
6. Restate the teacher's plan and set a follow-up meeting.

### *Key Steps—Collaborative Approach*

1. Identify the problem from the teacher's perspective, soliciting as much clarifying information as possible.
2. Reflect back what you've heard for accuracy.
3. Begin collaborative brainstorming, asking the teacher for his or her ideas first.
4. Problem-solve through a sharing and discussion of options.
5. Agree on a plan and follow-up meeting.

## Reproducible #6. What Effective Principals Do to Promote Instruction

Effective principals:

- Establish a safe and orderly school environment by communicating high expectations for student behavior. (You can't have high student achievement in a chaotic environment in which student misbehavior is tolerated.)
- Articulate a vision that includes clear goals for student learning.
- Communicate high expectations for student achievement. (You also must encourage teachers to demonstrate their belief that all students can achieve.)
- Persevere despite setbacks. (Student achievement doesn't occur linearly; sometimes, actually most often, students may falter academically until a breakthrough occurs; good principals understand this fact and don't panic.)
- Maintain a high profile. (Effective principals are always available to support teachers instructionally.)
- Support positive school climate by encouraging and nurturing a caring school.
- Communicate the importance of instructional excellence.
- Attend to the personal and emotional needs of students and teachers.
- Reach out to parents and community for assistance with both instruction and school governance.
- Demonstrate their commitment to instructional excellence through symbolic leadership (e.g., one principal vowed to shave his head if student achievement in reading rose more than one grade level schoolwide. I am not, of course, recommending you follow suit, but do realize the importance of symbolic actions).
- Encourage participative decision making with teachers and staff regarding instructional issues.
- Support a cooperative schoolwide learning environment.
- Actively and continuously engage in instructional matters and decisions.
- Actively and continuously engage others in instructional matters and decisions.
- Establish a norm of continuous improvement by continually pushing for improvement in student performance.
- Engage faculty in instructional and curricular matters at every turn.
- Visit classrooms frequently, observing and providing feedback continuously (Downey et al., 2004).
- Respect teacher autonomy and do not excessively intrude.
- Support teacher risk taking, in which teachers try out innovative instructional strategies.
- Secure ample instructional resources (personnel or otherwise) to implement professional development.
- Avoid administrative intrusions such as loudspeaker announcements.
- Monitor student academic progress systematically.
- Interpret performance data and use such data to make instructional improvements.
- Acknowledge the accomplishments of faculty in terms of their hard work to improve student performance and to recognize students for their individual achievements.
- "Walk the talk" (i.e., effective principals don't just talk about improving instruction, they take specific actions that demonstrate their commitment to instruction).
- Avoid bureaucratic or autocratic practices that stifle teacher autonomy.

## Reproducible #7. Conclusion: Making Time for Instructional Leadership

1. *Locate, listen to, and articulate your inner voice.* To quote Fullan and Hargreaves (1996):

Often, when we say we have no time for something, it's an evasion. What we mean is we have more immediate or convenient things to do with that time. Of course, bulletin boards and visual aids are important. But doing them doesn't make you feel personally uncomfortable. It isn't disquieting. It isn't a personal challenge. Listening to our inner voice is. It requires not just time, but courage and commitment too. (pp. 65–66)

2. *Believe that you can make a difference.* Principals must believe that they can make a difference (Denham & Michael, 1981).

## Reproducible #8. Realities of Instructional Leadership: In-Basket Simulations

During an interview you are asked to respond to the following scenarios (first three bullets):

