INSTRUCTIONAL LEADERSHIP ROLE AND RESPONSIBILITIES OF MIDDLE SCHOOL ASSISTANT PRINCIPALS IN VIRGINIA

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ABSTRACT

The major purpose of this study was to gain an understanding of the instructional leadership role and responsibilities of middle school assistant principals and their level of involvement in instructional leadership. Specifically, this study determined the extent of involvement of the middle school assistant principal as an instructional leader in the Commonwealth of Virginia. The data gathered compared instructional leadership tasks to various demographic variables and determined the amount of time spent performing the instructional leadership tasks.

The Sources of Instructional Leadership (*SOIL*) survey instrument was revised and used in addition to a demographic survey to collect the data. A total of 396 surveys were mailed to middle school assistant principals across the state of Virginia. The *SOIL* survey includes 31 instructional leadership tasks that describe the instructional leadership responsibilities of assistant principals.

The research design is non-experimental and descriptive. The methodology was a modification of the methodology used in a study conducted by Bush (1997). The design used a demographic survey, the *SOIL* survey and time study to collect data. The data collected answered the following research questions:

1. What instructional leadership roles and responsibilities are performed by middle school assistant principals in Virginia?

2. What is the relationship between instructional leadership responsibilities performed and specific demographic variables?
3. How much time do middle school assistant principals spend on instructional issues each week?

Conclusions from the data reveal the primary instructional leadership responsibilities of Virginia middle school assistant principals are: (1) developing a school climate that is conducive to learning (2) improving student discipline, and (3) communicating a concern for student achievement. The data also indicate that older assistant principals are more involved in observing and evaluating staff than younger assistant principals. Additionally, the study found that the more instructional leaders in a school, the more involved assistant principals are with tasks that are associated with developing an academic climate. Furthermore, almost 80% of the participants indicated they spent between 10-30% of their instructional task time developing an academic climate each week. Nearly 50% of the participants spent the least amount of time on tasks that focus on coordinating the instructional program.

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DEDICATION

This dissertation is dedicated to my late Grandmother, Angeline Hopkins. You always said I could grow up to be a Doctor. Thanks for believing in me.

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CHAPTER I

INTRODUCTION

Overview

After reflecting upon my second year as a middle school principal, and working with six different assistant principals in two years, I became interested in understanding how to best utilize assistant principal instructional expertise. The three assistant principals that I worked with during my second year were new to the school and relatively new to the profession of educational leadership. The three assistant principals had less than ten years of administrative experience among them.

The middle school was also relatively new. It opened in 2001 with just over 1,000 neighborhood students and approximately 125 staff members. Nearly 80% of the instructional staff had less than three years of teaching experience. The school met state requirements for academic accreditation in 2005 but had never met Adequate Yearly Progress (AYP) as outlined by the No Child Left Behind Legislation.

As the primary instructional leader, I found that student achievement was increasing; however, there continued to be specific areas that required close instructional leadership, support, monitoring and reflection. It was also revealed that in order for the latter to occur, a shared level of responsibility to address all realms of the instructional program needed to take place. The current instructional role and responsibilities of the assistant principals needed to be examined. As a result of this realization, I became interested in discovering current best practices on how to best utilize the resource of the assistant principal in order to help with providing quality instructional leadership. The academic success of a school is just as dependent upon the instructional leaders as it is

with teachers (Royal, 2003). Because of the great task of monitoring the instructional program in a large school, there is a need for qualified assistant principals to be able to assist in this effort.

I also became interested in the topic after serving on a human resource team that interviewed candidates for assistant principal positions. Strong instructional backgrounds and leadership experience with instruction were the top characteristics that panel members were looking for. It appeared as if many of the candidates lacked experience with instructional leadership. The interview team found that many of the candidate's leadership and administrative preparation and experience focused on management.

Quality instructional leadership is needed because, as part of the national accountability movement, the No Child Left Behind (NCLB) Legislation requires that all students meet minimal standards on state standardized tests by 2014 (Education Trust, 2004). School administrators are striving not only to meet minimal standards but to also meet Adequate Yearly Progress (AYP) as outlined by NCLB. As a result, one of the main responsibilities of school administrators is to monitor student achievement as well as attendance closer than ever before. Principals have new instructional leadership responsibilities to meet these rising demands. Time is a premium. It is becoming increasingly difficult for the principal to address expectations and to do so in an effective and efficient manner.

District level administrators generally monitor all schools within their respective school divisions and often the information they review is from a global perspective. School administrators have to look at more specific data in order to identify problem

areas. More often than not, this task is left to the building principal. Principals are under ever-increasing pressure to improve student achievement (Thornton & Perreault, 2002).

As part of the national education reform movement, accountability has become a familiar term in public education. With standards based and high-stakes testing in most states, educators are required to be accountable for what and how students learn on a daily basis (McKinsey, 2000). The No Child Left Behind (NCLB) legislation brings even more attention to accountability nationally (Brunner, 2005). As educators enter into the 21st century, much discussion is taking place on the skills and competencies that are needed for school leaders to meet the rising demands of accountability.

Accountability refers to the reasonable expectation and obligation of a school to report evidence to teachers and the community on how a school is performing (Hawaii Department of Education, 1995). The school administrator has emerged as a facilitator of the monumental task of increasing and maintaining student achievement. The general public has become more knowledgeable about educational guidelines for student achievement that are set forth by state and national policy makers. In some cases, levels of student performance (especially in middle school math) in Virginia have fallen short of meeting minimum requirements. This has created pressure on schools to improve student performance and has helped to shift the focus on education today from performance based education which focuses on students completing products to results based education which focuses on outcomes of learning (Smith, 1987).

Getting results in the state of Virginia means utilization of standardized tests called Standards of Learning (SOL) tests. In the state of Virginia, middle schools are charged with having at least 70% of all students pass set benchmarks on SOL tests in

reading, math and social studies for grades 6-8 as well as science for students in grade 8. Schools with at least 70% of students meeting set benchmarks in math, English, science and social studies earn "full accreditation" status. Schools in Virginia that earn full accreditation status are considered to be academically successful.

In order for schools to be considered effective or academically successful, they are expected to have a successful administrative team (Edmonds, 1979). Ronald Edmonds is considered the father of the effective schools movement (Taylor, 2002). The effective schools movement began during the early 1980s and called for comprehensive school reform. The effective schools movement was instrumental in promoting the educational phrase, "all children can learn." In a study conducted by Edmonds (1979), findings identified seven correlates that schools should use in order to increase student achievement. One of the correlates is strong instructional leadership by all administrators and staff members. Research clearly indicates instructional leadership is a strong attribute of effective schools (Lezotte, 1991).

Research by Lezotte (1991) indicates the principal is expected to be the instructional leader. The responsibility for developing instructional strategies to ensure the success of all children often rests on the shoulders of the building principal and his staff (Franklin, 1994). Principals are under ever-increasing pressure to improve student achievement (Thornton & Perreault, 2002). With increased levels of accountability for student achievement, there is a growing need for principals to be able to share instructional leadership. The No Child Left Behind (NCLB) Legislation requires that 100 % of all students meet minimal standards on state standardized tests by 2014 if they wish to receive Title I funding. Title I is a voluntary program that provides more than 12

billion dollars annually to states that participate and agree to have 100% of their students to meet minimal standards in language arts and math by the year 2014. The law allows participating states to set their own benchmarks for making AYP (McKinsey, 2000). Students in all subgroup populations- Black, White, Asian, Latino, Native American, limited English proficient, low-income and students with disabilities must meet minimal benchmarks that are set by their respective states.

As a result, building principals are striving not only to meet minimal standards but to also meet Adequate Yearly Progress (AYP) as outlined by NCLB to avoid punitive sanctions if they receive Title I funding. In 2008, 74% of all schools in Virginia met AYP and 26% did not (Virginia Department of Education, 2009). With the increase in public expectations and accountability in schools, principals are beginning to refocus the way school personnel are used in the learning process. The instructional leadership role is being distributed among teachers and assistant principals. Kaplan and Owings (1999) believe an extremely valuable, yet underused, resource in the public school setting is the assistant principal.

Although the position of assistant principal emerged during the 1920's, the research available on their role and responsibilities is extremely limited (Glanz, 1994a). It appears that the roles of the assistant principals have changed; however, the responsibilities continue to be nebulous and undefined (Pitts, 1974). The breadth and scope of research on assistant principals is minute in comparison to that of the principal. Many studies on the role and responsibilities of assistant principals reveal that many of their responsibilities were previously centered on managerial duties (Frazier, 2002). In fact, more often than not, assistant principals were associated with restricted sets of

administrative, managerial and custodial responsibilities (2002). However, in more recent studies, the role of the assistant principal is evolving into more of an instructional leadership-focused position (Cranston, Tromans, & Reugebring, 2004).

Statement of the Problem

This study investigated the perceived extent and level of involvement of the middle school assistant principal as an instructional leader. Few studies have focused on the instructional leadership role and responsibilities of the assistant principal. Even fewer have focused on the instructional leadership role of the middle school assistant principal. Recent research indicates that duties of the assistant principal are primarily assigned by the principal and doing so often leads to role ambiguity and conflicts in understanding what the [assistant principal] role is (Calabrese & Tucker-Ladd, 1991; Glanz, 2004a; Frazier, 2002; Marshall, 1992a). In the few cases where there are clear job descriptions for assistant principals, instructional leadership roles and responsibilities are minimal or omitted (Marshall, 1992a). Instructional leadership roles and responsibilities for assistant principals will differ from school to school; thus, opportunities for instructional leadership will vary as well.

The importance of utilizing assistant principals as instructional leaders in the operation of effective schools is repeatedly suggested in current research (Edmonds, 1979, Glanz, 2004a, Weller & Weller, 2002). However, the nature of how assistant principals are used for instructional leadership is unclear. There is a continual problem of the identification of key instructional leadership roles of the middle school assistant principal. This study explored the perceived opportunities middle school assistant

principals are given to demonstrate instructional leadership skills that they will ultimately be required to utilize as principals and other advanced leadership positions.

Significance of the Study

In preparation of this study, the researcher identified three issues that warrant examining the instructional role and responsibilities for middle school assistant principals: (a) the need for change in the role of assistant principals as a result of increased accountability (Williams, 1995), (b) the approaching shortage of qualified principals (Fields and Egley, 2005), and (c) the lack of preparation and professional development activities for assistant principals.

This study contributes to the literature surrounding the function and scope of the role and responsibilities of middle school assistant principals and their level of involvement as instructional leaders. There is an increased need for instructional leadership due to growing accountability surrounding student achievement (Marshall, Mitchell, Gross and Scott, 1992). Furthermore, principals have a huge responsibility in addition to being the instructional leader. In addition to working toward ensuring the academic success of all students, principals are responsible for vision sharing, curriculum supervision, school and community relations and ensuring student safety. The potential for the workload to become unmanageable is great.

There is an alarming shortage of qualified aspiring principals to meet current and future needs for school leaders (Johnson-Taylor & Martin, 2007). In fact, Johnson-Taylor and Martin indicate that school districts need to "build the bench" in order to ensure that their schools will be replaced with effective principals as vacancies arise. Large numbers of principals are approaching retirement age. The National Association

for Elementary School Principals [NAESP], 2002 conducted a survey regarding the principal shortage. The results revealed that 66 % of the respondents planned to retire within the next 6-10 years (NAESP, 2004). Assistant principals are often responsible for duties surrounding student management. Very little responsibility is given to assistant principals in regards to instructional leadership. It is this tapering of responsibilities that can negatively affect their professional growth and hinder them [assistant principals] from being perceived as instructional leaders in schools.

It can be reasonably determined that there is a lack of knowledge about the role, function and duties of the assistant principal. This is another issue of concern about the instructional leadership role of the assistant principal. In fact, the role of the assistant principal is considered one of the least researched and least discussed topics in professional journals and books that focus on educational leadership (Weller & Weller, 2002).

Purpose of the study

Instructional leadership is identified as one of the main facets of successful schools (Lezotte, 1991). The purpose of this study is to gain an understanding of the instructional leadership role and responsibilities of middle school assistant principals and their level of involvement in instructional leadership. The exact role and responsibility of the assistant principal is vague (Gaston, 2005). It is important to understand the intricacy of the instructional leadership role of the middle school assistant principal and how it relates to effective school leadership.

The instructional leadership role and responsibilities of the middle school assistant principal should be explored for the following reasons: Increased need for

instructional leadership due to accountability, the rising need increases their instructional leadership capacity to replace retiring principals, the need to clarify job descriptions and to contribute to the lack of research surrounding the instructional leadership role and responsibilities of middle school assistant principals.

The overarching reason to explore this topic is to determine the instructional leadership roles and responsibilities of the middle school assistant principal. An extremely valuable, yet underused, resource in the public school setting is the assistant principal (Kaplan & Owings, 1999). It was not long ago that assistant principals were associated with restricted sets of administrative, managerial and custodial responsibilities. The role of the assistant principal is evolving into an instructional leadership-focused position (Cranston et al., 2004; NASSP, 1980).

This study contributes to the limited knowledge base of the scope of the position of assistant principal. It also adds to the lack of literature surrounding instructional roles and responsibilities of middle school assistant principals. This research based information would be available to Human Resources Departments, Staff Development Departments, University administrative preparation programs as well as principals.

Research Questions

In order to fulfill the purposes of this study, three research questions serve as its focus:

1. What instructional leadership roles and responsibilities are performed by middle school assistant principals in Virginia?
2. What is the relationship between instructional leadership responsibilities performed and the following demographic variables: gender, age, ethnicity,

highest degree earned, number of years as a teacher, number of years as an assistant principal, years at present assignment, student enrollment at present site, additional instructional leadership, and career aspiration?

3. How much time do middle school assistant principals spend on instructional issues each week?

Conceptual Framework

The researcher anticipated findings based on the literature review which added to the conceptual framework of this study. The framework continues to change as the researcher's theoretical understanding expands. While conducting this research it became apparent that instructional leadership responsibilities of middle school assistant principals are not thoroughly examined or explained in extant literature. As an experienced educator, the researcher had pre-existing background knowledge related to the subject being researched that assisted in understanding the concepts being explored. A visual representation of the conceptual framework (see Figure 1) depicts the information presented in the literature review. This diagram assists with explaining the core concepts, their anticipated relationships, and how they may add to the identification of instructional leadership responsibilities of middle school assistant principals.

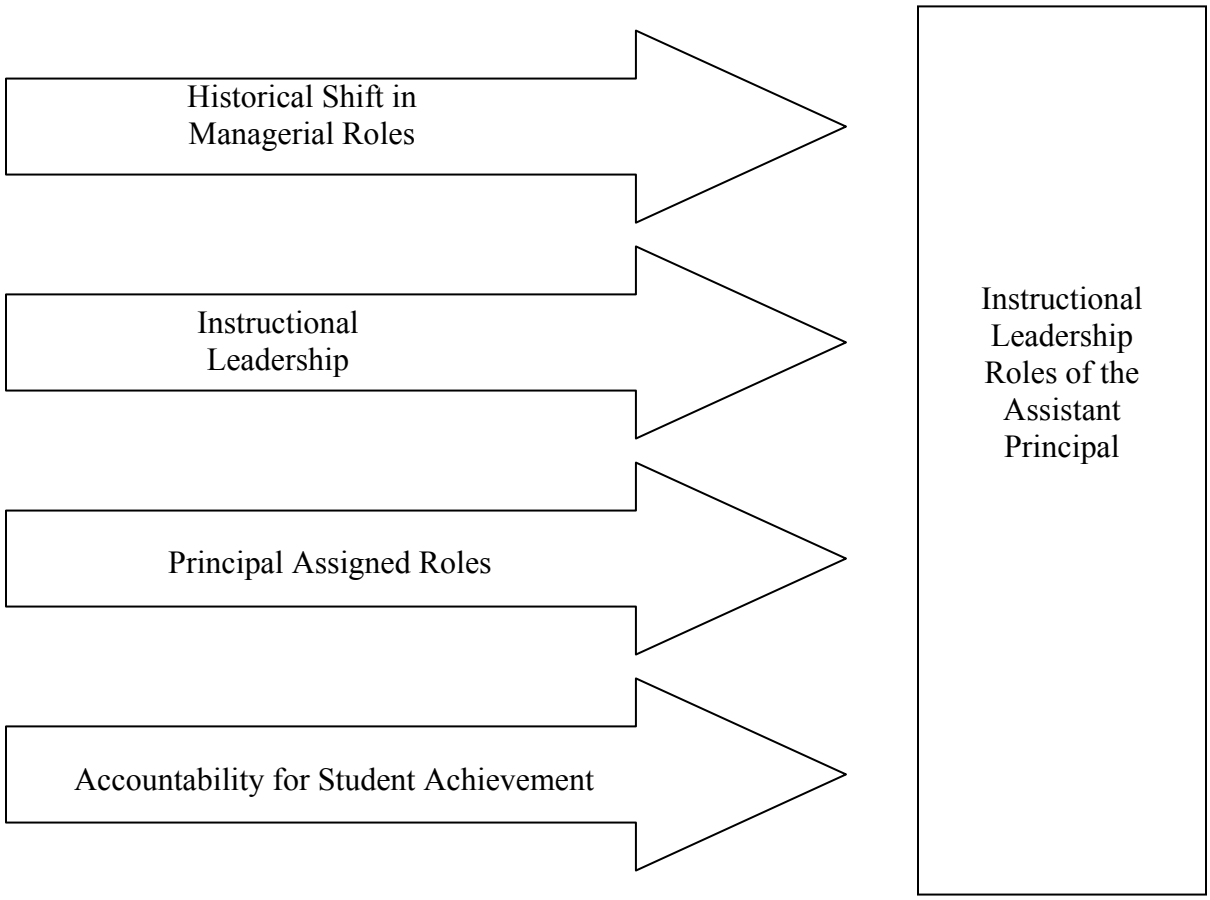
Definition of Terms

To assist in understanding the scope of the study, the following common terms are identified as important in this study:

1. Accountability: The responsibility that goes with the authority to do something. The responsibility to use authority justifiably and credibly (Heim, 1995).

Figure 1

Conceptual framework of core concepts in Instructional Leadership Roles of Assistant Principals Developed by Rogers (2008).



2. Assistant Principal: The assistant principal is a school administrator who assists the principal in providing leadership for a school (Royal, 2003).
3. Instructional Leadership: Leadership that relates to actions and activities that are done to develop a productive work environment and desirable learning environment for students (Lezotte, 1991).
4. Middle School: Schools that typically include students in grades 6-8 (Wormelli, 2001).

Limitations

Several limitations are intrinsic in this study. All middle school assistant principals in Virginia were invited to participate. As a result, this study is limited in scope to those middle school assistant principals who elect to respond to the survey. The middle school assistant principal population was dependent upon the accuracy of information reported during the 2008-2009 school year on their school websites.

Participants responding to the survey questions in an honest and unbiased manner were impossible to control. Also, the researcher sought responses from one group of stakeholders- the middle school assistant principal's perception of their own instructional leadership role and responsibilities as assigned by their principal.

Organization of the Study

This study follows a five chapter format and includes an introductory chapter (chapter one) and four additional chapters. Chapter one includes an introduction to the study, history of assistant principals' roles and responsibilities, a statement of the problem as well as the purpose of conducting the study. Three research questions, limitations and how the study is organized is also included in chapter one.

A review of the literature pertinent to the subject of this study forms chapter two. The review of literature in this chapter gives a theoretical base for the research to be conducted. Extant literature related to the roles and responsibilities of assistant principals are also reviewed.

The third chapter is devoted to a discussion of the research methodology and specific procedures that were used in the collection and treatment of data. This chapter describes in detail the methods used to collect and analyze the data to answer the three research questions. Tables and graphs are also included in this chapter to assist with understanding the scope of data collection.

Chapter four summarizes findings from the survey and document study. Presentation and analysis of data take place in this chapter. Findings of the study are also presented and discussed in chapter five. Finally, in chapter five, the data are analyzed and the findings reported. A summary, implications for practice and recommendations for additional research are also discussed in this chapter.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to review literature as it relates to the research questions posed in Chapter One. This chapter is separated into three themes in order to assist in determining the level of involvement of the middle school assistant principal as an instructional leader. It begins with an historical evolution of the assistant principal position. The second theme elaborates on the role and responsibilities of the middle school assistant principal since the inception of the position. The third theme reviews extant literature in order to assist in understanding the instructional leadership role of the middle school assistant principal. Since there is a lack of literature on the middle school assistant principal as a whole, studies that relate to the high school assistant principal are reviewed where appropriate.

This review of literature examines the role of the assistant principal from the nineteenth century until the twenty-first century. The need for this type of study is of interest primarily to assist in the career development of assistant principals, to inform their practice and to develop plans for identifying the potential of assistant principals so that they are able to identify and solve problems as related to instructional and organizational effectiveness in their schools.

History of the Assistant Principal Position

The position of assistant principal was reported by Fleshman (1970) as being in existence in Maryland as early as 1845. This was a rare and abnormal practice as surfacing of the position was considered to have happened during the first two decades of

the twentieth century. In schools that were not run by superintendents, "principals" or "head" teachers were appointed to larger schools to assist with the day-to-day operation. Although the principals were in charge, they possessed little power and influence.

During the nineteenth century, superintendents and principals held little authority in schools. In fact, schools were controlled by what was known as ward boards that lacked structure and centralization (Glanz, 1994c). During this time superintendents and principals functioned as principals and lead teachers do today. Autonomy was minimal at best as they were not allowed to implement changes to policy or curriculum (Gilland, 1935; Flowers, 1929).

It was during this time that reform efforts were being made to educational supervision. The reform efforts around the turn of the 20th century brought order and organization to otherwise chaotic and inefficient school environments (Glanz, 1994c). Throughout this period, all school decisions and control of daily activities in schools were made by superintendents.

The beginning of the twentieth century brought intensified growth in public schools. In fact, between 1895 and 1920, public school enrollment increased by more than 50% from 14 to 21.5 million students (Glanz, 1994a). As a result of this continued rapid growth, the responsibilities of the superintendent began to change. The focus shifted from superintendents being responsible for daily school contact to those responsibilities being delegated to school principals.

