

INSTRUCTIONAL LEADERSHIP AS DEFINED BY VIRGINIA ELEMENTARY TITLE I
PRINCIPALS: A DELPHI STUDY

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ABSTRACT

Policymakers have tried to link the principal to student outcomes, thus shifting the role of the principal from manager to instructional leader of the school. The significance of instructional leadership has increased especially since the implementation of the No Child Left Behind Act in January of 2002. However, a common definition of instructional leadership is difficult to locate in the literature.

In this three-round Delphi study, 24 Virginia Title I elementary school principals defined the concept of instructional leadership in terms of the knowledge, skills, and behaviors that practitioners believe school principals need to be an instructional leader in Virginia elementary schools. The research questions were:

- 1) What do elementary principals perceive to be the specific knowledge necessary to be an instructional leader?
- 2) What do elementary principals perceive to be the specific skills necessary to be an instructional leader?
- 3) What do elementary principals perceive to be the specific behaviors necessary to be an instructional leader?

The use of Maykut and Morehouse's (1994) constant comparative method generated themes and categories from the sorted descriptors submitted by the Delphi participants. The Delphi themes generated were (a) principal instructional leadership awareness, (b) focus on teaching and learning, (c) engaging stakeholders, and (d) building for instructional capacity. The final themes and categories produced during the Delphi process were compared to Robinson, Lloyd, and Rowe's (2008) five leadership dimensions. Results from Delphi III complemented Robinson et al.'s (2008) five leadership dimensions with the exception of Dimension 4: "promoting and participating in teacher learning and development" (p. 635). While Delphi participants provided descriptors supporting professional development, they did not emphasize instructional leadership participation with teachers in professional development opportunities.

The final definition of instructional leadership which emerged in the study provided knowledge, skills, and behaviors that current and future practitioners may incorporate in their own leadership practices to influence student achievement. The instructional leadership definition may serve as a springboard to guide curriculum decisions in leadership preparation programs seeking to improve instructional leadership practices. The definition of instructional leadership may also be useful to policymakers seeking to implement legislation linking leadership to student achievement.

Dedication

With love and gratitude, I dedicate this work in honor of my father, Gene R. Eastwood and in memory of my mother, Betty P. Eastwood. Your generous support and encouragement have meant the world to me. Also, Andrew, Tina, Becky, Kara, and Drew... thank you also for your support, encouragement, and understanding!

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CHAPTER 1

INTRODUCTION

In 1983, the National Commission on Excellence in Education published the report entitled *A Nation at Risk* (U. S. National Commission on Excellence in Education, 1983). *A Nation at Risk* apprised the American public that its school system lagged behind economic and societal changes. The report indicated that the United States education system was “mediocre” and in order for the United States to compete globally, education in the United States had to change (U.S. National, p. 1). The report stated that “content, expectations, time, and teaching” needed to change in American schools (U.S. National, p. 1). If schools did not change, individuals would not be able to fully realize their potential in the American economy or in the American way of life according to the report (U. S. National). Indeed, *A Nation at Risk* eventually launched a host of reform movements intended to achieve the improvement of teaching basic skills to all students (Sunderman, 2009).

In 1994, President Bill Clinton signed into law both *Goals 2000: Educate America Act* and the reauthorization of the *Elementary Secondary Education Act* (ESEA) retitled the *Improving America’s School Act* (Improving America’s School Act, 1994). Both Democrats and Republicans agreed that the educational reforms implemented since the 1983 release of *A Nation at Risk* had not helped students acquire “the high standards required to maintain a competitive economy and a strong democracy” (USDOE 1996, p.1). Some of the reforms introduced after the publication of *A Nation at Risk* included reducing class size, increasing requirements for teacher certification, curriculum changes, and increasing the length of the school day (Godwin & Sheard, 2001). *IASA* required the establishment of standards and the testing of students to measure gains in achievement (Sunderman, 2009). However, these attempted school reforms did not increase the academic achievement of all students. In fact, the disparity between Black and White students test results widened (Jencks & Phillips, 1998) and policymakers continued to advocate for more accountability (Godwin & Sheard, 2001).