- React to the following statements: *Certainly instructional improvement is necessary. Not all principals, though, are “super” teachers. Rather, a good principal knows how to select other instructional leaders. The role of the principal is to oversee their job and ensure that enough time is spent on instructional improvement.*
- What would you do to encourage teachers to trust that you are there to “help” them and not merely to “evaluate” them?
- How would you forge a role for yourself as an instructional leader and not merely a manager, especially in a school in which the former principal did not focus on instruction?
- The former principal was an administrator type, not an instructional leader. Your faculty is used to the traditional method of evaluation. How would you establish a culture supportive of clinical supervisory practice? Be specific.
- You are a newly assigned principal in a K–5 elementary school. The superintendent has indicated that she is not pleased with the results of the instructional program being provided to children who have been held over because of their lack of progress in class work and their poor performances on standardized reading and math tests. The held-over children are placed together in the same class in the grade. The superintendent requests that you review the situation and make recommendations to her. Describe with justifications four recommendations you would submit to the superintendent for improving the instructional program for these held-over children so that they can function more effectively in the school.
- You are a principal at a local high school that has an excellent reputation for its rigorous curriculum. You receive an anonymous note in your mailbox informing you that Mr. O’Hare is teaching topics that are not part of the prescribed history curriculum and that students will not be prepared for the statewide competency exam. Assuming that the allegations are verified, describe your actions.
- You are assigned as a principal in a middle school in an urban area in which teachers complain that they are unable to teach their subject area because of the students’ poor reading skills. Outline the steps you would take in dealing with the teachers and in improving the reading abilities of the students. Include the techniques, services, and personnel you would utilize. Discuss the curriculum development initiatives you would take.
- Explain how you would use your schoolwide assessment system to improve instruction in general. More specifically, let’s say that your data indicate that students are ill prepared to use technology in meaningful, educational ways. What would you do to ensure that all students are “technologically” competent?
- You are passionate about inclusive practice and want to increase the number of inclusion classes in your school. Some vocal parents inform you that they will resist such an increase, because they don’t want their children’s education jeopardized by having special education students in the same classroom as their children. Explain the steps you might take to develop more meaningful inclusive practices in your school and describe how you would ensure high achievement for all students in your school in general?

## Reproducible #9. Assessing Your Role as Instructional Leader

SA = Strongly Agree ("For the most part, yes.")

A = Agree ("Yes, but . . .")

D = Disagree ("No, but . . .")

SD = Strongly Disagree ("For the most part, no.")

### Planning and Preparation

- |    |   |   |    |   |
|----|---|---|----|---|
| SA | A | D | SD | 1. Teachers should be offered guidance in planning and preparing for instruction, and I feel comfortable in doing so.   |
| SA | A | D | SD | 2. Good teachers should display solid content knowledge and make connections between the parts of their discipline or with other disciplines.                               |
| SA | A | D | SD | 3. Good teachers should consider the importance of prerequisite knowledge when introducing new topics.  |
| SA | A | D | SD | 4. Good teachers actively build on students' prior knowledge and seek causes for students' misunderstanding.  |
| SA | A | D | SD | 5. Good teachers are content knowledgeable but may need additional assistance with pedagogical strategies and techniques, and I feel comfortable providing such assistance. |
| SA | A | D | SD | 6. I am familiar with pedagogical strategies and continually search for best practices to share with my teachers.   |
| SA | A | D | SD | 7. Good teachers know much about the developmental needs of their students.   |
| SA | A | D | SD | 8. Principals are familiar with learning styles and multiple intelligences theories and can help teachers apply them to instructional practice.                             |
| SA | A | D | SD | 9. I do not fully recognize the value of understanding teachers' skills and knowledge as a basis for their teaching.  |
| SA | A | D | SD | 10. Goal setting is critical to teacher success in planning and preparing, and the principal should offer to collaborate with teachers in this area.                        |
| SA | A | D | SD | 11. I am familiar with curricular and teaching resources to assist teachers.  |
| SA | A | D | SD | 12. I know I can help teachers develop appropriate learning activities suitable for students.   |
| SA | A | D | SD | 13. I can help teachers plan for a variety of meaningful learning activities matched to school, district, and state instructional goals.                                    |

- SA A D SD 14. I would encourage teachers to use varied instructional grouping.
- SA A D SD 15. I can assist teachers in developing a systematic plan for assessment of student learning.
- SA A D SD 16. I can provide professional development for teachers in planning and preparation.

### The Classroom Environment

- SA A D SD 1. I realize the importance of classroom management and discipline.
- SA A D SD 2. I expect that teacher interactions with students are generally friendly and demonstrate warmth and caring.
- SA A D SD 3. I expect teachers to develop a system of discipline without my assistance.
- SA A D SD 4. I will play an active role in monitoring grade and school discipline plans.
- SA A D SD 5. I support the classroom teachers in matters of discipline.
- SA A D SD 6. I always communicate the high expectation to all my teachers that they are the most critical element in the classroom.
- SA A D SD 7. I expect teachers to have a well-established and well-defined system of rules and procedures.
- SA A D SD 8. I expect that teachers are alert to student behavior at all times.
- SA A D SD 9. I can provide professional development to teachers on classroom management.
- SA A D SD 10. As a teacher, I was a competent classroom manager.