Principals' responsibilities included filling in for teachers by covering classes and conducting lesson demonstrations to model effective instruction. Their main responsibilities were to assist newer teachers with curriculum, instructional delivery and

classroom management (Elsbee, 1939). The principal was also charged with following directives from the superintendent that included preparing attendance and evaluation reports and organizing school programs.

As the number of students increased, so did the number of principals. Between 1920 and 1930, the number of principals doubled. According to Glanz (2004a), educators accounted for the increase with metaphors that were associated with the industrial age such as utilization of machinery, immigrants and railroads. The responsibilities of monitoring the instructional program became increasingly more challenging for principals. The responsibility of conducting classroom visits, developing curriculum and instructional programs shifted to more management like responsibilities. As a result of these changes in responsibilities for principals, other supervisory positions were created to meet the steady demands of an expanding and multifarious school system.

Spaulding (1955) identifies two precise groups of supervisors that were commonly found in schools during this time to assist principals. They were "special" and "general" supervisors. Special supervisors were teachers that were selected by the building principal based on expertise and were asked to assist newer, less experienced teachers. They were not formally trained administrators; however, they were relieved of some of their classroom instructional responsibilities in order to assist less experienced teachers with delivery of instruction (Glanz, 1994c).

Special supervisors were generally female and were more accepted by the teaching staff than general supervisors. Their primary role was to assist newer teachers with content mastery. Interestingly, while special supervisors assisted teachers with

delivery of instruction, they did not have autonomy of independent authority or authorization to evaluate teachers.

On the other hand, general supervisors were typically male and perceived by teachers quite differently than the special supervisor. The general supervisor was selected either by the superintendent or the principal to assist the principal with instruction and also with the daily operation of schools. General supervisors, also referred to as assistant principals, were asked by principals to prepare attendance and evaluation reports as well as to organize school programs. They were perceived as being more concerned with administrative items and evaluating teachers than with assisting teachers with delivery of instruction. Teachers were more intimidated by general supervisors than special supervisors because of their critical nature that often discovered areas requiring improvement. As a result, general supervisors were often referred to as Snoopervisors (Glanz, 1989; Spaulding, 1955).

By the early 1920s, the number of special supervisors in public schools grew rapidly (Glanz, 1991). Glanz (1994c) reports 6,583 educational supervisors in 1920 and in just two years that number of supervisors nearly doubled. In an effort to streamline school supervision and create a more efficient model, the number of special supervisors in schools was significantly reduced. The paradigm was such that general supervisors and principals could perform the duties of special supervisors.

The early 1920s also brought about a change in the responsibilities of the building principal. The principal was no longer teaching classes part time. The primary responsibilities were to assist inexperienced teachers with delivery of instruction and classroom management (Elsbee, 1939). In essence, the principal was considered the sole

instructional leader in schools. By the 1930s the general supervisor had become the principal's key assistant.

During the 1940s and 1950s, the position of general supervisor began to appear in educational literature as the "assistant principal." This title was more of an accurate reflection of the relationship with the building principal. Assistant principals were employed to relieve principals of the overburden of increased duties and responsibilities that came as a result of increased school populations, organizations and curricula (Pitts, 1974). In many cases assistant principals were created to provide assistance for an overwhelmed principal without clear direction from the superintendent or board of education (Laughery, 1959).

According to Laughery (1959), the assistant principal's duties evolved in a haphazard manner at the principal's discretion. Gillespie (1961) agrees with Laughery that the position was developed without an adequate sense of direction or guiding philosophy. Early researchers like Davis and Moore (1965), gave a report that the position of assistant principal lacked sound principles of organization and personnel administration were not applied to the position during the formative years. Coppedge (1968) confirmed Davis and Moore's thoughts by reporting that the uncertain status of the secondary assistant principalship was evidence of lack of development for the position.

By the middle of the twentieth century, the title of assistant principal was relatively new in reference to educational administration. The complexity of the job increased on a continual basis. The role remained uncertain, poorly defined, lacking clear focus and without sufficient philosophical base.

Historical Role of the Assistant Principal

The historical role and responsibilities of the assistant principal have evolved slowly since its appearance in public education. While current research suggests a need for the assistant principal's role to focus on instruction, little has changed in duties (Glanz, 1994a). Gaston (2005) indicates the assistant principals' responsibilities were continually added in a fragmented and disjointed manner as a result of how the responsibilities were assigned-typically by the building principal. Although the roles and responsibilities progressed slowly, the major shifts are documented and are discussed in chronological order.

Assistant Principal Roles from 1920-1940

One of the earliest studies surrounding the role and responsibilities of assistant principals was conducted in 1925 by Schroeder. Schroeder (1925) found assistant principal duties to be primarily clerical in nature and that the duties were typically assigned by the principal. The duties Schroeder identified assistant principals as performing were:

1. Teaching
2. Supervision of grades and subjects
3. General administration: distributing supplies, keeping attendance and handling discipline
4. Clerical work: making reports, keeping records and creating programs

The respondents in this study reported spending very little time on community leadership and promotion of professional growth. The population in this study consisted

of large school systems in communities that contained more than 250,000 citizens. The study revealed the following (Schroeder, 1925):

1. Assistant principals were usually appointed by the superintendent via recommendation of the principal.
2. Assistant principal duties were assigned by the principal.
3. Most school systems required assistant principals to have a bachelor's degree.
4. The function and responsibilities of the assistant principal differed among school systems and lacked consistency.
5. Assistant principals were primarily assistants to the principal.
6. Most of their duties were clerical in nature to assist the principal.
7. Little time was devoted to supervisory responsibilities.
8. A great amount of time was spent delivering instruction to students.

As a result of the study, Schroeder (1925) made the suggestion for schools to employ someone to handle the clerical matters, and that the duties of the assistant principal should dignify the position if it were to be considered truly professional.

One of the most cited, early comprehensive studies that focused on the role of assistant principals was completed in 1926 by Van Eman. Van Eman (1926) studied assistant principals in 80 large high schools in Ohio. Van Eman's findings are similar to those of Schroeder in that the majority of the duties of assistant principals at the time were managerial in nature and were most often assigned by the building principal. The tasks they completed included checking attendance, schedules and other clerical items. This study also indicated the majority of the assistant principals were women whose duties were assigned partially by the board of education; however, the majority of their

duties were assigned by the principal. This study revealed that the assistant principals supervised girls and helped them to solve problems, supervised discipline, had direct control of all records and partial control of attendance, conferred with students and parents, took charge of planning social functions, improved morale and productivity of staff and acted as a general "Shock absorber" (Van Eman, 1926).

Just as Schroeder did, Emswiler (1931) investigated the role of assistant principals in junior high schools within large communities. The duties that Emswiler identified for assistant principals were as follows:

1. Supervision of extra-curricular duties
2. Teaching
3. Supervision of some instruction
4. Consulting with the principal in reference to selection of teachers
5. Arranging the educational program (scheduling)

Interestingly, just five years prior to this study, Van Eman (1926) found that the majority of assistant principals were female. In Emswiler's (1931) study, most (86%) of the assistant principals were male. Emswiler also reported:

1. Social functions were the assistant principal's responsibility
2. The majority of assistant principals restricted interactions with the same gender of students.
3. In addition to the assistant principals, fifty% of the principals felt their duties were not clearly defined.
4. Many assistant principals felt they needed clerical assistance to perform their duties effectively and efficiently.

Kilpatrick (1931) completed a study of assistant principals in California. This study revealed major areas of responsibilities that included visiting classes, teaching, controlling students, completing schedules, conferencing with students and parents as well as supervising extracurricular activities. Just as Schroeder and Emswiler did, Kilpatrick found the position of assistant principal to be ill defined.

Much of the early research surrounding the roles and responsibilities of assistant principals suggest a lack of clear definition of their roles, and there is a great need for clarification. Zouch (1932) agrees with the previous researcher's findings of the position of assistant principal being poorly defined. In fact, she indicated the position of assistant principal is the least defined of any position within the school system. She also felt that the definition should be flexible and dependent upon the traditions and organization of the individual school.

Throughout the late 1930s the role and responsibilities of the assistant principal began to be looked at closer by researchers. The manner in which assistant principals functioned and received their duties became a focus of most research during this time period. Wright (1939) researched the educational and vocational histories of secondary school assistant principals. His normative survey involved 194 assistant principals. He reported percentages of duties in 11 areas that assistant principals were found to be totally or partially responsible for. The results of his study are presented in Table 1. The data on the table indicate the greatest area of responsibility for assistant principals was conferencing with students and student discipline. By the 1940s the role of assistant principal had clearly transitioned into one that was focused on discipline.

Table 1

Responsibilities of Assistant Principals

Duty	*Percent of Assistant Principals totally or partially responsible for duty*
Conferencing with students	100
Conferencing with parents	94.3
Student behavioral issues	93.3
Assisting students	75.3
Registering students	74.2
Attendance	73.2
Guidance	71.6
Curriculum revision	67.0
Master schedule	61.9
Classroom observations	53.6
Vocational guidance and public relations	51.5

Note. The data are summarized from "Educational and Vocational Histories of Vice Principals in Senior High Schools," by W. A. E. Wright, 1939, *School and Society, 49*, p.554. Copyright 1939 by School and Society.

Assistant Principal Roles from 1940-1960

Studies conducted in the 1940s continued to find the role of the assistant principal ill defined and similar to clerical positions (Ancel, 1991; Celikten, 1998; Franklin, 1994). Boardman et al. (1946) conducted two studies within the same year. The first study was lead by Gran and utilized 21 assistant principals in Wisconsin. A survey was sent to 31

assistant principals with a return rate of 70%. Gran's purpose was to determine (a) the extent of assistant principal responsibility for the administrative and supervisory duties, (b) similarities that existed among them in preparation for the assistant principalship, and (c) the amount and type of experience in administration they participated in prior to becoming assistant principals. The study revealed that the assistant principals were responsible for curriculum, attendance and school control. Gran placed all of the responsibilities in two categories, personal and cooperative. The second study was headed by Holt. This study surveyed 35 assistant principals in Minnesota in schools that held more than 500 students. The study attempted to determine the following:

1. the duties for which the assistant principals had no responsibility
2. what duties were performed cooperatively
3. what, if any, administrative and supervisory duties did the assistant principal perform
4. their educational background
5. what activities they delegated to other staff
6. what method was used in allocating duties to the assistant principal

Boardman et al. (1946) determined the assistant principal still functioned in clerical roles as mentioned in Van Eman's study twenty years prior. However, the position was now involved in administration and supervision, curriculum, school control and extracurricular activities.

The 1950s brought an increase in the amount of duties for which the school administrators were responsible. Martin (1997) indicated federal and state laws and mandates were major factors in shaping the role and function of school administrators

during the 1950s. A number of studies were conducted during this time period that focused on the increased amount of responsibilities assistant principals faced.

Weiss (1953) conducted a study of the assistant principals in the secondary schools in the Middle Atlantic States. Participants were asked to respond to 56 identified duties and responsibilities that were placed into six categories: (1) Administration and school management, (2) Student welfare and conferences with students, parents and teachers, (3) Office and clerical assignments, (4) Other duties, (5) Supervision and classroom visitation and (6) Professional and community. The study was conducted to determine if the responsibilities of the assistant principal were performed personally or shared by the principal or another designee.

Of the 56 duties investigated, Weiss determined that only three duties were performed independently by more than 50% of the 66 assistant principals that participated in the study (parent conferences, substituting for the principal at school and substituting for the principal at community activities). The major duties that Weiss (1953) reported in his study are presented in Table 2.

As evidenced from Weiss' study, administration and school management consumed much of the assistant principal's time. Earlier research indicates very little time was spent on administration and school management as reported in the Boardman et al. (1946) study.

Table 2

Assistant Principal Major Duties

Rank	Duties	Median Percent of Time
1.	Administration and management	29.3
2.	Student welfare and conferences	20.7
3.	Office and clerical work	14.3
4.	Other duties	12.9
5.	Supervision and class visits	12.0
6.	Professional and community	10.8
		100.0

Note. The data are summarized from "The Duties of the Secondary School Vice Principal," by G. Weiss, 1953, NASSP Bulletin, 37, p.112. Copyright 1953 by the National Association of Secondary School Principals.

Studies conducted in the 1950s support the idea that the role and responsibilities of the assistant principal were more focused on management of people and practices than with instructional leadership (Long, 1957, Pfeffer, 1955, Weiss 1953).

Although the responsibilities of the assistant principal have made a significant transition since 1925, the variety of responsibilities continued to vary from school to school. The position of assistant principal began to increase in importance by the 1960s. Along with the increase of importance, the need to know the duties and responsibilities of the assistant principal also increased (Ancel, 1991).

Assistant Principal Roles from 1960-1980

Studies conducted during the 1960s began to suggest assistant principal participation with instructional leadership. Hurley (1965) suggested that assistant principals should participate more with instructional leadership. During this time period researchers also discovered the position had evolved without clear direction or philosophy about how assistant principals should perform. Hurley suggested a balance in duties for the assistant principal. He also identified problems with the roles and responsibilities of the assistant principal in terms of management and suggested the assistant principal take on more of an instructional leadership role.

In addition to the lack of consistency among responsibilities and focus on management, in the 1960s there was a deficit of consistency with the actual title of the assistant principal. Although they perform similar duties and responsibilities, the titles assistant principal, vice principal, and associate principal have been used alternately. According to Gillespie (1961), the title is a matter of geographic location. This only contributed to the confusion as to what was the specific role of an assistant principal.

The role of the assistant principal is so complex and ever-changing that it is difficult to summarize and define the roles and responsibilities. Studies during the 1960s (Gillespie, 1961; Hurley, 1965, Wells, Nelson & Johnson, 1965) brought a different interest on the role of assistant principal and tried to define the exact role and responsibilities. In a thorough review of studies concerning assistant principal role and responsibilities, Wells, Nelson and Johnson (1965) found the role of the assistant principal to be nebulous and undefined even after 40 years of development.

Studies regarding the roles and responsibilities of assistant principals in the 1970s focused not only on defining the roles but also on job satisfaction, training and perceptions of co-workers (Franklin, 1994). One of the most cited studies surrounding the role and responsibilities of assistant principals was conducted by Austin and Brown (1970). This national study was divided into three parts which included a normative study that utilized a survey, a shadow study that followed 18 assistant principals while they worked and a career study that used former assistant principals.

The Austin and Brown study was important because of the method of data collection. These researchers used triangulation to describe the roles and responsibilities of assistant principals in depth. The activities that Austin and Brown (1970) found assistant principals most often involved in are found in Table 3.

The activity with the least amount of involvement was school-wide testing with 47% of assistant principals responding. The shadowing portion of the study involved observation of 18 assistant principals while they worked. The researchers concluded from the observation that the assistant principals duties were assigned by the principal without specific job descriptions. They also determined that they were primarily responsible for monitoring student attendance and dealing with student discipline (Austin and Brown, 1970). Their findings from the shadowing experience mimic findings of past researchers.

Other findings from their report include: (a) little job satisfaction among assistant principals, (b) the assistant principal is important to the overall function of a school, (c) the assistant principal's primary concern is with his relationships with people,

Table 3

Roles and Responsibilities of Assistant Principals

Activities most often involved	*Percent*
Student discipline	90.0
School opening and closing management	89.0
Student attendance	82.0
Emergency arrangements	79.0
School policies	76.0
Orientation for new teacher	73.0
Teacher "duty" rosters	71.0
School and public relations	71.0
School dances	71.0
Faculty meetings	69.0
Clerical services	56.0
Curriculum development	56.0
School-wide examinations	47.0

Note. The data are summarized from "The Report of the Assistant Principalship of the Study of the Secondary School Principalship," by D. B. Austin and H. L. Brown, Jr., 1953, NASSP Bulletin, 37, p.112.

(d) the relationship between the principal and assistant principal, by the assistant principal, is essential, (e) the assistant principal tends to be an intermediary (Austin & Brown, 1970).

This study raised questions not only about job description but about job satisfaction and effective use of the assistant principal. It was a comprehensive demonstration of how the role of the assistant principal mostly did not involve participation in instructional leadership functions of administration (Auclair, 1991).

Brown and Rentschler (1973) conducted another study during the 1970s that is often cited in literature surrounding the role and responsibilities of assistant principals. Their study sought to answer the question, "why doesn't the assistant principal get the principalship?" Some of their findings of why the assistant principal did not get promoted to principal were as follows:

1. The assistant principal may have been associated with a perceived ineffective administrative team.
2. The assistant principal may have considered the position a final career position.
3. The school division aspiring to promote from outside of the school division.
4. The assistant principal may not be perceived as being "ready" for the principalship.

The findings from this study suggest that the role of assistant principal had not changed much since its inception. Much of Brown and Rentschler's results coincide with results of studies conducted earlier and confirm their findings (Austin & Brown, 1970; Hurley, 1965; Long, 1957; Pfeffer, 1955; Weiss 1955).

The first 50 years of studies regarding the role and responsibilities of the assistant principal primarily focused on managerial responsibilities, human relations and job satisfaction. It is reasonable to conclude that the primary responsibilities of assistant principals did not include being involved in instructional leadership. That task was devoted to the principal.

Throughout the 1970's assistant principals continued to fall into the role of disciplinarians primarily due to the fact that they were assigned limited roles by their principals. It was not until the 1980s that researchers began to focus studies on how the assistant principal was involved in instructional leadership. Some of the studies reviewed contain varied results in terms of assistant principal role and responsibilities; however, more recent articles indicate partial growth in instructional leadership responsibilities of assistant principals.

Assistant Principal Roles from 1980-2000

Black (1980) conducted a study in Baltimore, Maryland that utilized a survey and interviews. The article was designed to assist in clarifying the role of assistant principals. The survey instrument was developed from the Brown and Rentschler study of 1973. The survey contained 34 responsibilities that were categorized into six groups that were similar to the groups identified in the Austin and Brown (1970) study and included: (1) instruction, (2) personnel, (3) pupil personnel, (4) student activities, (5) school management, and (6) professional development.

Black's study measured the degree of involvement of role and responsibilities. She reported a great deal of responsibilities in terms of student management, supervision of staff and showing ways of assisting with improving instruction by way of instructional

leadership. This researcher also determined that the assistant principal should be involved in several aspects of schools. She felt strongly that assistant principals should have considerable, if not total, involvement in the following activities:

1. supervision of student behavior
2. conferencing with parents
3. handling student discipline
4. organizing and participating in conducting faculty meetings
5. attending professional development
6. planning the master schedule
7. working with new teachers
8. initiating flexible scheduling

In addition to Black's survey, she conducted interviews. As a result of the interviews, Black notes 85% of an assistant principal's time was spent on student discipline and monitoring the cafeteria and halls. The remainder of the time was spent on transportation (busses), conferencing with parents and completing reports. She found the majority of assistant principals enjoyed working with teachers and department heads most.

The assistant principals that participated in the study reported hall and cafeteria monitoring, student discipline, compiling reports and student scheduling as their least favorite responsibilities. According to Black (1980) an overwhelming majority felt they needed 9 or 10 hours daily in order to complete their jobs.

Recent articles that address the role and responsibilities of the assistant principal indicate the need for growth in the area of instructional leadership. Historically the

position has been synonymous with discipline and school management. Many researchers, particularly in the 1980s, expressed concern about the assistant principal's lack of responsibility for instruction and the inadequate preparation for the principalship (Iannacone, 1985).

Marshall (1992b) is one of the premier researchers on the topic of assistant principals and agrees with Iannacone. Greenfield, Marshall and Reed (1986) describe the function of experience in the role of vice-principal as preparation for the school principalship that comes as a dysfunctional career entry pattern it is the development of a role orientation that emphasizes managing rather than leading. The authors believed experience as a vice-principal is an important opportunity to reach the principalship.

Smith (1987) builds on Greenfield's theory of the assistant principal needing to be more involved in instructional leadership. He conducted a study that involved 355 assistant principals. They were asked their perception of their duties and how those duties were preparing them for the principalship. Smith also surveyed principals, directors of instruction and superintendents for the study. A great part of the study included looking at functions of instructional leadership to include curriculum design and leadership, supervision of teachers and overall improvement of instruction. The results of the study indicated that assistant principals should be involved in curriculum and instruction, and doing so will increase their preparation for the principalship.

The few 1990s studies on assistant principals tend to focus on defining effective assistant principals. Greenfield, Marshall and Reed describe the vice-principalship as having received very little attention by school researchers and policy makers. Their view

is shared by Calabrese (1991), Scoggins and Bishop (1993) and Kaplan and Owings (1999).

Many writers convey messages that the assistant principal should be immersed in the instructional program and should take an active leadership role with instruction (Greenfield, 1985a). In fact, Greenfield called for restructuring the focus and scope of responsibilities of assistant principals. He believed there are three purposes of restructuring the assistant principal's role: (1) to improve the professional satisfaction of the position and become more salient to matters of instruction and learning; (2) to provide opportunities for professional growth for assistant principals to be prepared for broader leadership responsibilities; and (3) to develop and institutionalize school-based capacity for quality instructional leadership of the assistant principal (Greenfield, 1985a). He also points out that the restructuring of the position can be done if school participants are able to shift their focus from procedures and processes to instructional and organizational outcomes. He further states schools need to focus on resources and be flexible with school schedules in order to collaborate on instructionally related issues.

Research conducted on the roles and responsibilities during the 1990s focused on identifying characteristics for effectiveness in job performance, instructional leadership and preparation for career advancement. Marshall (1992a) gave what is considered the first comprehensive overview of the assistant principalship (Glanz, 1994b). Marshall believes the role of assistant principal is often ignored and misaligned. She also states, "The assistant principalship is the beginning of a socialization process where the outcome is the principalship or superintendency (Marshall & Greenfield, 1985, p.3)."

Marshall (1992a) focused on the administrative theory, career development research and school administration studies to describe the nature of the assistant principals' role, daily work, their rewards as well as frustrations. Her study identified methods by which assistant principals obtained their jobs, the progress in understanding the assistant principal's role, opportunities for methods of improving the position and a call for creating a new and different assistant principalship. Marshall's study reviews current literature surrounding the role and responsibilities of assistant principals and analyzes, via case study, the selection and socialization of two assistant principals. As a result of the extremely comprehensive study, Marshall (1992a) organizes the information into two themes: (1) the need to understand the assistant principal's role and ways to improve the position and (2) uncovering problems and identifying new solutions for reconceptualizing school leadership by focusing on the assistant principal. Her study revealed unanswered questions concerning the role and responsibilities of assistant principals as well as opportunities for assistant principals to improve their positions through educational policy.