The *No Child Left Behind Act* of 2001 (NCLB), which was a reauthorization of the ESEA, was signed into law by President Bush in January 2002. The stated purpose of NCLB is “...to close the achievement gap with accountability, flexibility, and choice so that no child is left behind” (NCLB, 2001, p. 1). NCLB stated that all children must reach academic competence

by 2013-14 (NCLB, 2001). The potential impact of this law appeared to be to level the educational playing field of opportunities for every student, thus fulfilling the goal of improving the academic achievement of all students.

To ensure the progress of all students, leaders are required to examine student achievement scores from the following sub-groups: English Language Learners, White students, Black students, students with disabilities, and students qualifying for low socioeconomic status. Each subgroup in grades 3-8 must be tested annually in English and mathematics, while high school students are tested one time in English or mathematics prior to graduation. All students in each subgroup are expected to reach academic competence in reading and math by 2013-14 (Shirvani, 2009). Scores from school districts and schools are reported publicly as measures of Adequate Yearly Progress (AYP) to confirm the overall academic progress of students in a school toward established annual measureable objectives or AMOs (Shirvani, 2009).

School reform efforts have led to increased standards and testing for students (Darling-Hammond, 2004). Many legislators believe that student achievement and school accountability can be attained by publishing results on state and national measures (Leithwood & Day, 2008) and by applying penalties and or rewards to induce necessary changes (Darling-Hammond, 2004). These accountability efforts have called for the reexamination of the role of the school principal and the impact that role has on the achievement of students (Leithwood & Day, 2008; Witziers, Bosker, & Kruger, 2003). Educational reforms have certainly altered the role of the school administrator over the past 30 years. Principals have shifted from manager to the role of working with colleagues and teachers to determine appropriate instructional practices to meet the needs of all students (Hunt, 2008).

Background of the Study

Hunt (2008) described the principal's role, prior to the publication of *A Nation at Risk*, as "manager" (p. 581). As managers, maintaining good relationships with the community, providing appropriate discipline for students, demonstrating sound fiscal practices with school monies, and generally organizing large groups of people were suitable skills for school administrators (Hunt, 2008). Hunt noted that in the report, *A Nation at Risk*, the following statement included in the report provided some insight as to the difference between manager and leadership at the school level:

The commission stresses the distinction between leadership skills involving persuasion, setting goals and developing community consensus behind them, and managerial and supervisory skills. Although the latter are necessary, we believe that school boards must consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved (Hunt, 2008, p. 581; National Commission on Excellence in Education, 1983, p.6).

According to Hunt (2008), in the past 30 years, the role of the school principal changed in conjunction with three major school reforms. The first major reform was the movement toward excellence in education (Hunt, 2008; Sunderman, 2009). The major thrust of this movement was to enhance the teaching and learning process (Hunt, 2008). Hunt and Sunderman identified the following reform efforts implemented during the excellence movement: (a) achievement testing of students to determine growth, (b) implementing more demanding standards for students and (c) requiring teachers to take tests to increase teacher competencies.

Hunt (2008) identified the second reform to impact schools and principals as the restructuring movement. The restructuring movement occurred in the latter part of the 1980s. This change was spearheaded by education associations and district level educators. The emphasis of this effort was toward “site-based management” of schools (Hunt, 2008, p. 582). School principals were guided to work with teachers to improve classroom instruction and student engagement in learning. The principal’s role moved away from manager and towards instructional leader. During this period of restructuring, many states required school districts to publish student test data thus increasing accountability.

The third reform identified by Hunt (2008) was the standards movement. Though all three reforms can be traced back to the publication of *A Nation at Risk*, the standards movement was greatly reinforced by NCLB. The standards movement compelled school principals to focus intensely on student achievement and improvement. State standards were adopted along with legislative demands to assess student achievement and determine how schools and school districts were meeting the needs of students (Hunt, 2008). The role of the principal shifted even more towards determining how best to meet the academic needs of all students.