### Instruction

- SA A D SD 1. I expect that teachers' directions to students will be clear and not confusing.
- SA A D SD 2. My directives to teachers about instruction are clear.
- SA A D SD 3. My spoken language as a teacher was clear and appropriate according to the grade level of my students.
- SA A D SD 4. I believe that teachers' questioning techniques are among the most critical skills needed to promote pupil learning, and I feel comfortable helping teachers frame good questions.
- SA A D SD 5. Teacher questions must be of uniformly high quality.
- SA A D SD 6. From my experience, teachers mostly lecture (talk) to students without enough student participation.

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|----|---|---|----|--|
| SA | A | D | SD | 7. I encourage teachers to encourage students to participate and prefer for students to take an active role in learning.           |
| SA | A | D | SD | 8. I can provide a workshop for teachers on giving assignments that are appropriate to students and that engage students mentally. |
| SA | A | D | SD | 9. I don't know how to group students appropriately for instruction.   |
| SA | A | D | SD | 10. I am very familiar with grouping strategies to promote instruction.  |
| SA | A | D | SD | 11. I can advise teachers on how best to select appropriate and effective instructional materials and resources.                   |
| SA | A | D | SD | 12. My demo lessons to teachers are highly coherent, and my pacing is consistent and appropriate.                                  |
| SA | A | D | SD | 13. I rarely provide appropriate feedback to my teachers.  |
| SA | A | D | SD | 14. Feedback to my teachers is consistent, appropriate, and of high quality.   |
| SA | A | D | SD | 15. I expect my teachers to rely heavily on the teacher's manual for instruction.  |
| SA | A | D | SD | 16. I consistently encourage teachers to seek my advice on teaching and learning matters.  |
| SA | A | D | SD | 17. I encourage teachers to use wait time effectively.   |
| SA | A | D | SD | 18. I feel competent enough to give a workshop to teachers on effective use of wait time.  |
| SA | A | D | SD | 19. I consider myself an instructional leader.   |
| SA | A | D | SD | 20. Teachers perceive me as an instructional leader.   |

### Professional Responsibilities

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|----|---|---|----|--|
| SA | A | D | SD | 1. I have difficulty assessing the effectiveness of teachers.                              |
| SA | A | D | SD | 2. I can accurately assess how well I am doing as an instructional leader.                 |
| SA | A | D | SD | 3. I really don't know how to improve teaching skills.                                     |
| SA | A | D | SD | 4. I am aware of what I need to do in order to become an effective instructional leader.   |
| SA | A | D | SD | 5. I rarely encourage parents to become involved in instructional matters.                 |
| SA | A | D | SD | 6. I actively and consistently encourage parents to visit classrooms.                      |
| SA | A | D | SD | 7. I feel comfortable giving workshops to parents on curricular and instructional matters. |



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|----|---|---|----|---|
| SA | A | D | SD | 8. I have difficulty relating to my colleagues in a cordial and professional manner.        |
| SA | A | D | SD | 9. I collaborate with my colleagues in a cordial and professional manner.                   |
| SA | A | D | SD | 10. I avoid becoming involved in school and district projects.                              |
| SA | A | D | SD | 11. I rarely encourage teachers to engage in professional development activities.           |
| SA | A | D | SD | 12. I seek out opportunities for professional development to enhance my pedagogical skills. |
| SA | A | D | SD | 13. I am rarely alert to teachers' instructional needs.                                     |
| SA | A | D | SD | 14. I serve teachers.   |
| SA | A | D | SD | 15. I am an advocate for students' rights.  |
| SA | A | D | SD | 16. I am an advocate for teachers' rights.  |
| SA | A | D | SD | 17. I rarely encourage teachers to serve on a school-based committee.                       |
| SA | A | D | SD | 18. I enjoy working with teachers collaboratively on instructional matters.                 |