Marshall took a comprehensive look at the importance of the assistant principal in the school. Other scholars share her views (Calabrese and Tucker-Ladd 1991; Pellicer and Stevenson 1991). The assistant principal roles and responsibilities have expanded from responsibilities that surrounded dealing with discipline and attendance to responsibilities that encompass curriculum, staff development and instructional leadership (Calabrese 1991).

Glanz is considered another expert in the research field of assistant principals. Glanz (1994b) conducted a study that involved 200 New York assistant principals. The

study utilized several open-ended questions. The extrapolated data were used to describe demographic characteristics and attitudes of the assistant principals toward their duties. Glanz sought answers to the following three questions: (1) What are your current responsibilities as an assistant principal? (2) In your view, what duties should assistant principals perform? (3) What aspects of your job give you the greatest satisfaction? (1994b).

Data obtained from Glanz' survey revealed more than 90% of the participants in the study gave indication that handling student discipline, parent complaints, lunch duty, scheduling and completing paperwork comprised their main duties and responsibilities. These findings are generally consistent with all other findings reported in this review of research. Glanz further reports that nearly all participants indicated dissatisfaction with their current responsibilities. Over 90% of the respondents to the survey also stated that they would rather participate in teacher training, developing curriculum and conducting staff development. Glanz (1994a) also found the assistant principals felt that they should be involved in more professional and fulfilling responsibilities.

Scoggins and Bishop (1993) reviewed 19 years of studies regarding the roles and responsibilities of assistant principals. They began the study under the premise that the role had not been successfully defined. They reviewed articles written by 26 authors. Scoggins and Bishop discovered 20 duties that were common to the assistant principal based on the research. The duties included discipline, attendance, student activities, staff support and evaluation, building supervision, guidance, co-curricular activities, athletics, community agencies, master schedules, filling in for the principal, building operations, budget, reports, transportation, curriculum, communications, cafeteria, school calendar,

and locks and lockers. All researchers believed discipline was one of the most common duties of the assistant principal.

Thompson and Jones (1997) conducted a study that examined the actual and ideal roles and responsibilities of assistant principals in Mississippi. The researchers also sought to determine the characteristics of effective assistant principals. The study consisted of 369 administrators responding to the Assistant Secondary School Principals (ASSP) Opinionnaire. The opinionnaire contained three sections: (1) general demographics, (2) Likert- type items, and (3) 30 characteristics of effective assistant principals that were placed into three categories: personal, professional and psycho-social. They found no significant difference in principal's and assistant principal's opinions of the actual roles of the assistant principal.

While the research on the role and responsibilities is limited, it is evident that assistant principals have a wide range of roles and responsibilities, and are an integral part of the school. It is also evident that the major functions of the assistant principal vary daily and that most assistant principals do not have clear, consistent and well defined job descriptions. Most of the studies in this review indicate the principal primarily assigns the assistant principals duties. In many instances, those duties and responsibilities that are assigned by the principal are undesired by the principal.

Assistant principals have been found to take on many responsibilities that researchers deem custodial in nature and do not serve as preparation for leadership roles that offer greater responsibility. Additionally, the assistant principal is seldom assigned instructional improvement responsibilities, with the exception of evaluating teachers.

More often than not, the responsibility of evaluating teachers is given to assistant principals as a result of the sheer number of teachers that require end of year evaluation.

Research regarding the assistant principalship is sparse (Celikten, 1998, Eimswiler 1931, Gaston 2005, Glanz 1992, Greenfield 1985a, Kaplan & Owings, 1999, Marshall 1992b, Phillips, 2007). Studies that involve the assistant principal as an instructional leader are virtually non-existent (Celikten, 1998). Instructional leadership has been traditionally synonymous with the role of the principal. Researchers are calling for restructure of the position of assistant principal to include, roles and responsibilities that are valued, concrete and are able to assist schools with increasing student achievement (Brown & Rentschler 1973; Greenfield, 1985a; Marshall, 1992; Panyako & Rorie 1987).

O'Prey (1999) conducted a study to compare middle school teachers', assistant principals' and principals' perception of the assistant principal as an instructional leader. His findings revealed that assistant principals were still spending the vast majority of their time on non-instructional tasks with much of their time being devoted to handling discipline. At nearly the turn of the 21st Century, O'Prey's (1999) findings are consistent with many studies (Auclair, 1991; Austin & Brown, 1970; Black, 1980; Brown & Rentschler, 1973; Calabrese 1991; Celikten, 1998; Domel, 2001; Downing, 1983; Emswiler, 1931; Hallenger & Murphy, 1987; Koru; 1987; Kaplan & Owings, 1999; Marshall, 1992b; NASSP, 1980; Panyako & Rorie, 1987; Scoggins & Bishop, 1993; Smith, 1987; Thompson & Jones, 1997) that were conducted several years earlier.

Assistant Principal Roles in the Twenty-first Century

One of the most recent studies on assistant principal roles and responsibilities was conducted by David Gaston. Gaston (2005) conducted a Virginia study that investigated the roles and responsibilities of assistant principals. He found student discipline, supervising and evaluating teachers, responding to teachers' needs, contacting parents and working with special needs students to be the top five responsibilities performed by assistant principals. While Gaston's study did not reveal significant differences in responsibilities of assistant principals when compared by gender and ethnicity, significant differences were noted in instructional leadership between high school and middle school assistant principals. Interestingly enough, 95% of the participants in his study indicate that assistant principal duties were assigned by the principal.

Education literature is filled with studies and articles that discuss the lack of instructional leadership in public schools, particularly at the secondary level. As we move into the 21st Century with increased accountability for student achievement, instructional leadership has become a major responsibility. Although instructional leadership is surfacing as a major responsibility in schools, assistant principals have not as a practice been assigned instructional leadership responsibilities, nor have instructional leadership responsibilities been included as part of their job descriptions.

Instructional Leadership

Instructional leadership is defined by DeBevoise (1984) as those actions that are taken by a principal or allocated to others that facilitate student learning. Most researchers' definitions of instructional leadership give generic, broad functions of instructional leadership. The definitions discuss the actions that encompass instructional

leadership and indicate the end product of the functions and actions. Greenfield (1985a) defines instructional leadership in the broad sense by stating, "instructional leadership involves actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children" (p. 56). Calabrese (1991) defines instructional leadership as defining and promoting the school's mission, establishing parameters and goals for the school's instructional program. There are many different definitions of instructional leadership. The definition depends on the source and philosophy of the researcher that is reporting the definition. Celikten (1998) notes, differing examples of definitions for instructional leadership can result in miscommunication, low evaluation ratings as well as conflicts.

It can reasonably be ascertained that there is no single definition of instructional leadership for assistant principals. Several researchers have identified gauges that can be used to identify instructional leaders. In his 1991 study, Calabrese identifies several indicators that can be used to identify instructional leaders within schools. The indicators include: visibility, problem solving, community awareness, support of staff, vision communication, use of school resources, teacher in-service, school schedule and promoting a positive school climate.

Early studies on the role and responsibilities of the assistant principal suggest the role was mostly managerial in nature and focused on being a disciplinarian. There is little mention of the assistant principal as an instructional leader. It was not until recently that the position of assistant principal has been looked upon as a source of instructional leadership. The extent of their involvement in instructional leadership is unclear and

researchers perceive a need for assistant principals' involvement in instructional leadership to increase.

One of the reasons researchers are calling for an increase in assistant principal involvement in instructional leadership is to improve the assistant principal's growth as an instructional leader. Growth as instructional leaders will allow assistant principals an additional opportunity for skills to be able to fill expected principal vacancies in the near future. Many researchers believe the assistant principalship is an important stepping stone to the principalship (Marshall, 1992b).

Current researchers have indicated that principals need to look for creative ways to utilize assistant principal talents to enhance the instructional leadership process (Celikten, 1998; Koru, 1989; NASSP, 1991). Some writers believe that an expansion of the instructional leadership role of the assistant principal is both necessary and possible. Greenfield (1985b) emphasizes the need for assistant principals to be instructional leaders. He goes on to give suggestions for making the assistant principal position more central to instruction. Some of those suggestions include looking at the actual work of the assistant principal, identifying the processes by which innovative responses are encouraged rather than custodial responses, and looking at the availability of resources for managing the instructional program- essentially restructuring the focus and scope of responsibilities.

Glatthorn and Newberg (1982) indicated the need for instructional leadership in schools in order to improve them. They suggested that there be an instructional team in schools and that the assistant principal is an underused resource in that process. They

also mention an instructional leadership team should emphasize the critical leadership functions and not just the role.

Summary

The assistant principal's role has changed very little since its inception. The role of assistant principal was initially appointed to a staff member who would substitute for the principal in his absence. Although the volume of research surrounding assistant principals is limited in scope, it is evident that the position evolved as a result of necessity. Historically, the assistant principal has been the administrator that handled discipline, met with staff, students and parents to solve problems, monitored attendance and other records to keep the school functioning.

This review of literature covers periods from as early as the mid-nineteenth century through the present. The review also indicates that the role and responsibilities of the assistant principal have been primarily clerical in nature, focused on daily management of the school and assigned by the principal. Figure 2 gives a summary of major findings from the research. As expected, discipline is mentioned as the major responsibility for assistant principals in 88% of the studies reviewed, followed by attendance, monitoring co-curricular activities and attendance. What is interesting is that 53% of the studies mentioned staff evaluation as a major responsibility while only 29% mentioned curriculum and instruction as a major responsibility. Even less (18%) of the studies indicated professional development as a responsibility of assistant principals.

The assistant principal does not have a clearly defined role or list of responsibilities (Glanz, 2004). The lack of clearly defined roles and responsibilities attribute to confusion and frustration according to Marshall (1992b). Several researchers

indicate that a lack of a well defined job description and responsibilities can make evaluation of tasks difficult and is liable to contribute to feelings of job frustration. While a few responsibilities of the assistant principalship have changed, the most common duties have not changed much since the position was created. Those responsibilities have been and continue to be handling student discipline, student attendance and student activities.

The review of literature revealed several definitions of instructional leadership and a need for schools to administer instructional leadership as part of a team. In short, discipline problems should be shared with other school staff members and instructional leadership should be shared as well. The growing body of recent research calls for restructuring the position of assistant principal in order to assist schools with ever-changing accountability and meeting the needs of twenty-first century learners.

Figure 2
Summary of Major Contributor Study Findings

Study Findings	Van Eman (1926)	Emswiler (1931)	Boardman, Gran and Holt (1946)	Weiss (1953)	Wells, Nelson and Johnson (1965)	Austin & Brown (1970)	NASSP (1980)	Black (1980)	NASSP (1987)	Panyako & Rorie (1987)	Smith (1987)	Pellicer & Stevenson (1991)	Marshall (1992)	Scoggins and Bishop (1993)	Glanz (1994)	Bush (1997)	Gaston (2005)
Attendance	●	●	●		●	●			●		●	●		●	●		
Curriculum and Instruction						●		●	●					●		●	
Budget														●			
Building Maintenance			●			●	●		●	●		●		●			
Bus Duty					●	●				●				●			
Co-Curricular Activities	●	●	●		●	●	●	●			●		●	●			
Discipline		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●
Monitoring Students				●				●		●	●		●	●	●		●
Parent Conferences				●	●			●			●			●	●		●
Principal's Substitute			●	●		●	●							●			

Figure 2
Summary of Major Contributor Findings (continued)

Study Findings	Van Eman (1926)	Emswiler (1931)	Boardman, Gran and Holt (1946)	Weiss (1953)	Wells, Nelson and Johnson (1965)	Austin & Brown (1970)	NASSP (1980)	Black (1980)	NASSP (1987)	Panyako & Rorie (1987)	Smith (1987)	Pellicer & Stevenson (1991)	Marshall (1992)	Scoggins and Bishop (1993)	Glanz (1994)	Bush (1997)	Gaston (2005)
Professional Development						●		●			●						●
Reports	●	●	●	●	●	●							●	●			
Scheduling	●	●						●			●	●			●		
School Calendar						●	●							●			
School Safety			●		●	●			●			●					
Staff Evaluation			●	●			●	●	●		●	●		●			●
Staff Hiring						●	●						●				
Teaching	●	●															
Testing	●		●		●	●											
Textbooks	●		●			●	●			●					●	●	

CHAPTER III

METHODOLOGY

Purpose

The purpose of this study was to gain an understanding of the instructional leadership role and responsibilities of middle school assistant principals and their level of involvement in instructional leadership. In order to explore and describe the instructional leadership role and responsibilities of the middle school assistant principal as perceived by the middle school assistant principal, the non-experimental descriptive research design was used. The literature that surrounds the roles and responsibilities of the assistant principal is limited. Research that focuses on the role of the middle school assistant principal as the instructional leader is almost non-existent. For those reasons, the following questions were the focus of this study:

1. What instructional leadership roles and responsibilities are performed by middle school assistant principals?
2. What is the relationship between instructional leadership responsibilities performed and the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher, number of years as an assistant principal, years at present assignment, student enrollment at present site, additional instructional leadership, and career aspiration?
3. How much time do middle school assistant principals spend on instructional issues each week?

Research Design

In order to explore the perceptions of the middle school assistant principal, the research design employed for this study was a non-experimental descriptive research design. This type of design is appropriate when independent variables are not manipulated and participants are not given a treatment that is measured as in typical experimental design. Descriptive research design was selected in order to synthesize emerging patterns and trends of instructional leadership roles and responsibilities that middle school assistant principals perform on a regular basis.

The methodology used in this study was a modification of methodology used in a study conducted by Bush (1997) on Detroit Public Schools' assistant principals. All participants were asked to complete a demographic survey, a 31 question survey called the Sources of Instructional Leadership Survey (*SOIL*) and to indicate the percentage of time spent performing the five factors that are outlined in the Sources of Instructional Leadership Survey. The surveys completed by the participants were used to collect data that helped to answer the three research questions asked in this study. Permission to use and modify the study was granted by the original author. Details about the study are explained in the Instrumentation section of this chapter. A copy of the survey as well as permission for its use is included in Appendix A of this study.

Population

The population for this study includes all middle school assistant principals in the state of Virginia. Information from the Virginia Department of Education (2008) report 132 school divisions with 343 middle schools. There were 426 Virginia middle school

assistant principals that met the criteria for this study. Of the 426 eligible assistant principals, 396 were invited to participate in this study.

The subjects selected for this study were obtained from individual middle school websites to ensure accurate contact information. The 2008-2009 individual school websites served as the source of information for obtaining the middle school assistant principals' names, school addresses and email addresses that were involved in this study. A total of 29 assistant principals were excluded from being invited to participate in the study because their email addresses did not appear on their school's website, and they were unreachable via telephone or members of their school staff refused to share email address information.

Data Collection

After obtaining permission from the Institutional Review Board, written permission to survey assistant principals was sought from individual school divisions' research and evaluation departments. The researcher then sent a self-recorded video email using HelloWorld.com to identified middle school assistant principals. The video email included the following:

1. An explanation of the purpose of the study
2. A link to a wiki on Wetpaint.com that included a copy of the recruitment letter (see Appendix B) that explains the purpose of the study
3. A link to SurveyMonkey.com which included an electronic copy of the Demographic Survey, Sources of Instructional Leadership Survey and Five Factors of Sources of Instructional Leadership Time Study

Procedures outlined by the Virginia Tech Institutional Review Board (IRB) were strictly followed. The self-recorded video email asked the participants to answer the questions on the Demographic Survey, Sources of Instructional Leadership Survey and Five Factors of Sources of Instructional Leadership Time Study. In the video the researcher thanked the participants for their participation, outlined the purpose and background of the study, ensured anonymity and reviewed the survey instrument. The researcher also emphasized that their participation was voluntary and gave the participants a general idea of how long it would take to complete the survey. A statement regarding no risk or cost to participate was also included. Participants were also encouraged to complete the survey by December 5, 2008 in order to be included in a drawing to receive a $25 gift card to a local restaurant. A trial completion of the revised survey instrument was conducted by three retired middle school assistant principals to determine the length of time it would take to complete the survey. The average time for completion was ten minutes.

The researcher asked the participants to complete the web based Demographic Survey, Sources of Instructional Leadership Survey and Five Factors of Sources of Instructional Leadership Time Study within two weeks. Participants that did not complete the survey within two weeks were sent a second video email. Follow up emails and telephone calls were made in order to increase the response rate. The final response rate after four weeks was 202 or (51%).

All information was held in strict confidence. None of the personal demographic information was released as the information shared by the participants was used by the researcher for calculation and identification purposes. The web-based

SurveyMonkey.com uses a numbering system that assigned each participant an individual number to track completion of the survey. This number was used to assist with follow-up emails that kept the researcher aware of the rate of return. Every effort was made to protect participant anonymity. All responses were saved in an excel file and stored on a thumb drive to which only the researcher had access.

Instrumentation

The instrument that was used in this study is called the Sources of Instructional Leadership Instrument hereafter referred to as *SOIL*. The instrument was originally designed by Glatthorn & Newberg (1982). These two researchers developed the instrument after reviewing literature surrounding instructional leadership that spanned ten years. Written permission for the use of the instrument in this study was solicited and granted from Dr. Norman Newberg. The original instrument measured the level of instructional leadership as provided by groups of instructional leaders. The six groups were as follows:

(1) principals

(2) assistant principals

(3) department chairpersons

(4) curriculum specialists

(5) teachers

(6) faculty council members

In 1985, Newberg and Selim (1985) modified the original survey instrument. Selim (1985) conducted a pilot study using 129 participants to assess the *SOIL*'s reliability, content validity and pattern discrimination. The modified survey instrument

contained a demographic data section, directions for completing the survey and 31 survey questions. In 1984, Anderson conducted a study using 300 participants to validate a revised version of the *SOIL* instrument. Anderson also used a sub sample of 28 participants and completed structured interviews with 12 of the 28 teachers in the subgroup. The validity of the *SOIL* instrument was supported by all validation phases and demonstrates its use as a reliable tool for assessing instructional leadership. The *SOIL* was again modified in 1997 by Janice Bush. Where the original *SOIL* instrument measured the perception of instructional leadership provided by principals, assistant principals, department heads, instructional specialists and teachers, Bush's study utilized elementary assistant principals only. Bush's approved modification of the *SOIL* instrument was used for this study. Written permission for the researcher to use the modified *SOIL* survey instrument is included in Appendix A.

The 31 instructional leadership tasks included in the *SOIL* are classified into five categories or factors that represent themes and are used to describe instructional leadership. The five factors of *SOIL* are given below:

(1) Observes and Evaluates (Questions # 1, 3, 5, 15, 17)

(2) Allocates Instructional Resources (Questions # 2, 8, 9, 10, 14, 28, 29)

(3) Develops Academic Climate (Questions # 11, 20, 23, 24, 25)

(4) Encourages Concern for Achievement (Questions # 13, 18, 19)

(5) Coordinates the Instructional Program (Questions # 22, 26, 27)

The authors of the original *SOIL* instrument decided to exclude question numbers 4, 6, 7, 12, 16, 21, 30 and 31 from the five factors of the instrument. These items were excluded because it was found that they did not fit into any of the five factors and

individually they did not increase the precision of the instrument. However, collectively they add to the validity of the instrument. The revised instrument included a forced choice scale of five categories that was used for response:

1- I never do this task.

2- I perform this task once per semester.

3- I perform this task once per month.

4- I perform this task once per week.

5- I do this every day.

Research question number three asks the following: "To what extent do Virginia middle school assistant principals perform instructional leadership responsibilities?" In order to address this question, the five instructional responsibility factors of the *SOIL* survey instrument were used. Participants were asked to determine what percent of time they spend performing instructional responsibilities that they believe are related to the five themes within any given week. The total percent of time of the five categories was equal to 100%. *SOIL* has five factors:

(1) Observes and Evaluates

(2) Allocates Instructional Resources

(3) Develops Academic Climate

(4) Encourages Concern for Achievement

(5) Coordinates the Instructional Program

Data Analysis

As a result of the number of middle school assistant principals that were asked to participate in this study (396), a return rate of 49% is deemed acceptable at the 95%

confidence level (Krojcie & Morgan, 1970). Once the data were collected, descriptive statistics- frequency distributions, mean, median and standard deviation were used to generate descriptive information and to communicate results from research questions numbers one and three.

Analysis of Variance (ANOVA) and descriptive statistics as previously mentioned were used to answer research question two. Analysis of variance was used in order to determine differences in instructional leadership responsibilities that were performed based on the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher/assistant principal, years at present assignment, student enrollment at present assignment, additional instructional leadership at present site and career aspiration. For this study, the ANOVA was more effective than using multiple two sample t-tests which only compare pairs of variables.

The significance level of the ANOVA tests was established at the .05 level of probability. When the probability of error is established at the .05 level of significance, it means that there will be a 5 in 100 chance of making what is known as a Type I error. In other words, there is a 5% chance of obtaining a value that can reject the null hypothesis. ANOVA were used to determine if there were significant differences within the five factors of *SOIL*. Specific demographic variables were used as the independent measure. The demographic variables included gender, age, ethnicity, highest degree earned, number of years as a teacher/assistant principal, number of years at present assignment, student enrollment at present assignment, additional instructional leadership and career aspiration. Specific statistical analyses that are associated with the variables that were used to answer the three research questions of this study are presented in Figure 3.

Figure 3
Summary of Statistical Analysis

Research Question	**Variable**	**Statistical Analysis**
1. What instructional leadership roles and responsibilities are performed by middle school assistant principals?	5 Factors of *SOIL*: (1) Observes and Evaluates (2) Allocates Instructional Resources (3) Develops Academic Climate (4) Encourages Concern for Achievement (5) Coordinates the Instructional Program	Descriptive analysis on the perceptions of the assistant principals as they relate to *SOIL* items and 5 factors. Measures of central tendency will include mean, median, frequency distributions and standard deviation.
2. What is the relationship between instructional leadership responsibilities performed and the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher/assistant principal, student enrollment at present assignment and career aspiration.	Dependent Variable- 5 Factors of *SOIL*: Independent Variable gender, age, ethnicity, highest degree earned, number of years as a teacher/assistant principal, student enrollment at present assignment and career aspiration.	Analysis of variance will be used in order to determine differences in instructional leadership responsibilities that are performed based on the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher/assistant principal, student enrollment at present assignment and career aspiration.
3. To what extent do middle school assistant principals perform instructional leadership responsibilities?	Percentage of Instructional Leadership time spent on 5 Factors of *SOIL*	Descriptive Statistics using measures of central tendency will include mean, median, frequency distributions and standard deviation.