Current State of Research About Instructional Leadership

On March 13, 2010, President Obama shared his plan for the reauthorization of The Elementary and Secondary Education Act. In his proposal entitled *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*, Obama stated:

This blueprint builds on the significant reforms already made in response to the American Recovery and Reinvestment Act of 2009 around four areas: (1) Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader; (2) Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning; (3) Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and (4) Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions (USDOE, 2010, p. 3).

The first point listed in President Obama's plan is to promote the improvement of teacher and principal effectiveness. His proposal supported the continuation of previous standards-based reform and accountability efforts. Leithwood and Day (2008) maintain that in the last 17 years, international political reform efforts have focused accountability via student outcomes on "state and national" assessments (p. 1). As a result, the authors concede that school administrators are forced to show that their leadership efforts impact a school's improvement efforts.

From the publication of *A Nation at Risk* in 1983 to President Obama's 2010 proposal to reauthorize ESEA, the focus on leadership accountability has been a topic of interest to school leaders and researchers studying school leadership (Leithwood & Day, 2008). Leithwood and Day (2008) contended that leaders and researchers are compelled to validate the principal's role in positively impacting student achievement. Robinson (2010) made an important distinction between effective leadership and skills leaders need to be effective. Specifically, Robinson (2010) stated, "Evidence about effective leadership practices is not the same as evidence about the capabilities that leaders need to confidently engage in those practices" (p. 2). School leaders are compelled to successfully navigate students, teachers, and themselves through the standards-based accountability system. What knowledge, skills, and behaviors must a leader possess to meet the demands presented by standards based reform?

There are numerous leadership theories (Robinson, 2006) and definitions of leadership (mDoyle & Smith, 2001). Leadership studies have been the focus of scholarly writing for decades (Illies, Judge, & Wagner, 2006). Some examples of prominent theories include trait theories, behavioral theories, situational leadership theories, contingency theories, transactional leadership theories, and transformational leadership theories (Bolden, Gosling, Marturano, & Dennison, 2003). Over the last 70 plus years, leadership theorists examined the behavioral traits of accomplished leaders and transitioned to studying the relationships and roles of followers as well (Bolden et al., 2003).

As politicians seek to link educational leaders' performance to student achievement it is imperative to identify what principals "need to be able to do and to be, to carry out a particular function—the function in this case being that of instructional leadership" (Robinson, 2010, p. 3). Often, "after theories are developed" is the question asked about how a leader impacts student learning, meaning "that leadership theory development has not been grounded in the details of effective teaching and learning" (Robinson, 2006, p. 65). School leaders have moved into the role of instructional leader in their organizations (Supovitz & Poglinco, 2001) though the use of the "term is often more a slogan than a well-defined set of leadership practices (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

The construct of instructional leadership is not new. In 1979, Ronald Edmonds wrote an article in which he reviewed several studies that provided insight as to what made schools effective in reaching the academic needs of economically disadvantaged children. Edmonds identified strong leadership as one factor that made a difference in the achievement of students. In the studies Edmonds examined, students from low socioeconomic homes demonstrated success in schools where administrative leadership was considered strong. These schools also created an atmosphere where all children were expected to perform at a high level. The article provided insight as to what makes a school effective for children considered economically disadvantaged (Edmonds, 1979). The intent of Edmonds' article was to argue the need to provide an equitable education for students, including students identified as poor.

Edmonds (1979) summarized the article with a list of distinguishing traits of leaders gleaned from schools considered effective in his examination of several studies. The studies Edmonds highlighted were conducted by Weber in 1971, New York's Office of Education Performance Review in 1974, Madden, Lawson, and Sweet in 1976, and Brookover and Lezotte

in 1976. The initial point Edmonds generated in his article emphasized the contribution a strong leader makes to the school at large. Edmonds (1979) stated, “[Effective schools] have strong administrative leadership without which the disparate elements of good schooling can neither be brought together nor kept together” (p. 22).