The data collected from the surveys were analyzed using the Statistical Package for the Social Sciences- Series XV (SPSS-XV). All collected data are displayed in table form in chapter four. Measures of central tendency to include mean, median, and standard deviation were computed using the total number of Virginia middle school assistant principals who respond to the survey. Significance was established at the .05 level of probability. Individual school measures of central tendency was not be reported because of the variability in the number of assistant principals in each middle school and to allow the maximum amount of variance to be displayed within the entire group.

Summary

Chapter III reviewed the research questions, introduced the population, instrument, research design, procedures for collecting data and data analysis as they relate to middle school assistant principals and instructional leadership. The research design used in this study was descriptive. Only middle school assistant principals in the state of Virginia were identified as participants of this study. The next chapter presents the results obtained by using the non-experimental descriptive method previously mentioned.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This study examined the Virginia middle school assistant principals' perceived extent and level of involvement of their role as an instructional leader. This chapter is organized into two general sections. The first section will report the demographics of the sample population used in the study. The second section of this chapter is separated into three sub-sections that examine and correspond with the three research questions mentioned in Chapter I.

The second section begins with reporting the instructional leadership roles and responsibilities that are performed by middle school assistant principals. The second sub-section includes an examination of the relationships between instructional leadership responsibilities performed and various demographic variables. Finally, an examination of the amount of time middle school assistant principals spend on instructionally related issues weekly is reported in the third sub-section.

Research Design

This study used a non-experimental descriptive research design. Data were collected via an electronic survey questionnaire using Surveymonkey.com and consisted of three parts. The first part of the survey asked ten demographic questions that requested information on gender, age, ethnicity, highest degree earned, number of years as a teacher, number of years as an assistant principal, number of years in present assignment, additional instructional leadership staff, student enrollment, other

instructional leaders and career aspiration. Part II of the survey includes 31 questions that were presented in a forced choice scale of five categories with response items that ranged from "1= I never do this task to "5= I do this every day."

The survey consists of five subscales that are called factors: Observe and Evaluate, Allocate Instructional Resources, Develop Academic Climate, Encourage Concern for Achievement and Coordinate the Instructional Program. Eight of the 31 items included in the survey were found to be important pieces of information however; they did not fit directly into the five factors that were derived from the five factors of effective schools as identified by Edmonds (1979). These eight items were excluded from the five factors. The excluded item numbers are: 4, 6, 7, 13, 16, 21, 30 and 31. The items in the excluded category measured assistant principal involvement in the selection of personnel, scheduling, securing funds for instructional purposes, communicating with parents, reviewing lesson plans and working with teachers to improve the school's instructional program. Although the items were excluded from the five factors, Selim (1985) found that when the 31 items (typical functions of assistant principals) are scored together, the 31 items are reliable.

In part III of the survey, participants were asked to identify the amount of time they spent on instructionally related issues in a given week. The middle school assistant principals indicated the percentage of time they spent on each of the five factors. The percentage of time ranged from 0-100% in increments of 10%. Respondents were asked to have their responses for the five factors total 100%.

The sample included 396 Virginia Middle School assistant principals. The electronic surveys were video-emailed to participants using Helloworld.com. Of the 396 surveys emailed, 202 were returned which represented a 51% return rate as identified in Table 4. For the sample size (396) used in this study a return rate of 49% would have been adequate for the .05 significance level. For this study, the population sample size was sufficient to apply findings to all middle school assistant principals in Virginia (Krojcie & Morgan, 1970). Analyses of data were initiated using SPSS. Descriptive Statistics were used for each item in Sections I and III. Analysis of Variance was used for items in Section II.

Gender and Age

Of the 202 respondents, 59.2% were female and 40.8% male. Only one participant who represented .5% failed to specify gender. According to the data, 77.8% of the participants were at least 36 years old. Only 6.1% were 30 years old or less. Four of the participants (2.0%) did not indicate their age.

Ethnicity

Caucasians represented 61.9% of the respondents. African Americans made up 32.5% of the respondents. Five (2.5%) Hispanic participants responded, 1.5% were Asian and 1.5% identified themselves as other. Table 5 shows there were five (2.5%) participants that did not indicate their ethnicity. Of the 119 female respondents, 56.3% were Caucasian, 36.1% African American, and 1.5% Hispanic. Just over one fourth (25.9%) of the male respondents were African American while 67.9% identified themselves as Caucasian.

Table 4

Survey Response

Survey	Totals	Percentage
Total surveys sent out	396	100
Surveys returned	202	51
Surveys not returned	194	49

Education

The assistant principals were asked about the highest degree they earned. The entire population of assistant principals held at least a Master of Education degree. The sample indicated that 15.2% earned Education Specialist Certificates. Twelve (6.1%) middle school assistant principals held doctorates. A total of 21.3% of the population held advanced certificates or terminal degrees. Five (2.5%) of the respondents did not indicate highest degree earned. These data are shown in Table 5.

Teaching Experience

Data in Table 5 show all except five (2.5%) participants indicated that they had prior teaching experience. The majority (85.8%) of the middle school assistant principals spent more than five years teaching. Seventy-nine (40.1%) respondents taught between six and ten years before becoming an assistant principal. Almost half (45.7%) of the participants spent more than ten years as teachers before becoming assistant principals. Twenty-one (10.7%) had over twenty years of teaching experience before entering administration. Five (2.5%) did not indicate their length of time spent as teachers.

Table 5

Demographic Data for *SOIL* Study of Assistant Principals (N= 202)

Variable	N	%
Gender		
Male	82	40.8
Female	119	59.2
Missing	1	.5
Age		
30 or Younger	12	6.1
31- 35	34	17.2
36- 45	75	37.9
46 or Older	77	38.9
Missing	4	2.0
Race		
White	122	61.9
African American	64	32.5
Hispanic	5	2.5
Asian	3	1.5
Other	3	1.5
Missing	5	2.5
Education		
Master's Degree	155	78.7
Education Specialist	30	15.2
Doctorate	12	6.1
Missing	5	2.5
Years as a teacher		
1-5 years	28	14.2
6-10 years	79	40.1
11- 15 years	41	20.8
16-20 years	28	14.2
Over 20 years	21	10.7
Missing	5	2.5

Table 5 (continued)

Demographic Data for *SOIL* Study of Assistant Principals (N= 202)

Variable	N	%
Years as an assistant principal		
1-5 years	129	66.5
6-10 years	48	22.4
11- 15 years	11	5.6
16-20 years	6	3.0
Over 20 years	21	10.7
Missing	5	2.5
Years in present assignment		
1-5 years	162	82.7
6-10 years	25	12.8
11- 15 years	6	3.0
16-20 years	2	1
Over 20 years	1	.5
Missing	6	3.0
Student enrollment		
101- 200	2	1.0
201- 400	10	5.1
401- 600	44	22.4
Over 600	140	71.4
Missing	6	3.0
Additional Instructional Leadership		
Lead teacher/ Department head	76	37.6
Math/literacy coach	8	1.5
Lead teacher and literacy coach	43	21.3
Lead teacher and other	25	12.4
Math/literacy coach and other	1	.5
Lead teacher, literacy coach and other	30	14.9
Missing	16	7.9
Career aspiration		
Assistant principal	18	9.3
Principal	91	47.2
Supervisor	19	9.8
Assistant Superintendent	17	8.8
Superintendent	16	8.3
Other	32	16.6
Missing	9	4.5

Assistant Principal Experience

Respondents indicated the number of years they have served as assistant principals. Two thirds (66.5%) have been assistant principals for five years or less. Forty-eight (22.4%) have spent between six and ten years as assistant principals. Most (88.6%) have been assistant principals for ten years or less. Almost eleven percent (10.7%) of the respondents indicated they have been assistant principals for over twenty years. Five (2.5%) did not indicate the number of years they have been assistant principals. These data are represented in Table 5.

Years in Present Assignment

As shown in Table 5, many assistant principals (82.7%) had not been in their present assignments longer than five years. Only thirty-four (17.3%) of the assistant principals had been in their assignments for more than five years. Twenty-five (12.8%) assistant principals

spent between six and ten years in their present assignments. Three percent (6) of the participants did not respond to the question related to their present assignment.

Student Enrollment

As indicated in Table 5, most of the assistant principals in this study work in schools that had large student populations. The data indicate that 71.4% of the participants were employed at schools that had more than 600 students. Forty-four (22.4%) participants were assistant principals at schools that house between 401 and 600 students. None of the participants were employed in schools that had less than 100 students. Six (3.0%) participants did not indicate the size of the school they worked in.

Additional Instructional Leadership

Table 5 depicts over ninety percent (92.1%) of the assistant principals worked in schools where there were other staff members with instructional leadership responsibilities. Lead teachers or department heads worked with 85.8% of the assistant principals in the study. Literacy coaches worked with 36.7% of the participants. Eight (1.5%) assistant principals reported having only a math or literacy coach to assist with instruction. Sixteen (7.9%) respondents did not indicate additional instructional leadership help in their schools.

Career Aspiration

The last demographic question asked participants to identify their career aspiration. Ninety- one (47.2%) assistant principals indicated they had aspirations of becoming principals. Almost ten percent (9.8%) of the respondents had aspirations of becoming supervisors. Nearly as many (8.8%) aspired to eventually become assistant superintendents. The position of Superintendent was sought by 8.3% of the participants in this study. Twice as many (16.6%) had aspirations identified as-"Other." Nine (4.5%) respondents did not complete the question to identify their career aspiration. This information is located in Table 5.

Research Question Findings

The purpose of this study was to investigate the extent and level of involvement of the middle school assistant principal as an instructional leader. The Sources of Instructional Leadership (*SOIL*) Instrument was used to explore three research questions that were the focus of this study. Each research question and corresponding analyses are reported in this section.

Participants in the study were asked to indicate how often they performed the tasks mentioned in the survey. The 31 questions were presented using a Likert-type scale ranging from, I never do this task, to I do this task every day. All *SOIL* items except items 4, 6, 7, 12, 21, 30 and 31 were categorized in one of five categories or factors of *SOIL*. The items in the excluded category measured assistant principal involvement in the selection of personnel, scheduling, securing funds for instructional purposes, communicating with parents, reviewing lesson plans and working with teachers to improve the school's instructional program. While not directly related to any of the five factors identified by Edmonds (1979), the questions added to the precision of the instrument by assessing other instructional leadership contributions of assistant principals.

The five factors are Observes and Evaluates, Allocates Instructional Resources, Develops Academic Climate, Encourages Concern for Achievement, and Coordinates the Instructional Program. The corresponding question numbers are identified in Table 6. The computer program, SPSS XV was used to analyze the collected data by way of descriptive statistics to include measures of central tendency and frequency distributions for research questions one and three. Analysis of variance was used to analyze data regarding the second research question.

Research Question 1

What instructional leadership roles and responsibilities are performed by middle school assistant principals in Virginia?

Table 6

Five Factors of *SOIL* and Corresponding Question Numbers

Factor	Questions
Observes and Evaluates	#1, 3, 5, 15, 17
Allocates Instructional Resources	# 2, 8, 9, 10, 14, 28, 29
Develops Academic Climate	#11, 20, 23, 24, 25
Encourages Concern for Achievement	#13, 18, 19
Coordinates Instructional Program	# 22, 26, 27
Uncategorized	#4, 6, 7, 12, 21, 30, 31

Factor-1 Observes and Evaluates

The first item of the *SOIL* was also the first item in Factor 1- Observes and Evaluates. Participants were asked to indicate how often they articulated the instructional goals of the school. Data presented in Table 7 demonstrate that the largest group of respondents (95 or 49%) articulated the instructional goals of the school daily. The next largest group (48 or 24.7%) did the same task weekly. There were nine (4.6%) assistant principals that reported never doing this task. The median for this item was 4.0 (I perform this task once per week). Almost 74% of the respondents (73.7%) indicated they performed this task at least once per week, and nearly half (49%) indicated they performed the task daily. Clarifying the instructional responsibilities of each professional role was the second item in the Observes and Evaluates factor and the third item on the *SOIL* survey instrument. Table 7 demonstrates that over half (56.6%) of the participants indicated they performed this task at least once a week.

Table 7

Frequencies of Responses (Factor 1- Observes and Evaluates)

SOIL Item	N	%	Mean	Median	S.D.
1. Articulate the instructional goals of the school			4.05	4.00	1.173
1 = Never do this task	9	4.6			
2 = Once per semester	16	8.2			
3 = Once per month	26	13.4			
4 = Once per week	48	24.7			
5 = Every day	95	49.0			
3. Clarify the instructional responsibilities of each professional role			3.58	4.00	1.067
1 = Never do this task	6	3.1			
2 = Once per semester	26	13.6			
3 = Once per month	51	26.7			
4 = Once per week	67	35.1			
5 = Every day	41	21.5			
5. Evaluate teachers			4.07	4.00	.977
1 = Never do this task	0	0			
2 = Once per semester	17	8.8			
3 = Once per month	35	18.0			
4 = Once per week	60	30.9			
5 = Every day	82	42.3			
15. Schedule assemblies that have instructional emphasis			3.34	3.00	1.052
1 = Never do this task	9	4.7			
2 = Once per semester	28	14.6			
3 = Once per month	72	37.5			
4 = Once per week	54	28.1			
5 = Every day	29	15.1			
17. Organize teachers to work together on instructional leadership			3.28	3.00	1.152
1 = Never do this task	18	9.5			
2 = Once per semester	25	13.2			
3 = Once per month	59	31.1			
4 = Once per week	61	32.1			
5 = Every day	27	14.2			

Of the 56.6%, there were 35.1% that indicated they performed the task weekly and 21.5% that performed the task daily. The median for this item is 4.0 (I perform this task once per week) which indicated this task was an important job for assistant principals.

The third item of Factor-1 was also the fifth *SOIL* item on the survey. The participants were asked to indicate how often they evaluated teachers. Based on the data located in Table 7, all assistant principals evaluated teachers and more than 73.0% of the assistant principals indicated that they evaluated teachers at least once per week. The largest number of participants (82 of 194, or 42.3%) said they evaluated teachers daily. Out of 194 assistant principals who responded to this item, 18% reported they evaluated teachers once per month. The median for this item is 4.0 (I perform this task once per week), which suggests this task was an important one for assistant principals.

Data on the fourth Factor-1 item and fifteenth *SOIL* question ask how often assistant principals schedule assemblies that have instructional emphasis (see Table 7). The largest group of assistant principals (72 or 37.5%) performed this task once per month. The next largest group (43.2%) stated they encouraged teachers to observe each other's class at least once a week. The data also show 29.1% rarely perform this task.

The last item in Factor-1 was *SOIL* question 17. Data from Table 7 show that the largest number of participants (61 or 32.1%) organized teachers to work together on instructional leadership once per week. The data also indicate the next largest group of 59 or 31.1% reported doing this task once per month. There were 27 (14.2%) assistant principals that indicated this task was a daily routine. The data in Table 7 demonstrate nearly 10% of assistant principals never organized teachers to work together on instructional leadership.

Factor-2 Allocates Instructional Resources

The second *SOIL* factor, Allocates Instructional Resources gives an indication of how frequently middle school assistant principals assist staff members in evaluating and developing instructional materials. The factor also refers to how often assistant principals allocate personnel and physical resources. The second factor, Allocates Instructional Resources, contains seven items (questions # 2, 8, 9, 10, 14, 28 and 29). The first item of the second *SOIL* factor was question number two on the survey. Respondents were asked how often they helped teachers relate to the school's instructional goals. This was clearly a relevant task for assistant principals. The data located in Table 8 show more than two-thirds (68.6%) of the respondents stated they performed this task at least once per week. Of the 68.6%, there were 43.3% that performed this task once per week. There were 24 (12.4%) participants that rarely assisted the teacher with relating the school's instructional goals to their curriculum units. Three (1.5%) assistant principals never did the task. The median response for this item was 4.0 (I perform this task once per week).

The next item in the second factor (question #8) indicated the largest group (75 or 39.3% of the participants stated they allocated materials needed to accomplish instructional goals once per semester. Data from this question are presented in Table 8 which also reports that the next largest group (44 or 23%) allocated materials once per month. The data also demonstrate 37 (19.4%) assistant principals never allocated materials to their staff and almost 8% (15) allocated materials to their staff daily. The majority (61.3%) of the participants reported allocating materials either once per month or once per semester.

Table 8

Frequencies of Responses (Factor 2 - Allocates Instructional Resources)

SOIL Item	N	%	Mean	Median	S.D.
2. Help teachers relate to the School's instructional goals to their curriculum units			3.78	4.00	1.010
1 = Never do this task	3	1.5			
2 = Once per semester	24	12.4			
3 = Once per month	34	17.5			
4 = Once per week	84	43.3			
5 = Every day	49	25.3			
8. Allocate materials needed to accomplish instructional goals			2.48	2.00	1.151
1 = Never do this task	37	19.4			
2 = Once per semester	75	39.3			
3 = Once per month	44	23.0			
4 = Once per week	20	10.5			
5 = Every day	15	7.9			
9. Help teachers to evaluate instructional materials			2.50	2.00	1.083
1 = Never do this task	35	18.2			
2 = Once per semester	68	35.4			
3 = Once per month	58	30.2			
4 = Once per week	20	10.4			
5 = Every day	11	5.7			
10. Help teachers to develop appropriate instructional materials that are not commercially available			2.48	2.00	1.137
1 = Never do this task	45	23.8			
2 = Once per semester	51	27.0			
3 = Once per month	62	32.8			
4 = Once per week	20	10.6			

Table 8 (continued)

Frequencies of Responses (Factor 2- Allocates Instructional Resources)

SOIL Item	N	%	Mean	Median	S.D.
14. Analyze standardized achievement test scores to identify general instructional strengths and weaknesses			2.98	3.00	.981
1 = Never do this task	11	5.7			
2 = Once per semester	51	26.6			
3 = Once per month	71	37.0			
4 = Once per week	49	25.5			
5 = Every day	10	5.2			
28. Give teachers non-evaluative feedback about their teaching			4.01	4.00	.908
1 = Never do this task	4	2.1			
2 = Once per semester	7	3.7			
3 = Once per month	32	16.8			
4 = Once per week	87	45.8			
5 = Every day	60	31.6			
29. Suggest alternative instructional methods for children who are failing consistently			3.63	4.00	.871
1 = Never do this task	3	1.6			
2 = Once per semester	18	9.4			
3 = Once per month	50	26.0			
4 = Once per week	98	51.0			
5 = Every day	23	12.0			

The median was 2.0. This task was not a frequent responsibility of the assistant principal.

The third item of the Allocates Instructional Resources Factor (question #9) asked middle school assistant principals how often they assisted teachers with evaluating instructional materials. The data found in Table 8 demonstrate that the largest group of participating assistant principals (68 or 35.4%) evaluated instructional materials once per

semester. The second largest group (58 or 30.2%) reported evaluating materials once per month. The middle group (35 or 18.2%) claimed to never evaluate instructional materials. The next lowest group (20 or 10.4%) stated they evaluated materials once per week and 5.7% (11) reported doing the task daily. The data indicate 65.6% of the participants evaluated materials either once per month or once per semester. The median response was 2.0 (I perform this task once per semester).

Question number ten was the fourth item in this factor. The item asked assistant principals how often they helped teachers develop appropriate instructional materials that are not commercially available. Data found in Table 8 show that the highest number of reporting public school assistant principals (62 or 32.8%) indicated they performed this task once per month. The second largest group (51 or 27%) reported helping teachers with this task once per semester. There were 45 (23.8%) assistant principals who reported never assisting with the creation of instructional materials. There were 31 (16.4%) assistant principals that claimed to do this task either once per week or every day. The median for this response was 2.0.

The fourteenth *SOIL* item was the fifth item in the Allocates Instructional Resources Factor. This item looked at how often assistant principals analyzed standardized achievement test scores in order to identify instructional strengths and weaknesses. Assistant principals spent a considerable amount of time analyzing data. As indicated in Table 8, 72.5% of assistant principals analyzed test scores either once per month or once per week. The largest number of assistant principals (71 or 37%) analyzed test scores monthly. The next largest group of respondents (51 or 26.6%) analyzed once per semester. There were eleven (5.7%) assistant principals that indicated they never

analyzed standardized test scores. The median for this item was 3.0 (I perform this task once per month).

SOIL item 28 was the sixth item in the second factor. This item asked participants how frequently they gave teachers non-evaluative feedback about their teaching. The majority (77.4%) of assistant principals in this study gave non-evaluative feedback to teachers either once per week or daily. The data in Table 8 illustrate that the largest group of respondents (87 or 45.8%) indicated they gave non-evaluative feedback once per week. The next largest group (60 or 31.6%) gave daily feedback to the teachers they work with. There were seven (3.7%) assistant principals that gave infrequent feedback to teachers once per semester and four (2.1%) who never shared feedback with their teachers. The median for this item was 3.0.

The last item in this factor was item 29 of *SOIL*. This item was designed to determine the amount of time assistant principals spent suggesting alternative instructional methods for children who are consistently failing. The data in Table 8 give indication that 63% of the assistant principals stated they performed this task either once per week or daily. Exactly 26% stated they performed this task once per month, and 9.4% stated this task was done once per semester. Very few (1.6%) said they never completed this task. The median response for this task was 4.0 which indicate this task is done quite frequently among middle school assistant principals.

Factor-3 Develops Academic Climate

The third *SOIL* factor, Develops Academic Climate was designed to examine the extent to which assistant principals assist in the development of academic climate. Many of the items in this factor relate to maintaining discipline and developing a school climate

that supports academics. This factor is comprised of *SOIL* item numbers, 11, 20, 23, 24 and 25.