Studies conducted in the 1980s provided evidence of the relationship between the instructional leadership of the principal and the effectiveness of the school in meeting needs of students (Andrews & Soder, 1987; Bossert, Dwyer, Rowan, & Lee, 1982). In the 1990s Hallinger and Heck (1996) examined principal leadership effects on student achievement and found that a principal’s influence was achieved indirectly through other people more directly involved with students. Hallinger, Bickman, and Davis (1996), reported that principals indirectly impacted student achievement by establishing a school’s mission which clearly outlined student academic expectations. Principals also sought to gain teacher support for the school’s mission which in turn indirectly supported the achievement of students (Hallinger & Heck, 1996). A study in 2003 by Witziers, Bosker, and Kruger examined how the leadership of the principal may affect the achievement of students. Witziers et al. conducted a meta-analysis in which they were trying to discern the principal’s direct impact on student achievement. However, Witziers et al. only found small positive effects of a leader’s impact on student academic outcomes, which supported previous research in the difficulty of establishing a leader’s direct link to student achievement.

In 2008, Robinson, Lloyd, and Rowe studied the effects of various leadership styles and their impact on student outcomes. Robinson et al. conducted a meta-analysis of 27 peer reviewed studies published between 1978 and 2006. The studies the researchers included in their meta-analysis were empirical studies that established a connection between student outcomes and the school leadership. Twenty-two of the studies investigated academic results; four studies investigated “social and attitudinal” results, while one study researched both types of outcomes (Robinson et al., 2008, p. 641). The purpose of this meta-analysis was to ascertain the specific leadership practices in which a leader may engage that may impact student outcomes. The authors recognized the importance of increasing the implementation of particular leadership dimensions or practices in regard to the teaching and learning process rather than just focusing on a more broad overview and possible impact of leadership. The dimensions inductively derived along with their respective effect sizes from Robinson et al.’s (2008) study are as follows:

1. Establishing goals and expectation 0.42 effect size moderately large

2. Strategic resourcing 0.31 effect size small and indirectly influences student outcomes
3. Planning, coordinating, and evaluating teaching and the curriculum 0.42 effect size moderately large
4. Promoting and participating in teacher learning and development 0.84 effect size large
5. Ensuring an orderly and supportive environment 0.27 effect size small (2008, p. 656)

The authors stated “leadership theory and research will not deliver increased payoff for student outcomes unless they come more tightly integrated with research on the particular leadership tasks identified by our meta-analyses” (Robinson et al., 2008, p. 669). The Robinson study will serve as the framework for this study.

Statement of the Problem

A common definition of instructional leadership is difficult to find. Instructional leadership is unique because school administrators must consider the educational tasks and processes that need to take place to meet the needs of students. It is the specific focus on the teaching and learning process that distinguishes instructional leadership from other types of leadership (Mitchell & Castle, 2005). As an instructional leader, it is imperative that the principal provide both feedback and information (Somech, 2005) to teachers, supporting efforts to increase student achievement. Principals need to encourage, support, and guide teachers to meet instructional goals proficiently (Somech, 2005). Somech’s (2005) research suggests that school administrators need to affect employees through “motivational mechanisms” (p. 794). Murphy (1988) summarized that instructional leadership was comprised of those behaviors directly linked to “teaching and learning” (p. 127). Richard DuFour, in 2002, emphasized the need for instructional leadership to shift focus from teaching to the learning process and allow administrators to be “learning leaders rather than instructional leaders” (p. 13).

Mitchell and Castle (2005) asserted that the concept of instructional leadership has different meanings based on the perspectives of individuals. These researchers also note that some of the literature suggests that principals need to move away from the instructional

leadership role and concentrate more on outcomes while allowing teachers to fulfill the instructional leadership role. Blasé and Blasé (1999a) asserted that administrators and teachers are moving towards more collaboration and perceive that “instructional leadership is being shared with the teachers” (p. 4).

Mitchell and Castle (2005) also stated that though their study does not clearly determine the instructional leaders’ role, it recognizes that there are some aspects of this role that “fall among the more neglected aspects of principals’ work” (p. 427). The researchers concluded that instructional leadership is a fundamental role a principal must assume. Clearly, an effective instructional leader guides teachers to reflect on their own practices in regard to the instructional process rather than continuing to just pass on information to teachers regarding the instructional process (Mitchell & Castle, 2005). Blasé and Blasé (1999b) stated that the main objective for principals to convey in enhancing instructional practices is to encourage the building of an environment in which teachers discuss and reflect about such issues. This view was supported by Mitchell and Castle as well when they maintained that the principal “[build] organizational capacity for school improvement” (p. 412). Printy and Marks (2006) acknowledged that when teachers collaborate with other colleagues within the building, they are then engaging in the practice of instructional leadership. Printy and Marks (2006) maintained that shared leadership between the principal and the teachers allows the school to “learn and perform at high levels” (p. 130). Though many issues surround the role of the instructional leader, it is important that a school administrator develop the skills or capabilities necessary to balance these issues in a way that supports positive outcomes for student achievement.

Purpose Statement

In the state of Virginia, the tests currently used to measure student progress, thus school accountability, are called the Standards of Learning (SOLs) assessments (Virginia Department of Education (VDOE, n.d.b). The SOL assessments are based on the Standards of Learning which are goals and objectives designed to set the appropriate benchmarks that students are required to attain at each grade level. Students in Virginia have participated in the SOL assessments since 1995 (VDOE, n.d.b). According to the Virginia Department of Education, SOL assessments in English and mathematics are administered in grades 3-8 and at the end of designated high school courses. History and science are assessed in grades 3, 5, and 8 and at the end of designated high

school classes as well (VDOE, n.d.b). The SOL assessments measure student achievement and provide the state and school districts with important information as to how students are progressing in terms of statewide established goals and objectives. The Virginia SOLs are considered the commonwealth's accountability system. Results from the SOL assessments are used to determine the accreditation standing of a school and AYP status (VDOE, 2010). Virginia school administrators need to adopt instructional leadership practices that positively impact student achievement in order to successfully meet the demands set forth by the SOLs. As with previous reforms, impacting the achievement of all students is essential. Identifying instructional leadership practices may benefit Virginia elementary school principals in meeting the academic needs of children. Therefore, the purpose of the study was to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners from Title I elementary schools believe a school principal needs to be an instructional leader in Virginia elementary schools.

Research Questions

The guiding questions for this study were designed to define fundamental leadership characteristics that practitioners from Title I elementary schools believe a school principal needs to be an instructional leader in Virginia elementary schools. The questions are as follows:

- 4) What do elementary principals perceive to be the specific knowledge necessary to be an instructional leader?
- 5) What do elementary principals perceive to be the specific skills necessary to be an instructional leader?
- 6) What do elementary principals perceive to be the specific behaviors necessary to be an instructional leader?

Significance of the Study

As pressures mount with the demands of NCLB, instructional leadership is increasingly important for several reasons. First, finding and replacing expert principals upon retirement is a concern ("Principal Shortage," 2006). A survey by the Northeast Regional Elementary School Principals' Council found that "42% of principals and assistant principals in nine northeastern states report that they will be retiring from their positions within the next five years" ("Principal

Shortage,” 2006). Added accountability pressures make educational administrative positions less appealing to fill at a time when the rate of retirement of administrators is growing (“Principal Shortage,” 2006; Winter, Rinehart, Keedy, & Bjork, 2004). School systems are expected to fill principal vacancies with qualified applicants to make certain that principals are instructional leaders who impact student achievement. However, school districts are having a difficult time finding qualified applicants for school leadership positions (Vanderhaar, Munoz, & Rodosky, 2007; Winter et al., 2004). Papa and Baxter (2005) reason that those seeking principalships have not had the opportunities to grow in experience because Baby Boomers have held many administrative positions for so long that aspiring and novice leaders have not had the opportunity for quality experiences to adequately prepare them for school leadership roles. School divisions must find qualified applicants who are able to fulfill the responsibilities of an instructional leader.

Second, as reported by Nir and Kranot (2006) and Blasé and Blasé (1999b), there is a direct relationship between the principal’s leadership style and the self-efficacy of teachers and motivation of teachers. How teachers feel about themselves and their level of motivation in relation to the work they are doing is important to the educational process. It seems that the more connected and positive a teacher feels about his/her work, the better he/she can meet the diverse needs of students, which in turn impacts educational programs (Nir & Kranot, 2006). Again, novice and current leaders need to make sure they support the type of climate that allows teachers the opportunity to positively grow as educators.