The first *SOIL* item in the Develops Academic Culture Factor was question number eleven. The question asked assistant principals to determine how often they were involved in assigning support personnel to assist teachers with accomplishing instructional goals. Table 9 demonstrates that 119 (62%) assistant principals performed this task either once per week or daily. The median response for this item was 4.0. The largest group of respondents (33.9%) indicated that they performed this task on a daily basis. The second largest group (28.1%) said they did this once per week. The near lowest group (13%) did this task once per semester, and 17 (8.9%) assistant principals said they never did this task.

The second item in this factor was *SOIL* item 20. This item asked assistant principals how often they organized the teaching staff to work on instructional leadership. The largest group of respondents (61 or 32.1%) stated they organized teachers once per week. The next largest group (59 or 31.1%) stated they did this once per month. The majority (63.2%) of assistant principals in this study organized teachers for instructional leadership at least once per month. Table 9 demonstrates these data and also show that 14.2% of the participants performed this task daily while 18 (9.5%) never performed this task. The median response for this item was 3.0.

SOIL item 23 was the third item in the Develops Academic Culture Factor. This item examined how often assistant principals took steps to improve student discipline. Data located in Table 9 show 87.4% of assistant principals worked toward improving

Table 9

Frequencies of Responses (Factor 3- Develops Academic Climate)

SOIL Item	N	%	Mean	Median	S.D.
11. See to it that the necessary support personnel are made available to assist teachers in accomplishing instructional goals			3.65	4.00	1.306
1 = Never do this task	17	8.9			
2 = Once per semester	25	13.0			
3 = Once per month	31	16.1			
4 = Once per week	54	28.1			
5 = Every day	65	33.9			
20. Organize teachers to work together on instructional leadership			3.28	3.00	1.152
1 = Never do this task	18	9.5			
2 = Once per semester	25	13.2			
3 = Once per month	59	31.1			
4 = Once per week	61	32.1			
5 = Every day	27	14.2			
23. Take steps to improve student Discipline			4.61	5.00	.834
1 = Never do this task	1	.5			
2 = Once per semester	7	3.7			
3 = Once per month	16	8.4			
4 = Once per week	18	9.5			
5 = Every day	148	77.9			
24. Take steps to develop a school climate conducive to learning			4.68	5.00	.694
1 = Never do this task	0	0			
2 = Once per semester	5	2.6			
3 = Once per month	10	5.3			
4 = Once per week	25	13.2			
5 = Every day	150	78.9			
25. Coordinate instruction between teachers at different grade levels			2.77	3.00	1.083
1 = Never do this task	30	15.8			
2 = Once per semester	38	20.0			
3 = Once per month	78	41.1			
4 = Once per week	34	17.9			
5 = Every day	10	5.3			

student discipline either once a week or daily. The largest numbers of assistant principals (148 or 77.9%) performed this task daily. The next largest group (18 or 9.5%) stated they took steps toward improving student discipline once per week. The group performing this task once per month (8.4%) was almost commensurate with the previous group. The median for this *SOIL* item was 5.0 (I perform this task every day).

The fourth item in this factor was *SOIL* item 24. This item inspected how frequently assistant principals took steps to develop a school climate that was conducive to learning. The data regarding this task are located in Table 9. The majority (78.9%) of assistant principals said they took steps to develop a climate conducive to learning daily. All assistant principals indicated they spent some amount of time on this task. The median response for this task is 5.0. There were 25 (13.2%) assistant principals that said they performed this task once per week, and 10 (5.3%) said they performed the task once per month.

The last *SOIL* item in the Develops Academic Climate Factor was item number 25. *SOIL* item 25 asked assistant principals how often they coordinated instruction between teachers at different grade levels. Data Table 9 demonstrates 59% of the assistant principals coordinated instruction between teachers either once per week or once per month. The majority (41%) of this group did the coordination once per month. The next to smallest group (38 or 20%) coordinated instruction to this extent once per semester, and 30 (15.8%) never do the task. The median for this item was 3.0.

Factor-4 Encourages Concern for Achievement

The fourth *SOIL* factor, Encourages Concern for Achievement, contained items that focused on the extent to which assistant principals encouraged the achievement of

students. The identified tasks measure the communication of the importance of academic achievement to students, parents and teachers. There were three identified items in this factor (item numbers, 13, 18 and 19). The first item in the Encourages Concern for Achievement Factor was *SOIL* item thirteen. This item focused on the amount of time assistant principals spent organizing staff development programs that relate to instruction. Table 10 shows the greatest number of assistant principals (84 or 43.5%) organized instructional staff development once per month. The next largest group (40.4%) said they did this once per semester. There were 21 assistant principals (10.9%) that indicated they never organize instructional professional development. Eight (4.1%) indicated they did this once per week and two (1%) said they organize professional development daily. The mean for this item was 2.0 (I do this once per semester).

The eighteenth *SOIL* item examined how often assistant principals encouraged teachers to observe each other's classrooms. The largest group of 72 (37.5%) said they encouraged teachers to observe other teachers' classrooms once per month as indicated in Table 10. The next largest group of 54 assistant principals (28.1%) said they performed this task once per week. The middle group of assistant principals (29 or 15.1%) indicated they perform this task daily. Almost as many (14.6%) encouraged mutual observation once per semester. The mean for this item was 3.0, and nine (4.7%) indicated they never do this task.

SOIL item nineteen looked at the amount of time assistant principals spent communicating the school's general concern for achievement to all students. The majority (53%) felt this was something that they performed daily. A form of weekly communication was reported by 14.3% of the participants as outlined in Table 10.

Table 10

Frequencies of Responses (Factor 4- Encourages Concern for Achievement)

SOIL Item	N	%	Mean	Median	S.D.
13. Organize staff development programs that relate to instruction			2.44	2.00	.783
1 = Never do this task	21	10.9			
2 = Once per semester	78	40.4			
3 = Once per month	84	43.5			
4 = Once per week	8	4.1			
5 = Every day	2	1.0			
18. Encourage teachers to observe each other's class			3.34	3.00	1.052
1 = Never do this task	9	4.7			
2 = Once per semester	28	14.6			
3 = Once per month	72	37.5			
4 = Once per week	54	28.1			
5 = Every day	29	15.1			
19. Communicate to all students the school's general concern for achievement			3.97	5.00	1.290
1 = Never do this task	8	4.2			
2 = Once per semester	29	15.3			
3 = Once per month	24	12.7			
4 = Once per week	27	14.3			
5 = Every day	101	53.4			

Monthly communication was reported by 13.7% of the participants and 29 (15.3%) assistant principals said they communicated general concern for achievement once per semester. Only eight (4.2) respondents report never doing this task. The mean for this item was 5.0 (I do this task every day).

Factor-5 Coordinates the Instructional Program

The fifth *SOIL* factor, Coordinates the Instructional Program, consisted of items that measured the involvement of assistant principals' initiation of instructional

programs, assisting teachers with cross departmental coordination of curriculum and setting academic performance standards. The fifth factor's items are *SOIL* item numbers 22, 26 and 27. The results from these analyses are in Table 11.

SOIL item 22 asked middle school assistant principals how often they initiated programs that have an instructional emphasis. Most (74.3%) indicated they initiated programs once per month or once per semester. The majority (106 or 56.7%) indicated they initiated new programs once per semester. Almost 20% of the participants indicated they never did this task as indicated in Table 11.

SOIL item 26 evaluated the amount of time assistant principals spent establishing a school policy on student performance. More than half (59.3%) indicated they established a school policy on student performance once per month or once per semester as depicted in Table 11. The majority of the assistant principals (43.4%) indicated they performed this task once per semester. The next largest group (62 or 32.8%) said they never established school policies on student performance. The mean for this item was 2.0.

SOIL item 27 asked assistant principals how often they helped departments coordinate their curricula. The largest group of assistant principals indicated they helped with this task once per month. There were 23.8% that indicated they helped individual departments coordinate curricula once per semester. The next largest group (37 or 19.6%) said they performed this activity once per week. Daily help to individual departments was given by six (3.2%) and 26 (13.8%) claimed they never did the task. The mean for this item was 3.0.

Table 11

Frequencies of Responses (Factor 5- Coordinates the Instructional Program)

SOIL Item	N	%	Mean	Median	S.D.
22. Initiate new programs that have an instructional emphasis			2.14	2.00	.863
1 = Never do this task	36	19.3			
2 = Once per semester	106	56.7			
3 = Once per month	33	17.6			
4 = Once per week	7	3.7			
5 = Every day	5	2.7			
26. Establish a school policy on student performance			2.03	2.00	1.010
1 = Never do this task	62	32.8			
2 = Once per semester	82	43.4			
3 = Once per month	30	15.9			
4 = Once per week	7	3.7			
5 = Every day	8	4.2			
27. Help individual departments to coordinate their curricula			2.75	3.00	1.026
1 = Never do this task	26	13.8			
2 = Once per semester	45	23.8			
3 = Once per month	75	39.7			
4 = Once per week	37	19.6			
5 = Every day	6	3.2			

SOIL Items not included in the five factors

There were eight *SOIL* items that were not placed in any of the five factors. The items were identified as important tasks of assistant principals that support instructional leadership but were not directly related to the five factors of instructional leadership as identified by Selim (1985). The five factors were based on the five factors of effective schools by Edmonds (1979). Selim (1985) found that although the eight items did not fit

into any of the five factors, when scored together, all 31 items in the survey are reliable and added to the precision of the instrument.

The topics of these questions that support instructional leadership dealt with scheduling, finance, communication and professional mentoring (items 4, 6, 7, 12, 16, 21, 30, and 31). The first item, *SOIL* item four, examined how often assistant principals were involved in the selection of instructional personnel. The greatest number of participants (124 or 66.7%) indicated they performed this task once per semester while 29 (15.6%) said they never did the task. Twenty-one (11.3%) performed the task once per month. The median for this task is 2.0 (I perform this task once per semester).

SOIL item six asked participants to indicate how often they developed the school's master schedule. Assistant principals reported rarely spending time on this task as indicated by the median response of 1.0 (I never do this task). Table 12 discloses findings that 55.7% of the assistant principals in the study never developed the school's master schedule. Twenty-nine percent developed the schedule once per semester.

The seventh *SOIL* item requested how often assistant principals assigned teachers to specific classes or sections. One hundred sixty-six (88.8%) of the participants rarely assigned teachers to specific classes or sections. Table 12 indicates 88 (47.1%) assigned teachers to specific classes once per semester and 78 (41.7%) never assigned teachers to specific classes. The median response for this item was 2.0.

SOIL item twelve asked middle school assistant principals how often they communicated to parents the importance of basic skills instruction in the schools. The majority of the respondents felt they performed this task frequently. Over half (56.3%) said they performed this task either once per week or daily. Slightly over 23 percent

Table 12

Frequencies of Responses (Excluded from Factors)

SOIL Item	N	%	Mean	Median	S.D.
4. Select instructional personnel			2.12	2.00	.839
1 = Never do this task	29	15.6			
2 = Once per semester	124	66.7			
3 = Once per month	21	11.3			
4 = Once per week	5	2.7			
5 = Every day	7	3.8			
6. Develop the school's master Schedule			1.74	1.00	1.109
1 = Never do this task	107	55.7			
2 = Once per semester	57	29.7			
3 = Once per month	12	6.3			
4 = Once per week	3	1.6			
5 = Every day	13	6.8			
7. Assign teachers to specific classes or sections			1.82	2.00	.989
1 = Never do this task	78	41.7			
2 = Once per semester	88	47.1			
3 = Once per month	8	4.3			
4 = Once per week	3	1.6			
5 = Every day	10	5.3			
12. Communicate to parents the importance of basic skills instruction in the schools			3.54	4.00	1.298
1 = Never do this task	21	10.9			
2 = Once per semester	18	9.4			
3 = Once per month	45	23.4			
4 = Once per week	52	27.1			
5 = Every day	56	29.2			
16. Secure additional funds for Instructional purposes			1.58	1.00	.764
1 = Never do this task	106	55.8			
2 = Once per semester	62	32.6			
3 = Once per month	20	10.5			
4 = Once per week	0	0			
5 = Every day	2	1.1			

Table 12 (continued)

Frequencies of Responses (Excluded from Factors)

SOIL Item	N	%	Mean	Median	S.D.
21. Provide help to teachers who want To improve their teaching			3.85	4.00	.884
1 = Never do this task	2	1.0			
2 = Once per semester	10	5.2			
3 = Once per month	49	25.7			
4 = Once per week	84	44.0			
5 = Every day	46	24.1			
30. Give teaches feedback on their weekly lesson plans			3.20	4.00	1.150
1 = Never do this task	29	15.1			
2 = Once per semester	14	7.3			
3 = Once per month	49	25.5			
4 = Once per week	90	46.9			
5 = Every day	10	5.2			
31. Work with teachers to improve the instructional program for the school			3.72	4.00	.926
1 = Never do this task	3	1.6			
2 = Once per semester	15	7.9			
3 = Once per month	52	27.4			
4 = Once per week	82	43.2			
5 = Every day	38	20.0			

(23.4%) indicated they performed this task once per month. The median response for this item was 4.0 (I do this task once per week).

The sixteenth *SOIL* item requests assistant principals to indicate how often they obtain additional funds for instructional purposes. The majority (55.8%) reported never doing this task and 32.6% report doing this task only once per semester. As indicated in

Table 12, none of the participants performed the task once per week and the median response was 1.0.

SOIL item 21 asks assistant principals to indicate how often they are able to help teachers who would like to improve their teaching. Over ninety percent (93.9%) indicated they help teachers at least monthly with improving teaching. The largest group of respondents (84 or 44%) helped their teachers improve their teaching once per week. The next largest group 49 (25.7%), said they helped teachers once per month with this task. Only 2 (1%) assistant principals indicated they never helped teachers with improving teaching. The median for this item was 4.0.

SOIL item 30 asked the assistant principals if they gave teachers feedback on their weekly lesson plans. The majority (82.4%) indicated they gave lesson plan feedback either once per month or once per week. Table 12 demonstrates the largest group (46.9%) gave feedback once per week, while 25.5% did the task once per month. The median response for this item was 4.0. Twenty-nine (15.1%) said they never do this task.

SOIL item 31 asked participants how often they worked with teachers in order to improve the instructional program for the school. Assistant principals performed this task frequently. Table 12 discloses the median for this response as 4.0 (I perform this task once per week). Most (82 or 43.2%) said they performed the task once per week and 38 (20%) said they worked with teachers daily.

Mean responses for each *SOIL* Factor are given in Table 13. Of the five Sources of Instructional Leadership, middle school assistant principals spent the greatest amount of time focusing on items developing academic climate with a mean response of 3.80 (SD= 0.63). This trend is followed by observing and evaluating (M= 3.62, SD= 0.66).

Table 13

Frequencies of Responses Factors of *SOIL*

SOIL Factor	Mean	Median	S.D.
Observes and Evaluates	3.62	3.80	.65
Allocates Instructional Resources	3.12	3.07	.68
Develops Academic Climate	3.80	3.80	.63
Encourages Concern for Achievement	2.83	3.0	.71
Coordinates the Instructional Program	2.30	2.33	.76

Assistant principals' mean response to allocating instructional resources yielded an average of 3.12 (SD= 0.68). Less time was spent on encouraging concern for academic achievement. Assistant principals' mean response for the Encouraging Concern for Academic Achievement was 2.84 (SD= 0.71). The least amount of time was spent on coordinating the instructional program. The mean response for this factor was 2.30 (SD= 0.76).

Summary

The tasks performed most frequently by middle school assistant principals are noted in Tables 7- 12. The tasks performed most frequently with a median response score of 5.0 (I perform this task daily) are listed in Table 14. Tasks considered secondary had a median response score of 4.0 (I perform this task weekly) are listed in Table 15.

Table 14

Primary Instructional Leadership Tasks

Item	Task	Median	Rank
24	Take steps to develop a school climate conducive to learning	5.0	1
23	Take steps to improve student discipline	5.0	2
19	Communicate to all students the school's general concern for achievement	5.0	3

Table 15

Secondary Instructional Leadership Tasks

Item	Task	Median	Rank
29	Suggest alternative instructional methods for children who are failing consistently	4.0	1
30	Give teachers feedback on their weekly lesson plans	4.0	2
28	Give teachers non-evaluative feedback about their teaching	4.0	3
21	Provide help to teachers who want to improve their teaching	4.0	4
2	Help teachers relate the school's instructional goals to their curriculum units	4.0	5
3	Clarify the instruction responsibilities of each professional role	4.0	6
31	Work with teachers to improve the instructional program	4.0	7
5	Observing/Evaluate teachers	4.0	8
11	Make necessary support personnel available to assist teachers with instruction	4.0	9
12	Communicate the importance of instruction to parents	4.0	10
1	Articulate instructional goals of the school	4.0	11

Research Question 2

What is the relationship between instructional leadership responsibilities performed and the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher, number of years as an assistant principal, years at present assignment, student enrollment, additional instructional leadership and career aspiration?

The second research question of this study attempts to determine differences between the five factors of *SOIL* and specific demographic variables. The extent of instructional leadership responsibilities performed by middle school assistant principals was established for each of the 202 middle school assistant principals who responded to the *SOIL* Survey. As previously mentioned, the Sources of Instructional Leadership Survey contains 31 items that measure the level of instructional leadership as provided by instructional leaders.

Data were inputted into the SPSS statistical software program to determine analysis of variance (ANOVA) on each of the factors. Two hundred and two respondents provided the data that were used to produce the results in Table 16. A one-way analysis of variance was conducted on each of the demographic variables against each *SOIL* factor to evaluate the relationship between the variables and the *SOIL* factors. The demographic measures were used as independent variables. In each ANOVA, the dependent variable was the mean response for the given *SOIL* factor.

Factor 1- Observes and Evaluates

The results of the relationship between level of involvement in allocating instructional resources by gender, age, race, highest degree earned, experience as a

Table 16

Analysis of Variance for Factor 1- Observe and Evaluate (N=193)

Variable	N	Mean	SD	F	*p*	
Gender	193	3.62	.658	.000	.991	
Female	113	3.62	.636			
Male	80	3.62	.693			
Age	192	3.62	.659	3.51	.032	*
35 or less	43	3.42	.815			
36 - 45	75	3.60	.663			
46 or older	74	3.75	.518			
Race	191	3.63	.645	.073	.930	
Caucasian	119	3.63	.631			
African American	62	3.62	.686			
Other	10	3.56	.609			
Highest degree	193	3.62	.657	1.04	.355	
Masters	151	3.59	.662			
Education Specialist	30	3.71	.655			
Doctorate	12	3.82	.599			
Years as a teacher	194	3.63	.656	.231	.794	
1 - 5 years	28	3.56	.615			
6 - 10 years	77	3.60	.744			
Over 10 years	89	3.65	.590			
Years as an AP	194	3.62	.656	.186	.830	
1 - 5 years	126	3.62	.656			
6 - 10 years	48	3.58	.693			
Over 10 years	20	3.69	.620			

Note: * Mean difference significant at the .05 level

Table 16 (continued)

Analysis of Variance for Factor 1- Observe and Evaluate (N=193)

Variable	N	Mean	SD	F	*p*
Years in present Assignment	193	3.61	.655	1.33	.267
1- 5 years	159	3.64	.642		
6- 10 years	25	3.77	.710		
Over 10 years	9	3.66	.710		
Student enrollment at present assignment	194	3.62	.656	5.06	.007 *
0- 400 students	11	3.43	.789		
401- 600 students	43	3.37	.837		
600 + students	140	3.71	.558		
Additional instructional leadership staff	194	3.62	.650	1.17	.324
Lead teacher/Dept. head	75	3.57	.551		
Math/literacy coach	3	3.40	1.216		
Other	8	3.92	.649		
Lead teacher and literacy coach	43	3.65	.674		
Lead teacher and other	25	3.45	.808		
Lead teacher, literacy Coach and other	29	3.79	.651		
None	10	3.79	.593		
Career aspiration	192	3.62	.652	1.81	.112
Assistant principal	18	3.88	.465		
Principal	90	3.62	.668		
Supervisor	19	3.27	.757		
Assistant Superintendent	17	3.71	.665		
Superintendent	16	3.59	.784		
Other	32	3.68	.484		

Note: * Mean difference significant at the .05 level

teacher, experience as an assistant principal, years in present assignment, student enrollment, additional instructional staff and career aspiration are found in Table 16.

Equal levels of involvement were found in males and females (M=3.62). The standard deviation for females was .636 and .693 for males. The greatest levels of involvement were reported in assistant principals 46 or older (M= 3.75, SD= .518), Caucasian assistant principals (M= 3.63, SD= .631), those holding doctorates (M=3.82, SD= .599), assistant principals with over 10 years of teaching experience (M= 3.65, SD= .620), participants with over 10 years of experience as an assistant principal (M= 3.69, SD= .620), those having spent 6-10 years at the same assignment (M= 3.77, SD= .710), assistant principals working at schools with more than 600 students (M= 3.71, SD= .558), additional instructional leadership staff who are not lead teachers, department chairs or literacy coaches (M= 3.92, SD= .649) and assistant principals who aspire to remain assistant principals (M= 3.88, SD= .465).

The least levels of involvement were reported in assistant principals 35 years old or less (M= 3.42, SD= .815), assistant principals classified as "other" (M= 3.56, SD= .609), assistant principals with only a Masters degree (M=3.59, SD= .662), assistant principals that taught between 1- 5 years (M= 3.56, SD= .615), assistant principals that have 6 - 10 years of experience (M= 3.58, SD= .693), those having spent 1-5 years at the same assignment (M= 3.64, SD= .642), assistant principals working at schools with populations between 401 and 600 (M= 3.37, SD= .837), assistant principals that have math and literacy coaches (M= 3.40, SD= 1.216), and assistant principals who aspire to become supervisors (M= 3.27, SD= .757).

The results of ten analyses of variance tests using the Observes and Evaluates factor as the dependent variable are presented in Table 16. There were two variables where significant differences were noted, age and student enrollment. The test between age and Factor 1was significant F= 3.51, p = .03. The strength of the relationship between age and Factor 1 as assessed by η^2 was strong with age accounting for 36% of the variance of the dependent variable. The major difference was between age groups 1 (35 or less) and 3 (46 or older) as indicated in Table 17. The ANOVA between student enrollment and Factor 1 was also found to be significant, (F= .5.06, p = .007).

Follow up tests were conducted on both significant ANOVAs to evaluate stepwise differences among the means of subgroups. The variances of both independent variable groups were assumed to be homogeneous and post hoc comparisons using the Tukey's - D test were conducted. For the age variable, there was a significant difference in the means between the age 35 or less group and the 46 or older group, but no significant differences between the age 36 to 46 group and the other two groups. The results are located in Table 17.

For the student enrollment variable, the Tukey's- D test revealed that there was a significant difference in means of the 401-600 student group and the over 600 student group. There were no differences between the 0 to 400 student group and the other two groups. These data are reported in Table 18.

Factor 2- Allocating Instructional Resources

Analysis of the results from assistant principals' allocation of instructional resources by gender, age, race, highest degree earned, experience as a teacher, experience

Table 17

Tukey Post Hoc Test: Factor 1- Observes and Evaluates/ Age

Age (I)	Age (J)	Mean Difference (I-J)	Sig.	
35 or less	36- 45	-.174	.343	
	46 or older	-.328	.025	*
36- 45	35 or less	.174	.343	
	46 or older	-.153	.322	
46 or older	35 or less	.328	.025	*
	36- 45	.153	.322	

Note: * Mean difference significant at the .05 level

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as an assistant principal, years in present assignment, student enrollment, additional instructional leadership staff, and career aspiration are located in Table 19. The results demonstrate that the greatest amount of time spent on allocating instructional resources was among female assistant principals (M= 3.13, SD= .636), assistant principals who are 46 or older (M= 3.75, SD= .723), assistant principals who are Caucasian (M= 3.63, SD= .634), assistant principals holding Doctorates (M= 3.82, SD= .3.22), assistant principals with 1-5 years of teaching experience (M= 3.65, SD= 3.13) and assistant principals with over 10 years of experience (M= 3.69, SD= 3.28). Also, assistant principals who have worked in their present schools from 6 - 10 years, assistant principals with student populations of more than 600 (M= 3.71, SD= 3.37), assistant principals with the additional instructional leadership help lead teachers, literacy coaches and other staff (M= 3.73, SD= 3.50) and assistant principals with career aspirations of becoming career principals (M= 3.88, SD= 3.25).

Table 18

Tukey Post Hoc Test: Factor 1- Observes and Evaluates/ Student Enrollment

Enrollment (I)	Enrollment (J)	Mean Difference (I-J)	Sig.	
0- 400	401- 600	.062	.955	
	Over 600	-.276	.357	
401- 600	0- 400	-.062	.955	
	Over 600	-.339	.008	*
Over 600	0- 400	.276	.357	
	401-600	.339	.008	*

Note: * Mean difference significant at the .05 level

The lowest mean scores were reported by male assistant principals (M=3.10, SD= .681), assistant principals 35 or less (M= 3.42, SD= 3.05), Hispanic, Asian and assistant principals classified as "other" (M= 2.85, SD= .648), assistant principals earning Master's degrees (M= 3.10, SD= .692), assistant principals who taught 1-5 years (M=309, SD= .694), assistant principals with 1-5 years experience (M= 3.06, SD= .736), 6-10 years at current assignment (M=2.94, SD= .579), assistant principals with school populations of 401-600 students (M= 3.01, SD= .811), assistant principals with math and literacy coaches in their schools (M= 2.81, SD= 1.156), and assistant principals with career aspirations of becoming supervisors (M= 2.79, SD= .777).

None of the ANOVA tests conducted on the second *SOIL* factor, Allocates Instructional Resources, revealed statistically significant differences. Caution is given to these results due to the uneven distribution of the sample groups.

Table 19

Analysis of Variance for Factor 2- Allocates Instructional Resources

Variable	N	Mean	SD	F	*p*
Gender	193	3.12	.687	.057	.812
Female	113	3.13	.695		
Male	80	3.10	.681		
Age	192	3.11	.684	.364	.696
35 or less	43	3.05	.617		
36- 45	75	3.10	.687		
46 or older	74	3.16	.723		
Race	191	3.13	.685	.828	.439
Caucasian	119	3.15	.634		
African American	62	3.13	.781		
Other	10	2.85	.648		
Highest degree	193	3.11	.682	.190	.827
Masters	151	3.10	.692		
Education Specialist	30	3.14	.595		
Doctorate	12	3.22	.805		
Years as a teacher	194	3.12	.686	.141	.868
1- 5 years	28	3.13	.490		
6- 10 years	77	3.14	.741		
Over 10 years	89	3.09	.694		
Years as an AP	194	3.12	.686	.769	.465
1- 5 years	126	3.12	.650		
6- 10 years	48	3.06	.736		
Over 10 years	20	3.28	.785		

Note * Mean difference significant at the .05 level

Table 19 (continued)

Analysis of Variance for Factor 2- Allocates Instructional Resources

Variable	N	Mean	SD	F	*p*
Years in present Assignment	193	3.11	.679	2.16	.118
1- 5 years	159	3.12	.669		
6- 10 years	25	2.92	.579		
Over 10 years	6	3.46	.997		
Student enrollment at present assignment	194	3.12	.686	1.23	.294
0-400 students	11	3.37	.593		
401- 600 students	43	3.01	.811		
600 + students	140	3.13	.648		
Additional instructional leadership staff	194	3.12	.683	1.32	.251
Lead teacher/Dept. head	75	3.04	.609		
Math/literacy coach	3	2.81	1.156		
Other	8	3.50	.976		
Lead teacher and literacy coach	43	3.17	.728		
Lead teacher and other	25	2.98	.578		
Lead teacher, literacy Coach and other	29	3.27	.768		
None	10	3.13	.500		
Career aspiration	192	3.12	.674	1.143	.339
Assistant principal	18	3.25	.487		
Principal	90	3.11	.676		
Supervisor	19	2.79	.777		
Assistant Superintendent	17	3.17	.738		
Superintendent	16	3.14	.821		
Other	32	3.20	.558		

Note: * Mean difference significant at the .05 level

The remaining demographic variable means were commensurate with one another as demonstrated in Table 19.

Factor-3 Develops Academic Climate

Data regarding middle school assistant principal levels of involvement in Factor-3 (Encourages Concern for Achievement) are located in Table 20. The information is presented by demographic variables of age, gender, race, highest degree earned, years as a teacher, years as an assistant principal, years in present assignment, student enrollment, additional instructional leadership staff, and career aspiration. The highest scores communicating the most involvement were in male assistant principals (M=3.04, SD=.631), assistant principals that were 46 or older (M=2.93, SD= .737), assistant principals whose race was identified as "other" (M=3.80, SD= .834), assistant principals with doctorates (M=3.03, SD= .626) and participants who spent 1 - 5 years teaching (M=2.90, SD= .641). Additionally, assistant principals with 6 - 10 years of experience (M= 2.94, SD= .592), assistant principals who have been in their present positions over 10 years (M= 3.11, SD= .897), those in schools with 400 or less students (M=2.93, SD= .936), those having additional instructional staff other than a lead teacher, department chair or coach (M=3.3, SD= .546) and assistant principals wanting to remain in the position of assistant principal also received the highest scores.

The lowest mean scores were reported by female assistant principals (M=2.68, SD=.722), assistant principals that were 35 or less (M=2.78, SD= .791), African American assistant principals (M=2.88, SD= .676), assistant principals with Master's degrees (M=2.88, SD= .688) and participants who spent more than ten years

Table 20

Analysis of Variance for Factor 3- Developing an Academic Climate

Variable	N	Mean	SD	F	*p*
Gender	192	2.83	.707	13.39	.109
Female	112	2.68	.722		
Male	80	3.04	.631		
Age	191	2.85	.692	.883	.415
35 or less	11	2.78	.791		
36- 45	75	2.82	.572		
46 or older	74	2.93	.737		
Race	190	2.85	.684	.060	.942
Caucasian	118	2.84	.680		
African American	62	2.88	.676		
Other	3	3.80	.834		
Highest degree	192	2.86	.676	1.29	.277
Masters	150	2.82	.688		
Education Specialist	30	3.01	.622		
Doctorate	12	3.03	.626		
Years as a teacher	194	2.87	.676	.082	.921
1 - 5 years	28	2.90	.641		
6 - 10 years	78	2.88	.692		
Over 10 years	90	2.85	.679		
Years as an AP	194	2.87	.676	.349	.706
1 - 5 years	126	2.85	.701		
6 - 10 years	48	2.94	.592		
Over 10 years	11	2.88	.720		

Note: * Mean difference significant at the .05 level

Table 20 (continued)

Analysis of Variance for Factor 3- Developing an Academic Climate

Variable	N	Mean	SD	F	*p*
Years in present Assignment	192	2.87	.677	.719	.488
1 - 5 years	161	2.85	.682		
6 - 10 years	25	2.93	.560		
Over 10 years	9	3.11	.897		
Student enrollment at present assignment	193	2.88	.664	1.614	.202
0 - 400 students	12	2.93	.936		
401 - 600 students	43	2.72	.793		
600 + students	140	2.93	.588		
Additional instructional leadership staff	193	2.84	.709	3.81	.001**
Lead teacher/Dept. head	75	2.77	.684		
Math/literacy coach	3	2.50	1.32		
Other	8	3.33	.503		
Lead teacher and literacy coach	42	2.97	.660		
Lead teacher and other	25	2.72	.571		
Lead teacher, literacy Coach and other	29	3.12	.573		
None	10	2.31	.961		
Career aspiration	192	2.89	.654	2.09	.069
Assistant principal	18	3.24	.546		
Principal	90	2.83	.635		
Supervisor	19	2.63	.693		
Assistant Superintendent	17	2.92	.681		
Superintendent	16	2.83	.826		
Other	32	3.02	.574		

Note: * Mean difference significant at the .05 level
** Mean difference significant at the .001 level

teaching (M=2.85, SD= .641). Other lowest scores were assistant principals with 1-5 years of experience (M= 2.85, SD= .701),

assistant principals who have been in their present positions between 1 and 5 years (M= 2.85, SD= .682), participants in schools that house between 401 and 600 students (M=2.72, SD= .793), assistant principal working with a math or literacy coach (M= 2.50, SD= 1.32), and assistant principals wanting to become supervisors in the future (M= 2.63, SD= .693).

An analysis of variance was conducted on Factor-3 (Develops Academic Climate). A significant relationship was found between Factor-3 and additional instructional leadership staff (p = .001). Homogeneous variance was assumed and the Tukey's - D post hoc test showed a significant difference among three groups: the no instructional leadership staff and other group, the no instructional leadership staff and lead teacher/literacy coach group and the no instructional leadership staff and lead teacher/literacy coach/other group. Results of the post hoc test are located in Table 21.

Factor-4 Encourages Concern for Achievement

The data regarding Encourages Concern for Achievement are presented for the following demographic variables: gender, age, race, highest degree earned, experience as a teacher, experience as an assistant principal, years in present assignment, student enrollment, additional instructional staff, and career aspiration. The highest reported mean scores were observed in female assistant principals (M= 3.84, SD= .625), assistant principals 46 years old or older (M= 3.87, SD= .635), assistant principals identified as "other" for race (M= 3.81, SD= .775), assistant principals earning education specialist

Table 21

Tukey Post Hoc Test:
Factor3- Develops Academic Climate / Additional Instructional Leadership

Instructional Leadership Staff (I)	Instructional Leadership Staff (J)	Mean Difference (I-J)	Sig.	
None	Lead teacher/ Department head	-.460	.182	
	Math/Literacy Coach	-.188	.999	
	Other	-1.02	.012	*
	Lead Teacher and Literacy Coach	-.665	.018	*
	Lead teacher and Other	-.414	.484	
	Lead teacher/ Literacy Coach and Other	-.815	.003	*

Note: * Mean difference significant at the .05 level

degrees (M= 4.03, SD= .663) and those that spent 1 - 5 years teaching (M= 3.88, SD= .538).

The highest mean scores were also found in the following demographic areas: assistant principals that have been in their present assignment for over 10 years (M= 4.11, SD= .768), assistant principals working in schools with more than 600 students (M= 3.83, SD= .604), assistant principals who worked with instructional leadership staff classified as other, and assistant principals who aspire to remain assistant principals (M= 3.95, SD= .329).

The lowest scores were found in male assistant principals (M= 3.73, SD= .647), assistant principals between 36 and 45 years old (M= 3.75, SD= .635), Caucasian assistant principals (M= 3.73, SD= .620), assistant principals earning only Master's degrees (M= 3.79, SD= .622), participants that spent 6 - 10 years teaching (M= 3.73, SD= .538) and participants who have been assistant principals between 6 and 10 years (M= 3.73, SD= .673). Other lowest scores were found in assistant principals who have been in their present assignments for 1-5 years (M= 3.77, SD= .630), assistant principals working in schools that house between 401 - 600 students (M= 3.69, SD= .691), assistant principals without additional instructional leadership staff (M= 3.47, SD= .312) and assistant principals aspiring to become supervisors (M= 3.62, SD= .744). The information regarding Encourages Concern for Achievement is located in Table 22.

The ANOVA produced no statistically significant findings concerning the extent of involvement in Factor-4, Encourages Concern for Achievement and the demographic variables of gender, age, race, highest degree earned, experience as a teacher, experience as an assistant principal, years in present assignment, student enrollment, additional instructional staff and career aspiration.

Factor 5- Coordinates the Instructional Program

The data for Factor-5 Coordinates the Instructional Program by gender, age, race, highest degree earned, experience as a teacher, experience as an assistant principal, years in present assignment, student enrollment, additional instructional staff and career aspiration are presented in Table 23. The highest mean for the factor, coordinates the instructional program scores were reported by female assistant principals (M= 2.30,

Table 22

Analysis of Variance for Factor 4- Encourages Concern for Achievement

Variable	N	Mean	SD	F	*p*
Gender	192	3.79	.635	1.417	.235
Female	112	3.84	.625		
Male	80	3.73	.647		
Age	191	3.80	.634	.720	.488
35 or less	42	3.76	.635		
36- 45	75	3.75	.636		
46 or older	74	3.87	.635		
Race	190	3.79	.637	1.767	.174
Caucasian	118	3.73	.620		
African American	62	3.92	.638		
Other	10	3.81	.775		
Highest degree	192	3.79	.634	1.27	.281
Masters	150	3.76	.622		
Education Specialist	30	4.03	.663		
Doctorate	12	3.79	.697		
Years as a teacher	194	3.79	.634	.988	.374
1- 5 years	28	3.88	.538		
6- 10 years	77	3.73	.590		
Over 10 years	41	3.73	.695		
Years as an AP	194	3.79	.634	2.128	.122
1- 5 years	126	3.78	.621		
6- 10 years	48	3.73	.637		
Over 10 years	41	4.07	.581		

Table 22 (continued)

Analysis of Variance for Factor 4- Encourages Concern for Achievement

Variable	N	Mean	SD	F	*p*
Years in present Assignment	192	3.79	.630	1.202	.303
1- 5 years	158	3.77	.622		
6- 10 years	25	3.77	.620		
Over 10 years	6	4.11	.768		
Student enrollment at present assignment	193	3.79	.634	.852	.428
0-400 students	11	3.74	.780		
401- 600 students	43	3.69	.691		
600 + students	139	3.83	.604		
Additional instructional leadership staff	193	3.80	.631	1.512	.176
Lead teacher/Dept. head	75	3.72	.621		
Math/literacy coach	3	4.00	1.05		
Other	8	4.12	.684		
Lead teacher and literacy coach	42	3.85	.668		
Lead teacher and other	25	3.77	.679		
Lead teacher, literacy Coach and other	29	3.98	.544		
None	10	3.47	.312		
Career aspiration	191	3.80	.632	.884	.493
Assistant principal	18	3.95	.329		
Principal	90	3.79	.643		
Supervisor	18	3.62	.744		
Assistant Superintendent	17	3.64	.665		
Superintendent	16	3.82	.614		
Other	32	3.91	.654		

SD= .777), assistant principals 35 years old or less (M= 2.36, SD= .805), African American assistant principals (M= 2.39, SD= .880), assistant principals with earned doctorates (M= 3.16, SD= .784), assistant principals who taught between 6 and 10 years (M= 2.42, SD= .804) and those that have been assistant principals for over 10 years (M=2.58, SD= 1.15).

Additional demographic highest mean scores were assistant principals who have been in the same assignment for over 10 years (M= 3.03, SD= 1.24), assistant principals at schools with 400 or less students (M= 2.60, SD= .680), participants with a lead teacher, literacy coach and other staff that assists with instructional leadership (M= 2.68, SD= .765) and assistant principals that have career aspirations identified as other (M= 2.44, SD= .993).

The lowest mean scores of participating middle school assistant principals were male (M= 2.29, SD= .730), age 36- 45 (M= 2.22, SD= .670), Caucasian (M= 2.26, SD= .684), holders of education specialist degrees (M= 2.06, SD= .749), teachers for 1-5 years (M= 2.12, SD= .599) with 1-5 years experience as assistant principals (M= 2.26, SD= .730). The lowest mean scores also were with assistant principals that have been in their present assignment for 6- 10 years (M= 2.26, SD= .738), assistant principals that have student enrollments of 401 – 600 students (M= 2.20, SD= .662) and participants that hope to become supervisors in the future (M= 2.19, SD= .457).

An analysis of variance was conducted. Three variables were found to have statistical significance between Factor-5, coordinates the instructional program and the demographics, highest degree earned (p = .000), years in present assignment (p = .013)

Table 23

Analysis of Variance for Factor 5- Coordinates the Instructional Program

Variable	N	Mean	SD	F	*p*	
Gender	191	2.30	.756	.007	.934	
Female	111	2.30	.777			
Male	80	2.29	.730			
Age	190	2.30	.759	.702	.497	
35 or less	41	2.36	.805			
36- 45	75	2.22	.670			
46 or older	73	2.36	.820			
Race	188	2.30	.756	.594	.553	
Caucasian	116	2.26	.684			
African American	62	2.39	.880			
Other	10	2.29	.762			
Highest degree	190	2.30	.762	10.08	.000	*
Masters	148	2.28	.719			
Education Specialist	30	2.06	.749			
Doctorate	12	3.16	.784			
Years as a teacher	191	2.30	.760	1.866	.158	
1- 5 years	27	2.12	.599			
6- 10 years	76	2.42	.804			
Over 10 years	88	2.26	.756			
Years as an AP	191	2.30	.760	1.510	.224	
1- 5 years	123	2.26	.730			
6- 10 years	48	2.29	.611			
Over 10 years	20	2.58	1.15			

Table 23 (continued)

Analysis of Variance for Factor 5- Coordinates the Instructional Program

Variable	N	Mean	SD	F	*p*	
Years in present						
Assignment	190	2.30	.762	4.47	.013	*
1- 5 years	156	2.27	.715			
6- 10 years	25	2.26	.738			
Over 10 years	9	3.03	1.24			
Student enrollment at						
present assignment	191	2.30	.760	1.23	.293	
0-400 students	11	2.60	.680			
401- 600 students	42	2.20	.662			
600 + students	138	2.30	.791			
Additional instructional						
leadership staff	190	2.30	.762	3.09	.006	*
Lead teacher/Dept. head74	2.23	.716				
Math/literacy coach	3	1.77	.692			
Other	8	2.62	1.07			
Lead teacher and						
literacy coach	42	2.36	.757			
Lead teacher and other	25	2.17	.667			
Lead teacher, literacy						
Coach and other	29	2.68	.765			
None	10	1.70	.562			
Career aspiration	189	2.31	.757	.401	.848	
Assistant principal	18	2.40	.651			
Principal	89	2.27	.735			
Supervisor	18	2.19	.457			
Assistant Superintendent	17	2.27	.835			
Superintendent	16	2.31	.682			
Other	32	2.44	.993			

Note: * Mean difference significant at the .05 level

and additional instructional leadership staff (p = .006). Post hoc tests were done on all three areas of significance.

For the variable, highest degree earned, homogeneity of variance was not assumed therefore, the Dunnett's - C test was used to determine significance of the means between subgroups. Significant differences were found between the means of the doctorate group and master's group and between the doctorate and the education specialist groups. The data for these subgroups are reported in Table 24.

The variable, years in present assignment results, called for the Tukey's- D test due to assumed homogeneity of variance. Differences were found between two sets of groups. Groups 1 - 5 years and over 10 years group as well as with groups 6 - 10 years and over 10 years. Data regarding this information are located in Table 25. The last post hoc test was done on the sub-groups of the additional instructional leadership staff group. A Dunnett's - C test was conducted. A significant difference was found between the lead teacher/ literacy coach and "other" group and the none group. These data are shown in Table 26.

Summary

This chapter presented data obtained from the Sources of Instructional Leadership Survey. The data that were collected was examined to determine the relationship between instructional leadership responsibilities and the following demographics: gender, age, race, highest degree earned, experience as a teacher, experience as an assistant principal, years in present assignment, student enrollment, additional instructional staff and career aspiration. The age of the middle school assistant principal and

Table 24

Dunnett - C Post Hoc Test: Factor 5- Coordinates the Instructional Program/ Education

Education (I)	Education (J)	Mean Difference (I-J)	Sig.	
Masters	EdS	.217	.296	
	Doctorate	-.882	.000	*
Eds	Masters	-.217	.296	
	Doctorate	-1.10	.000	*
Doctorate	Masters	.882	.000	*
	EdS	.1.10	.000	*

* Mean difference significant at the .05 level

Table 25

Tukey Post Hoc Test: Factor 5- Coordinates the Instructional Program/ Years in Present Assignment

Years (I)	Years (J)	Mean Difference (I-J)	Sig.	
1-5	6- 10	.007	.999	
	Over 10	-.763	.009	*
6- 10	1- 5	-.007	.999	
	Over 10	-.770	.024	
Over 10	1- 5	-.763	.009	*
	6- 10	.770	.024	

* Mean difference significant at the .05 level

Table 26

Dunnett's- C Post Hoc Test:
Factor 5- Coordinates the Instructional Program/ Instructional Leadership Staff

Instructional Leadership Staff (I)	Instructional Leadership Staff (J)	Mean Difference (I-J)	Sig.
Lead teacher/ Literacy coach and other	Lead teacher/	.453	
	Math/Literacy Coach	.912	
	Other	.065	
	Lead Teacher and Literacy Coach	.324	
	Lead teacher and Other	.516	
	Lead teacher/ Literacy Coach and Other	.986	.000*

* Mean difference significant at the .05 level

student population appeared to affect the performance of Factor-1 (Observes and Evaluates). None of the demographic variables affected the outcomes of Factors-2 and 4 (Allocates Instructional Resources and Develops Academic Climate). Factor-3, Encourages Concern for Achievement, was affected by gender and additional instructional leadership staff. The results regarding the fifth Factor, Coordinates the Instructional Program, was affected by highest education, years in present assignment and additional instructional leadership.

Research Question 3

How much time do middle school assistant principals spend on instructional issues each week?

The third research question of this study attempts to quantify the amount of instructional leadership time assistant principals spend doing instructional issues each week. The instructional issues are identified as the five factors of instruction: Observes and Evaluates, Allocate Instructional Resources, Develop Academic Climate, Encourage Concern for Achievement and Coordinate the Instructional Program. Instructional time study frequency distributions demonstrate the data for this research question and are demonstrated in Table 27.

Factor-1 Observes and Evaluates

Factor-1 focuses on tasks of the assistant principal that require assessment of teacher performance and recommendation for changes. Almost half (49.5%) of the middle school assistant principals said they spent 10% of their instructional task time conducting observations and evaluating teachers. Fifty-nine (32%) assistant principals said they spent no instructional task time on observing and evaluating weekly. Just over 14% (28) of the middle school assistant principals indicated they spent 20 % of their instructional responsibility time on this task. The mean was 2.02 (20%). Only 3.1% (6) indicated they spent more than 30% of their instructional task time on observing and evaluating staff.

Factor 2- Allocates Instructional Resources

The second *SOIL* Factor focuses on tasks that deal with the development and evaluation of instructional materials and the allocation of resources for instructional

Table 27

Instructional Time Study Frequencies

Variable	N	%	Mean % Time	Median	S.D
Observes and Evaluates	184	100	2.02	2.02	1.254
1 = 0 Percent	59	32.1			
2 = 10 Percent	91	49.5			
3 = 20 Percent	26	14.1			
4 = 30 Percent	2	1.1			
5 = 40 Percent	0	0			
6 = 50 Percent	3	1.6			
7 = 60 Percent	0	0			
8 = 70 Percent	0	0			
9 = 80 Percent	3	1.6			
10 = 90 Percent	0	0			
11= 100 Percent	0	0			
Allocates Instructional Resources	188	100	3.78	3.00	2.087
1 = 0 Percent	5	2.5			
2 = 10 Percent	40	19.8			
3 = 20 Percent	64	31.7			
4 = 30 Percent	41	20.3			
5 = 40 Percent	15	7.4			
6 = 50 Percent	6	3.0			
7 = 60 Percent	4	2.0			
8 = 70 Percent	1	.5			
9 = 80 Percent	3	1.5			
10 = 90 Percent	4	2.0			
11= 100 Percent	5	2.5			
Develop Academic Climate	191	100	3.65	3.00	2.442
1 = 0 Percent	3	1.5			
2 = 10 Percent	64	31.7			
3 = 20 Percent	69	34.2			
4 = 30 Percent	27	13.4			
5 = 40 Percent	4	2.0			
6 = 50 Percent	2	0			
7 = 60 Percent	3	1.0			
8 = 70 Percent	6	1.5			
9 = 80 Percent	4	3.0			
10 = 90 Percent	4	2.0			
11= 100 Percent	9	4.5			

Table 27 (continued)

Instructional Time Study Frequencies

Variable	N	%	Mean % Time	Median	S.D
Encourage Concern for Achievement	186	100	2.92	2.00	1.964
1 = 0 Percent	10	5.0			
2 = 10 Percent	104	51.5			
3 = 20 Percent	41	20.3			
4 = 30 Percent	104	5.9			
5 = 40 Percent	41	1.0			
6 = 50 Percent	2	1.0			
7 = 60 Percent	3	1.5			
8 = 70 Percent	4	2.0			
9 = 80 Percent	4	2.0			
10 = 90 Percent	1	.5			
11= 100 Percent	3	1.5			
Coordinate Instructional Program	140	100	3.75	3.00	2.189
1 = 0 Percent	6	3.0			
2 = 10 Percent	43	21.3			
3 = 20 Percent	31	15.3			
4 = 30 Percent	26	12.9			
5 = 40 Percent	8	4.0			
6 = 50 Percent	13	6.4			
7 = 60 Percent	2	1.0			
8 = 70 Percent	3	1.5			
9 = 80 Percent	2	1.0			
10 = 90 Percent	4	2.0			
11= 100 Percent	2	1.0			

purposes. Data found in Table 27 show that in the Allocates Instructional Resources (Factor 2), 31.7% (64) of the participants indicated they spend 20% of their instructional task time assisting staff with developing and evaluating instructional materials. The next largest group contained 41 (20.3%) assistant principals that indicated they spend 30% of their instructional task time on this task. There were 40 (19.8%) that said they spend 10% of their instructional time performing duties in this category. Nearly 18% (38)

indicated that they spent more than 30% of their instructional task time on allocating instructional resources. Thirteen respondents (6.5%) indicated that they spent 70% or more of their instructional task time on items in Factor-2. The mean value for this factor is 3.78 (20-30%).

Factor-3 Develops Academic Climate

Factor-3, Develops Academic Climate, examines describes tasks that are related to encouraging a school climate that is conducive to learning and maintain student control and tasks that relate to student discipline. The percent of instructional task time assistant principals spent developing an academic climate (Factor-3) is shown in Table 27. The mean percent of instructional task time for this factor was recorded as 3.65 (20-30%). The largest group of participants (69 or 34.2%) indicated they spent 20% of their instructional task time on this task. The next largest group (64 or 31.7%) specified spending 10% on developing the academic climate in their schools. There were 27 (13.4%) middle school assistant principals that indicated they spent 30% of their instructional task time on this task. A total of 14% indicated that they spent more than 30% of their instructional time on this factor. Almost 11% (23) spent 70% or more of their instructional task time on items in Factor-3. Only three participants (1.5%) said they spent no time completing instructional leadership tasks identified in this factor.

Factor-4 Encouraging Concern for Achievement

Encouraging Concern for Achievement is the forth *SOIL* factor. Items in the factor focus on how often the assistant principal assists with professional development, encourages peer observations and communicates the importance of academic achievement. Table 27 discloses that most middle school assistant principals in this study

(104 or 51.5%) spent 10% of their instructional task time encouraging the achievement of their students. Forty - one (20.3%) spent 20% of their instructional task time on tasks in Factor-4 and 12 (5.9%) assistant principals stated they spent 30% of their instructional task time communicating the importance of academic excellence. Almost 10% of the participants indicated that they spent 40% or more of their instructional task time on this factor. A total of 6% (12) of the participants indicated that they spent 70% or more of their instructional task time on tasks in Factor-4 (The mean value for this factor was 2.92 (indicating 20-30 %).

Factor-5 Coordinate Instructional Program

Factor-5 focuses on tasks that define how often assistant principals initiate new instructional programs, initiate policies regarding student performance and how often they assist departments with the coordination of curriculum. Results for the time study frequencies for Factor-5 are found in Table 27. The mean value for this factor was 3.75 (20-30%). The data show more than half (51.5%) of the participants spent between 10-40% of their instructional task time coordinating the instructional program. Assistant principals in the largest group (43 or 21.3%) indicated they spent 10% of their instructional task time coordinating the instructional program. Thirty-one (15.3%) assistant principals said they spent 20% of their instructional task time coordinating the instructional program and 26 (12.9%) conveyed spending 30% of their instructional task time on this task.

Summary

This section presented the data obtained from the Sources of Instructional Leadership Time Study. Collected data were examined to determine insight into the

percentage of time middle school assistant principals spent on instructional leadership tasks. Particular attention was paid to the five factors of *SOIL*. Analysis of the *SOIL* time study is presented in Table 27 and indicates the time frequencies of each *SOIL* factor.

The data reveal that most middle school assistant principals (79%) spent between 10 and 30% of their instructional task time developing the academic climate of a school (Factor-3). The items included in Factor-3 are connected to managing student discipline which is commensurate with the traditional role of the assistant principals. While a considerable number 38 (18%) of assistant principals spent between 40% and 100% of their instructional task time on Factor-2 (Allocates Instructional Resources), only 6.5% (13) spent between 70% and 100% of their instructional time on tasks in Factor-2. In comparison, there were 32 (14%) of the participants that indicated they spent between 40% and 100% of their instructional task time on issues related to Factor-3 (Develop Academic Climate). There were 23 (11%) that spent between 70% and 100% of their instructional task time on in Factor-3.

The data also reveal that most assistant principals spent the least amount of time on instructional leadership tasks surrounding coordination of the instructional program (Factor-5). Participants (49.5%) spent between 10-30% of their instructional task time on tasks related to this factor. Some of the tasks include initiating new instructional programs, creating school policies on academic reform and assisting individual departments with coordination curriculum.

CHAPTER V

SUMMARY AND DISCUSSION

Chapter five provides an overview of this study and includes a brief introduction, a review of the research problem, a review of the research methodology and a summary of the findings and conclusions. Following the summary of findings and conclusions, this chapter offers implications and recommendations for further research.

The purpose of this study was to gain an understanding of the instructional leadership role and responsibilities of middle school assistant principals and their level of involvement in instructional leadership. The data collected were used to answer the following three research questions:

1. What instructional leadership roles and responsibilities are performed by middle school assistant principals in Virginia?
2. What is the relationship between instructional leadership responsibilities performed and the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher, number of years as an assistant principal, years at present assignment, student enrollment at present site, additional instructional leadership, and career aspiration?
3. How much time do middle school assistant principals spend on instructional issues each week?

Review of the methodology

As explained in chapter-3, this study used a non-experimental descriptive research design to answer the three research questions. The data were received from a purposeful

sample of middle school assistant principals across the state of Virginia. The participants were administered an on-line survey called Sources of Instructional Leadership (*SOIL*). The survey consisted of three parts: Part I- Demographic information, Part II- 31 *SOIL* items, and Part III- instructional leadership time study.

Video-email (Helloworld.com) was used to send 396 electronic surveys. After two days, 98 responses were returned which represented almost 25% of the surveyed population. Follow up emails and phone calls were made to assistant principals who had not responded to the survey by the first deadline. After the follow-up emails and phone calls, a total of 202 surveys were returned which resulted in an overall 51% return rate. The data received were entered into SPSS (Statistical Package for the Social Sciences) and analyzed by using descriptive statistics (for the demographic information) and one-way analysis of variance ($p < .05$) to present findings of the *SOIL* items and Instructional leadership time study. The summaries of findings are as follows:

Summary of findings

1. Virginia middle school assistant principals are predominately middle aged, Caucasian females. The data reported in this study indicate the majority of middle school assistant principals in Virginia are female (59.2%) and at least 36 years old (77.8%). Caucasians represent the majority (61.9%) of the respondents and African Americans 32.5%. These findings are in keeping with the demographics of students in the state of Virginia where 57% of the students are Caucasian (Virginia Department of Education, 2009).
2. Middle school assistant principals in Virginia have significant experience with delivery of instruction. Almost half (45.7%) of the assistant principals in this study

taught at least ten years before becoming assistant principals. The amount of experience of the assistant principal as a teacher is inversely relative to their limited experience as assistant principals in practice and location. The majority (66.5%) have been assistant principals for five years or less. Furthermore, (82.7%) have been in their present assignments for five years or less.

Assistant principals enter the profession after having taught between 6-10 years. These professionals have a wealth of instructional knowledge, are mature and have aspirations of becoming principals. These findings are similar to the findings of Bush (1997). The length of time it takes for teachers to become assistant principals may be due to the fact that assistant principals must meet three minimal qualifications that all take time to complete. They must complete a master's degree, have at least three years of successful teaching and satisfy the requirements of the school leader's licensure assessment (Interstate School Leaders Licensure Consortium- ISLLC).

Research question #1: What instructional leadership roles and responsibilities are performed by middle school assistant principals in Virginia?

3. Most Virginia middle school assistant principals (71.4%) are employed in schools that house more than 600 students. The data also indicate over ninety percent (92.1%) of the responding assistant principals have other staff members at their schools to assist with instructional leadership responsibilities. Almost half (47.2%) of the participants expressed a desire to become a principal. This is in keeping with studies conducted by (Austin & Brown, 1970; Brown & Rentschler, 1973; Cranston, Tromans & Reugebring, 2004; Domel, 2001; Franklin, 1994; Frazier, 2002; Gaston,

2005; Glanz, 1994b; Greenfield, 1985; Johnson-Taylor & Martin, 2007; Marshall, 1992b; Royal, 2003).

4. The primary instructional leadership responsibilities performed most often by middle school assistant principals in Virginia are (1) developing school climates that are conducive to learning, (2) improving student discipline, and (3) communicating a concern for student achievement. All three of these responsibilities that were performed daily by assistant principals and received frequency median scores of 5.00 (I perform this task daily). These three responsibilities were the major tasks identified in this study. These data suggest that assistant principals spend a great deal of time on instructional leadership tasks that are related to discipline and student management.

    a. Developing a school climate that is conducive to learning was the most frequent responsibility as indicated by 78.9% of the respondents.

    b. The second most frequent function of instructional responsibility was improving student discipline (77.9%).

    c. The third most frequent responsibility is communicating the school's general concern for achievement to all students. Over half (53.4%) of Virginia middle school assistant principals perform this function daily.

The first two tasks are categorized in Factor-3 Develops Academic Climate, and relates to maintaining discipline as well as to developing a school climate that supports academics. These findings relate to maintaining discipline and are commensurate with the research findings of Austin & Brown, 1970; Black, 1980; Boardman et al., 1946; Bush, 1997; Emswiler, 1931; Gaston, 2005; Glanz, 1994b; Marshall, 1992a; Panyako &

Rorie, 1987; Pellicer & Stevenson, 1991; Phillips, 2007; Scoggins & Bishop, 1993; Smith, 1987 and Wells et al., 1965) who all indicate it is the assistant principal who primarily handles discipline and works toward improving the academic culture of a school. The data reported by current middle school assistant principals in Virginia indicate they spend a significant amount of time working with developing school climate, discipline and giving teachers feedback about instruction. The third responsibility, communicating the school's general concern for achievement was part of Factor 4, Encourages Concern for Achievement, which contained items that focused on the extent to which assistant principals encourage student achievement. It is troubling that this data suggest that after more than 80 years student management and discipline continue to be primary duties of the assistant principal.

This study used a modified methodology of the Bush (1997) study. The findings in this study closely mirror Bush's findings. Bush also found that assistant principals spend a great deal of time developing school climate, improving student discipline and communicating concern for student achievement. However, in addition to similar findings of responsibilities performed most often in this study, Bush found that assistant principals spent a great deal of time allocating materials to accomplish instructional goals and making sure support personnel were available to assist the teacher in accomplishing goals. The previous two tasks were not found to be true in this study.

5. The task of allocating instructional materials is not a primary or secondary task for middle school assistant principals in Virginia. This indicates that the responsibility has either become less important as it was in the past or been reassigned to other school personnel. In comparison to the Bush study, the task of

making sure support personnel are available to assist teachers with accomplishing instructional goals was reported as a secondary instructional leadership task in this study.

6. The secondary instructional leadership functions identified as being performed at least once per week by middle school assistant principals in Virginia are: (1) suggesting alternative instructional methods for students who consistently fail, (2) giving teachers feedback on their weekly lesson plans, (3) giving teachers non-evaluative feedback about their teaching, (4) providing help to teachers who want to improve their teaching, (5) helping teachers to relate the schools instructional goals to their curriculum, (6) clarifying instructional responsibilities of each professional role, (7) working with teachers to improve the instructional program, (8) evaluating teachers, (9) making support personnel available to assist teachers with instructional goals, (10) communicating the importance of instruction to parents, and (11) articulating the instructional goals of the school.

These eleven secondary instructional leadership tasks received median frequency scores of 4.0 (I perform this task once per week). The fourth most frequent instructional task in this case was suggesting alternative instructional methods for students who consistently fail (51%). Suggesting alternative instructional methods for students who consistently fail was followed by 46.9% of the respondents giving teachers feedback on their weekly lesson plans (fifth). The sixth most frequent function was giving teachers non-evaluative feedback about their teaching (45.8%) and providing help to teachers who want to improve their teaching (44%) was the seventh most frequent function.

The next (eighth) most frequently performed task was helping teachers to relate the schools instructional goals to their curriculum as indicated by 43.3% of the respondents, clarifying instructional responsibilities of each professional role (35.1%) was the ninth, working with teachers to improve the instructional program was the tenth (32.2%) and evaluating teachers (30.9%) was the eleventh. Making support personnel available to assist teachers with instructional goals (28.1%) was the twelfth most frequent, and communicating the importance of instruction to parents (27.1%) was the thirteenth. The least frequent of the secondary functions was articulating the instructional goals of the school (24.7%). With the exception of the two additional tasks (allocating materials to accomplish instructional goals and making sure support personnel are available to assist teachers with accomplishing goals the findings in this study are commensurate with findings in the Bush (1997) study.

7. Clarifying the instructional responsibilities of each professional role and evaluation of teachers are two additional tasks in this study were identified as secondary instructional leadership roles. These tasks did not appear as findings in the Bush study. However, Gaston (2005) also found that the evaluation of teachers was one of the top five responsibilities of assistant principals in Virginia. The addition of these two tasks appearing in the findings of this study and not in the Bush study suggest an increased need for school administrators to ensure teacher effectiveness and instructional focus for all professional staff.

Research question #2: What is the relationship between instructional leadership responsibilities performed and the following demographic variables: gender, age, ethnicity, highest degree earned, number of years as a teacher, number of years as an

assistant principal, years at present assignment, student enrollment at present site, additional instructional leadership and career aspiration?

The 31 instructional leadership tasks in this study were grouped into five categories or factors. The factors were: Observes and Evaluates, Allocates Instructional Resources, Develops Academic Climate, Encourages Concern for Achievement and Coordinates the Instructional Program. The identified demographic variables in this study were gender, age, ethnicity, highest degree earned, number of years as a teacher, number of years as an assistant principal, years at present assignment, student enrollment at present site, additional instructional leadership, and career aspiration.

8. The older the assistant principal, the more involved they were in observing and evaluating instructional staff. Significant differences were found in the age variable and Factor-1, the frequency that assistant principals observe and evaluate staff (F= 3.15 p = .03). This finding is in contrast to the findings of Bush (1997). Bush found the younger the assistant principal, the more involved he/she was in instructional leadership for all five factors.

9. Student enrollment had a significant effect on how often the assistant principal observed and evaluated staff in their schools (F = 5.05, p = .007). Assistant principals in schools with more than 600 students are more involved in observing and evaluating instructional staff than assistant principals in smaller schools. Significant differences for Factor-1 were also noted between assistant principals and student enrollment.

10. Assistant principals spend more time conversing with other instructional leadership staff in their buildings about instructional related issues. Assistant

principals who work in schools where there is a math coach, a literacy coach and other staff members that assist with instructional leadership are more involved with tasks that are associated with developing an academic climate. Additional instructional leadership staff in schools had a significant effect on the frequency that assistant principals performed tasks that were identified in Factor-3 Developing an Academic Climate ($F = 3.81$, $p = .001$).

11. Assistant principals with earned Doctorates coordinate the instructional program more often than assistant principals with Masters or Education Specialist degrees. The findings for Coordination of the Instructional Program (Factor-5) as it relates to the highest degree earned by assistant principals indicate a significant relationship ($F = 10.08$, $p = .000$). These findings correspond to findings in the Bush (1997) study.

12. The longer an assistant principal stays in a particular assignment, the more time they spend on coordinating the instructional program. Assistant principals who have been in their present assignment for over ten years have a significant interactive effect that influences the amount of time they spend on coordinating the instructional program. Significant relationships are noted with tasks in Factor-5 (coordinating the instructional program) and the number of years assistant principals have been working in their present assignments ($F = 4.47$, $p = .013$). Glanz, 1994b; Kaplan & Owings, 1999 and Marshall, 1992 all suggest that the assistant principal should be given more opportunities to become involved in instructional leadership.

13. Assistant principals that have lead teachers, a literacy coach and other professional staff to assist with instructional leadership tasks are more involved with

coordinating the instructional program (Factor-5) than those without the instructional leadership support. There is a significant relationship between additional instructional leadership staff and how often assistant principals perform tasks in Factor-5 Coordinate the Instructional Program ($F = 3.09$, $p = .006$).

Research question #3: How much time do middle school assistant principals spend on instructional issues each week?

14. Assistant principals in Virginia spend a significant amount of time performing tasks that are associated with managing student discipline. Virginia assistant principals (79.3%) spend between 10 and 30% of their instructional task time doing tasks associated with developing an academic climate that is conducive to learning (Factor-3). As previously mentioned, tasks in Factor-3 correlate to tasks involving student discipline. These data draw a parallel to Phillips' (2007) study which indicates assistant principals were frequently engaged in student discipline.

15. Assistant principals spend the least amount of time on instructional tasks that are related to coordinating the instructional program. Only 49.5% indicated they spend between 10 to 30% of their instructional task time coordinating the Instructional Program (Factor-5).

16. Assistant principals spend little time helping teachers to evaluate instructional materials, or with helping teachers to develop appropriate instructional materials that are not commercially available (M = 2.50 and M = 2.48 respectively). These tasks are associated with allocating resources (Factor-2).

17. Assistant principals spend nearly just as much time performing tasks related to observing and evaluating staff as they spend on tasks related to developing an

academic climate (M = 3.62 and M = 3.80 respectively). The emphasis on spending more time observing and evaluating may be due to the sense of urgency surrounding accountability for student achievement on state tests and meeting requirements of AYP.

Implications

The research results that are documented in this study provide insight into the instructional leadership role that the middle school assistant principal plays. One of the guiding principles of this study is that the researcher believes the assistant principal is a viable contributor to instructional leadership in schools. Recent literature suggests the need for assistant principals to be directly involved in instructional leadership just as principals are involved (Bush, 1997; Celikten, 1998; Cranston, Tromans & Reugebring, 2004; Domel, 2001; Frazier, 2002; Gaston, 2005; Glanz, 1994b; Kaplan & Owings, 1999; Matthews, 2003; Oprey, 1999; Phillips, 2007; Royal, 2003; Weller, L. & Weller S., 2002). As a result of the accountability movement and the quest for having all students achieve, principals can no longer afford to be the sole person responsible for instructional leadership in schools.

Assistant principals aspiring to become principals should be given opportunities to initiate new programs that focus on instruction, opportunities to establish school instructional policies as well as opportunities to focus on assisting individual departments with coordinating their curriculum. These are the areas of instructional leadership where middle school assistant principals lack experience. Assistant principals want more involvement in instructional leadership (Marshall, 1993). The following recommendations are offered to educators as a result of the conclusions previously stated:

1. *Recruiting*. While demographics of students in Virginia are proportional to ethnic and gender demographics of middle School assistant principals in this study, school divisions should consider the demographic make-ups of assistant principals in their school divisions to be commensurate with their student populations. Recruiting male and minority assistant principals in middle schools may assist with demographic proportionality since the majority of Virginia middle school assistant principals are female (59.2%) and Caucasian (61.9%).
2. *Early identification*. Since it takes a significant amount of time to become a middle school assistant principal in Virginia (6-10 years), school divisions should identify teachers who have potential for instructional leadership earlier (between 3-5 years). Teachers who are identified early should be invited to participate in programs that are designed to groom assistant principals for instructional leadership.
3. *Professional development for assistant principals.* The data in this study indicate almost half (47.2%) of assistant principals aspire to become principals. Professional development surrounding instructional leadership specifically for assistant principals should be a priority for school divisions. This will help assistant principals with becoming the primary instructional leader of a school. When planning for professional development, assistant principals are often left out of the picture. Their professional development is primarily left up to the principal (Glanz, 1994a). Professional development surrounding instructional leadership should be a priority for principals and school divisions in order for them to become stronger instructional leaders.

4. *Assignment of duties.* Principals typically assign responsibilities to the assistant principal (Glanz, 1994). Great schools have strong instructional leadership (Greenfield, 1985). School divisions should require principals to restructure the duties and responsibilities of the assistant principal to reflect a primary focus on instructional related duties and a secondary focus on management related duties. Additionally, Principals should communicate discipline as a secondary responsibility to all stakeholders of their schools (teachers, parents and students).

5. *Job descriptions.* Assistant principal job descriptions are often focused on the management of people and not on instruction. For instance, chairing attendance meetings, handling discipline situations and holding parent conferences often appear first on the list of their job responsibilities. Human Resources Departments should include instructional related duties as a major focus on job descriptions. Specific duties related to instructional leadership should be listed first.

6. *Management of time.* Principals should make time available for assistant principals to participate in instructional related duties. The results of this study reveal that assistant principals spend a significant part of their day performing non-instructional related duties. Their day should be designed so that instructional duties are a priority. Revising the duties of the assistant principal to reflect more time on instruction will make the assistant principal's job more satisfying, better prepare them for the job of principal and assist with improving teaching and learning (Martin, 1997).

7. *Observing and evaluating.* Assistant principals should have the responsibility of evaluating teachers and be given opportunities to work with teachers to help them to

improve their practice. Observing and evaluating teachers is seen as one of the most effective means of monitoring the integrity of an instructional program. The results of this study indicate that only 32% of assistant principals evaluate teachers at least once per week.

8. *Clarification of roles*. Assistant principals should have time to meet with teachers and paraprofessionals to clarify their instructional roles and responsibilities. This study revealed that only 35% of assistant principals are doing this on a regular basis. With school accountability increasing, it is imperative that all stakeholders be aware of their roles and responsibilities to improve student achievement.

9. *Lead instructional conversations*. Opportunities to help teachers relate the school's instructional goals to their curriculum should be given to assistant principals at least once per month. Only 28% of the respondents in this study performed this task on a regular basis. This is a skill that is performed often by the building principal. Since nearly half of the assistant principals in this study have aspirations of becoming principals, it makes sense for them to have multiple opportunities to practice this task.

10. *Non-evaluative feedback*. Assistant principals should be expected to conduct walk-throughs or mini-observations regularly in order to give teachers non-evaluative feedback on implementation of their weekly lesson plans. They (assistant principals) should also have opportunities to assist teachers with improving their teaching. This study showed an average of 45% of assistant principals performed this duty once per week. Glanz (2004) indicates frequent monitoring and feedback on implementation of instructional practice assists with overall student achievement.

11. *Instructional intervention program creation*. Principals should give assistant principals opportunities to create programs that are designed to assist students who consistently fail. Just over half (51%) of the assistant principals in this study perform this function once a week. In order for schools to support weak students it is important for instructional leaders to create programs that support students and communicate the notion that failure is not an option.

12. *Principal preparation programs*. Principal preparation programs offered in Colleges and Universities should design their courses for aspiring principals with a greater focus on instructional leadership. These programs are often designed around managing the present as opposed to creating the future. Courses should emphasize instructional program design, implementation and monitoring. Analyzing and interpreting data to make instructional decisions is another skill that should be taught in principal preparation programs. This skill is imperative in light of the demands of No Child Left Behind.

13. *School size.* Principals of middle schools that house less than 600 students should be sure to give assistant principals the responsibility of evaluating instructional staff. This study showed a significant difference ($F = 5.06$, $p = .007$) in the level of involvement in instructional leadership for assistant principals in larger schools than in smaller schools.

14. *Variety of instructional staff*. Principals should consider including different members of their staff to participate on the instructional leadership team of the school and provide opportunities for assistant principals to lead those smaller instructional teams. This study indicated that assistant principals who have additional instructional

staff that contribute to implementing instructional leadership are more involved with coordinating instruction than assistant principals that do not have the same staff.

15. *Coordination of the instructional program*. Principals should provide opportunities for assistant principals to coordinate the instructional program. Virginia Middle School assistant principals are rarely involved in coordinating the instructional program and should be responsible for the coordination of at least one core subject area.

16. *Creating instructional policy*. The findings of this study suggest that Virginia assistant principals should be given the task of creating programs that focus on instruction and also be given opportunities to create school instructional policies. These are functions in which assistant principals lack experience.

17. *Plan and implement professional development*. Assistant principals should be given opportunities to plan, organize and execute professional development in schools. The results of this study conclude that assistant principals have limited opportunities leading professional development. Professional development is a strong factor in improving teaching which in turn improves student achievement. Additionally, assistant principals should be given opportunities to evaluate instructional materials and to assist teachers with developing instructional materials as part of professional development.

Recommendations for further research

Additional research seems to be needed on the instructional leadership role and responsibilities of the assistant principal. There is limited research in this area; therefore, it is recommended that additional research be conducted in the following areas:

1. Conduct a study to examine the instructional leadership roles and responsibilities of assistant principals in high achieving middle schools to determine if the tasks they perform contribute to student success.
2. Repeat this study in four to five years to compare and contrast findings as well as to ascertain trends.
3. Conduct a study to determine the instructional leadership roles and responsibilities of middle school assistant principals and their relationship with SOL scores and Adequate Yearly Progress.
4. Conduct a study to determine the differences in instructional leadership roles in rural, urban and suburban settings.
5. Conduct a study to compare documented instructional leadership responsibilities outlined in job descriptions and actual instructional leadership roles and responsibilities performed by middle school assistant principals.
6. Conduct a national study to determine the instructional leadership roles and responsibilities of middle school assistant principals.

Summary

This chapter served as the conclusion on the study of the instructional leadership roles and responsibilities of the middle school assistant principal in Virginia. Specific tasks and the amount of time spent on instructional leadership tasks were identified as well as significant findings in the research. Recommendations for further research were suggested in order to continue to add value to and validate the important role of the assistant principal.

A survey was administered to 202 assistant principals throughout the state of Virginia. The data provided by this study contribute to the limited knowledge base of the scope of the position of assistant principal. It should also be of interest to middle school assistant principals, Principals, Human Resource Departments and instructors of Educational Leadership Programs at Colleges and Universities.

As a product of the findings in this study, an operational definition for instructional leadership for middle school assistant principals is defined as: actions assumed by assistant principals with the purpose of observing and evaluating teachers, coordinating the instructional program, creating instructional policy and, planning, implementing and evaluating school-wide professional development with the end result being advantageous outcomes for students.

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APPENDIX A

Sources of Instructional Leadership (*SOIL*) Permission and Survey

From: normann@gse.upenn.edu
Sent: Sunday, July 06, 2008 2:31 PM
To: Kipp Rogers
Subject: Re: SOIL Instrument Use Request

Dear Mr. Rogers,
You may use the SOIL instrument I developed with Dr. Selim for data collection for your dissertation. When your study is completed, please send me an abstract of your study.

I have not been in touch with Dr. Selim for several years. I think he is a principal of a middle school in the Lower Merion, PA School District. Try calling their central office number to see if he still works in that system.
Another possibility is to call the Graduate School of Education at Penn ask if they have a directory of alumni.

Best wishes for a successful study,
Norman Newberg, Ph.D.

Quoting Kipp Rogers <Kipp.Rogers@nn.k12.va.us>:

> Dear Dr. Newberg,
> I am a doctoral student at Virginia Tech. I have decided to
> investigate the role of the middle school assistant principal as an instructional leader.

> In reviewing literature for my study, I came across a study that was
> done in 1994 by Dr. Patricia Bush that utilized your survey instrument-
> Sources of Instructional Leadership (SOIL). In order to complete my
> research, I am respectfully requesting permission to use the SOIL
> instrument that you and Dr. Selim developed.
>
> I would greatly appreciate Dr. Selim's contact information to
> request his permission as well and a written response to this request
> as it will serve as documentation for permission to use the instrument
> and its and publication in my dissertation. I am very excited about
> conducting this research and thank you in advance for your assistance.
>
>
> Sincerely,
> Kipp Rogers
>
>

DEMOGRAPHIC SURVEY

1. Gender
   a. Female ☐
   b. Male ☐

2. Age:
   a. 30 or younger ☐
   b. 31 – 35 ☐
   c. 36 – 45 ☐
   d. 46 or older ☐

3. Race/Ethnicity
   a. White ☐
   b. African American ☐
   c. Hispanic ☐
   d. Asian ☐
   e. Other ☐

4. Highest Degree Earned:
   a. Master of Education ☐
   b. Education Specialist Certificate ☐
   c. Doctorate:
      Ed.D. ☐ Ph.D. ☐

5. Number of years as a teacher
   a. 1- 5 years ☐
   b. 6- 10 years ☐
   c. 11- 15 years ☐
   d. 16- 20 years ☐
   e. 20+ years ☐

6. Number of years as a Middle School Assistant Principal
   a. 1- 5 years ☐
   b. 6- 10 years ☐
   c. 11- 15 years ☐
   d. 16- 20 years ☐
   e. 20+ years ☐

7. Number of years you have been in your present assignment:
   a. 1- 5 years ☐
   b. 6- 10 years ☐
   c. 11- 15 years ☐
   d. 16- 20 years ☐
   e. 20+ years ☐

8. Student enrollment at present assignment:
    a. 0- 100 students ☐
    b. 101- 200 students ☐
    c. 201- 400 students ☐
    d. 401- 600 students ☐
    e. 600+ students ☐

9. Subordinate staff involved in instructional leadership (below level of assistant principal). Check all that apply.
    a. Lead Teacher/ Department head ☐
    b. Math/ Literacy Coach ☐
    c. Other ☐

10. Career aspiration

    a. Assistant Principal ☐
    b. Principal ☐
    c. Supervisor ☐
    d. Assistant Superintendent ☐
    e. Superintendent ☐
    f. Other ☐

The Instrument
Sources of Instructional Leadership (*SOIL*)
(Revised)

Revised by: Janice Beatrice Bush

Directions: Consider your role as assistant principal and determine how often you perform the 31 instructional task items. Select 1, 2, 3, 4 or 5 on the scale of 1 to 5 to indicate your performance of the given tasks.

1- I never do this task.
2- I perform this task once per semester.
3- I perform this task once per month.
4- I perform this task once per week.
5- I do this every day.

Note: No more than one number may be circled per question.

	Instructional Leadership Task or Function	**Scale of Performance**
1.	Articulate the instructional goals of the school	1 2 3 4 5
2.	Help teachers to relate the school's instructional goals to their curriculum units	1 2 3 4 5
3.	Clarify the instructional responsibilities of each professional role	1 2 3 4 5
4.	Select instructional personnel	1 2 3 4 5
5.	Evaluate teachers	1 2 3 4 5
6.	Develop the school's master schedule	1 2 3 4 5
7.	Assign teachers to specific classes or sections	1 2 3 4 5
8.	Allocate materials needed to accomplish instructional goals	1 2 3 4 5
9.	Help teachers to evaluate instructional materials	1 2 3 4 5
10.	Help teachers to develop appropriate instructional materials that are not commercially available	1 2 3 4 5

11.	See to it that the necessary support personnel (aides, secretaries, etc.) are made available to assist teachers in accomplishing instructional goals	1 2 3 4 5
12.	Communicate to parents the importance of basic skills instruction in the schools	1 2 3 4 5
13.	Organize staff development programs that relate to instruction	1 2 3 4 5
14.	Analyze standardized achievement test scores to identify general instructional strengths and weaknesses	1 2 3 4 5
15.	Schedule assemblies that have an instructional purpose	1 2 3 4 5
16.	Secure additional funds for instructional purpose	1 2 3 4 5
17.	Observe teachers in their classrooms	1 2 3 4 5
18.	Encourage teachers to observe each other's class	1 2 3 4 5
19.	Communicate to all students the school's general concern for achievement	1 2 3 4 5
20.	Organize teachers to work together on instructional leadership	1 2 3 4 5
21.	Provide help to teachers who want to improve their teaching	1 2 3 4 5
22.	Initiate new programs that have an instructional emphasis	1 2 3 4 5
23.	Take steps to improve student discipline	1 2 3 4 5
24.	Take steps to develop a school climate conducive to learning	1 2 3 4 5
25.	Coordinate instruction between teachers at different grade levels	1 2 3 4 5
26.	Establish a school policy on student performance	1 2 3 4 5

27.	Help individual departments to coordinate their curricula	1 2 3 4 5
28.	Give teachers non-evaluative feedback about their teaching	1 2 3 4 5
29.	Suggest alternative instructional methods for children who are failing consistently	1 2 3 4 5
30.	Give teachers feedback on their weekly lesson plans	1 2 3 4 5
31.	Work with teachers to improve the instructional program for the school	1 2 3 4 5

Sources of Instructional Leadership (*SOIL*) Time Study

Directions: During a week's time, determine the percent of time you spend doing the following instructional leadership tasks. Write in 0 percent to 100 percent to indicate the percentage of time you spend performing the five given instructional leadership tasks. Note: The total of all five must equal 100%.

Function of Instructional Leadership	**Percent of time spent performing the five functions**
1. Observe and Evaluate	_____%
2. Allocate Instructional Resources	_____%
3. Develop Academic Climate	_____%
4. Encourage Concern for Achievement	_____%
5. Coordinate the Instructional Program	_____%
Total	**100** %

APPENDIX B

Letter and email to Assistant Principals

Kipp D. Rogers
11 Waterford Circle- Hampton, Virginia 23666
kdrogers@vt.edu (757) 838-3110

Hello,

I am a doctoral student at Virginia Tech and I am conducting a research study for my dissertation that includes a sampling of Virginia Middle School Assistant Principals. I am interested in your perceptions of the instructional leadership role and responsibilities of middle school assistant principals. I believe the information that you can provide to this study will help principals, professional development departments and those who are responsible for administrator preparation programs better understand the instructional role of the middle school assistant principal.

You were selected for this study from the Virginia Department of Education School Directory. If you are willing to participate in this study, please click on the attached link to complete the electronic survey. Completion of the survey should take no more than ten minutes of your time. Please assist me by returning the data by December 5, 2008. All surveys completed on or before December 5, 2008 will be entered into a drawing to receive one of three $25.00 Red Lobster gift cards.

Your participation is entirely voluntary and you are free to withdraw at any time. Your decision whether or not to participate will involve no penalty or loss to benefits to which you are otherwise entitled. Your responses are anonymous as no identifying information is collected.
There is no risk or cost to participate in this study. There are no direct benefits for participants, but it is anticipated that the results of the research will add to the current body of knowledge of assistant principals. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

If you have any questions about this research, please call Kipp Rogers (student investigator) at (757) 886-7600. If you have any questions about your rights as a participant in a research project, please contact the Virginia Tech Office of Research Compliance at 2000 Kraft Drive, Suite 2000 Blacksburg, Virginia 24060.

If you are interested in the results of this study and would like a copy, please email me at kdrogers@vt.edu and I will send you an electronic copy when the study is completed.

Thank you for your time and, again, I would greatly appreciate your participation in this study.

Sincerely,

Kipp Rogers

Hello middle school leader!

Please click the play message link below for an opportunity to participate in a Virginia Tech research study and explore a great 21st century technology tool to use with your staff.

If you don't see an image above or the links below are not working,
copy the lines below individually, open a web browser window and paste them in the address bar:

Survey link
http://www.surveymonkey.com/s.aspx?sm=CpmiIEgbsKArCGwplGPiXA_3d_3d

Video link
http://widgetpf.razorstream.com/apps/v.1.0/inc/mailplayer.aspx?hex=4707eb23-3393-404c-8274-13ecca2f748e&mediaId=20011468&lic=hw&hash=7af9dd4a50cc3afe6627fe77e2b39eb5d2044e2d

IRB permission
http://kipprogersvtdissertation.wetpaint.com/?t=anon

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

APPENDIX C

IRB Approval and Certification

VirginiaTech

Office of Research Compliance
Carmen T. Green, IRB Administrator
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24061
540/231-4358 Fax 540/231-0959
e-mail ctgreen@vt.edu
www.irb.vt.edu
FWA00000572(expires 1/20/2010)
IRB # is IRB00000667

DATE: November 13, 2008

MEMORANDUM

TO: Travis W. Twiford
Kipp Rogers

FROM: Carmen Green

SUBJECT: **IRB Exempt Approval:** "Instructional Leadership Role and Responsibilities of Middle School Assistant Principals in Virginia" , IRB # 08-700

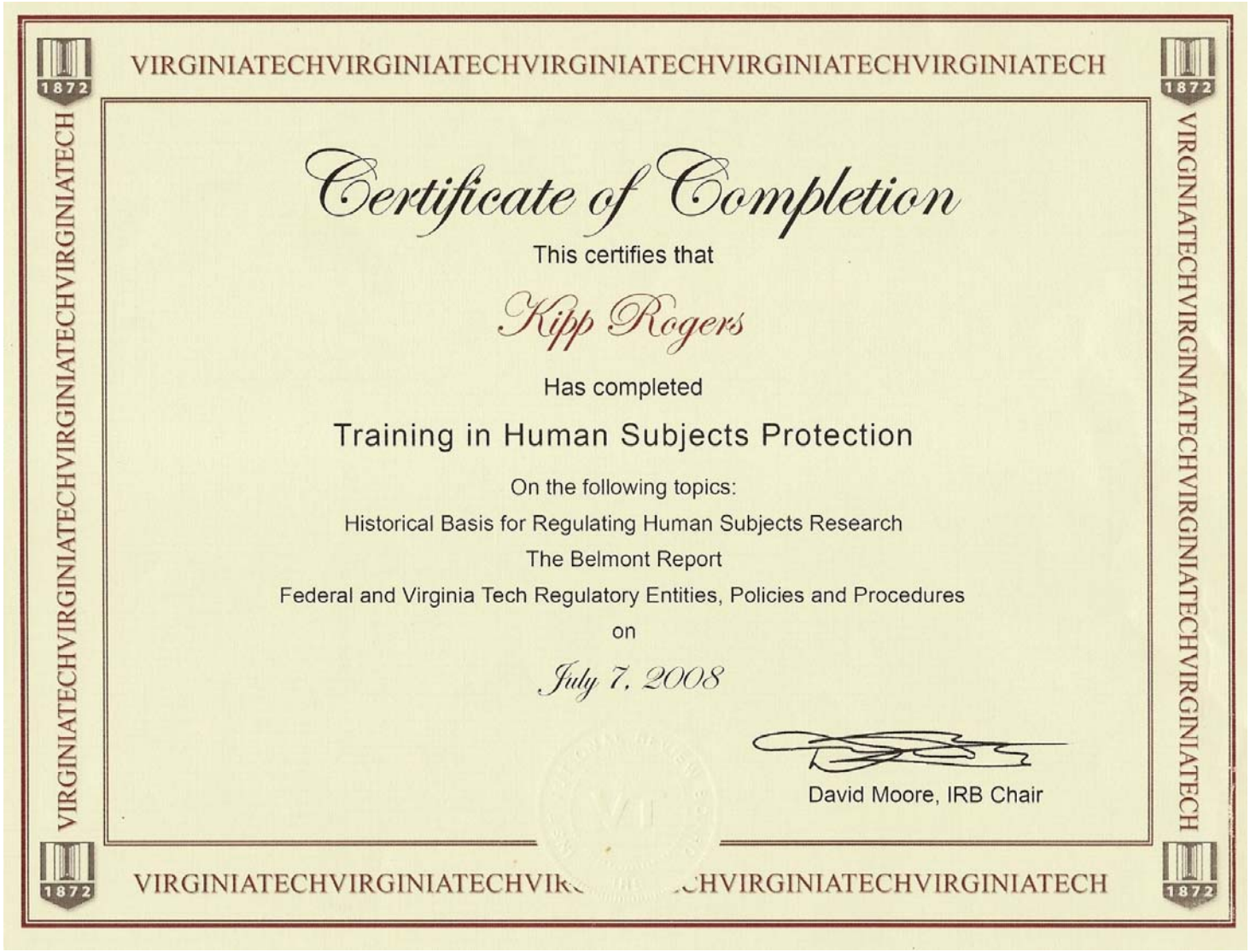
I have reviewed your request to the IRB for exemption for the above referenced project. The research falls within the exempt status. Approval is granted effective as of November 13, 2008.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in the research protocol. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.

2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File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1872
Certificate of Completion
This certifies that
Kipp Rogers
Has completed
Training in Human Subjects Protection
On the following topics:
Historical Basis for Regulating Human Subjects Research
The Belmont Report
Federal and Virginia Tech Regulatory Entities, Policies and Procedures
on
July 7, 2008
David Moore, IRB Chair