Third, annual state accountability testing is a reality that education systems currently utilize to determine effective and ineffective schools, teachers, and leaders. Current and future administrators need clear direction in regard to valuable instructional leadership practices (Robinson et al., 2008) to equip themselves with skills to meet the stressful demands of on-going rigorous testing. Developing instructional leaders who impact the student achievement is important (Vanderhaar, Munoz, & Rodosky, 2007).

Lingard, Hayes, Mills, and Christie (2003) assert that the primary goal of school is to move the teaching process in the direction that supports the assigned curriculum. The authors noted that leadership needs to link itself to the betterment of the teaching practices taking place in classrooms. Robinson et al.(2008), extend Lingard’s notion stating, “a school’s leadership is likely to have more positive impacts on student achievement and well-being when it is able to

focus on the quality of learning, teaching, and teacher learning” (p. 668). Therefore, to affect student achievement in a positive manner, it is necessary to determine successful instructional leadership practices that can be routinely incorporated “that create the conditions for enhanced teaching and learning” (Robinson et al., 2008, p. 666).

Delimitations of the Study

Glatthorn and Joyner (2005) describe delimitations as “the boundaries of the study, and ways in which the findings may lack generalizability” (p. 168). The delimitations for the study are listed here.

1. The study was narrowed to the elementary level of leadership.
2. The participants who were surveyed included only Virginia public school administrators.
3. The study included only administrators working in Title I schools that met the Virginia Index of Performance (VIP) criteria for the Governor’s Award for Educational Excellence in 2009 and 2010; and Principals whose schools received this award were considered experts for this study because they served in schools with a large percentage of students receiving free and reduced lunch prices and yet were highly successful according to the VIP criteria.
4. The study reflects the collective judgment of 24 participant principals.

Limitations of the Study

Pajares (2007) states “a limitation identifies potential weaknesses of the study” p. 8.

Limitations to this study included the following:

1. Willingness of the participants to participate in this study
2. Honesty of the participants in this study
3. Participants’ personal biases and values, and
4. Participants’ beliefs about leadership

Definition of Terms

For the purpose of this study, these terms are defined as follows:

Instructional Leadership- “leadership practices that involve the planning, evaluation, coordination, and improvement of teaching and learning” (Robinson, 2010, p. 2)

Leadership dimensions- “set of related practices” (Robinson, 2007, p. 5). The word dimensions as used in this study will mean practices. Robinson et al., (2008, p. 656) defined the following dimensions or practices in which instructional leader may engage as follows:

- (a) Establishing goals and expectations
- (b) Strategic resourcing
- (c) Planning, coordinating, and evaluating teaching and the curriculum
- (d) Promoting and participating in teacher learning and development
- (e) Ensuring an orderly and supportive environment

Standards of Learning (SOLs) - the defined academic standards set forth by the state of Virginia which are tested annually to measure the progress of students (VDOE, n.d.)

Virginia Index of Performance (VIP) - the mechanism the Commonwealth of Virginia utilizes to “recognize and reward” schools and school divisions. The schools and school divisions are recognized for making substantial gains toward established goals and objectives set forth by the Virginia Board of Education. The VIP program is authorized by the Code of Virginia (8VAC 20-131-325) and is endorsed by Virginia’s governor (VDOE, n.d.d).

Overview of the Methodology

As stated previously, the purpose of the study was to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners from Title I elementary schools believe a school principal needs to be an instructional leader in Virginia elementary schools. Principals working in Title I schools that met the criteria for the *Virginia Index of Performance* (VIP) for the Governor’s Award for Educational Excellence were asked to participate in the study. Principals from elementary Title I schools were chosen because schools identified as having a large percentage of students considered low socioeconomic status are generally thought to be academically at risk. Duncan and Brooks-Gunn (2000) stated that students identified as low socioeconomic are twice as likely to be held back or fail a grade level or leave school during their high school years. Virginia Title I schools that met the VIP criteria for the Governor’s Award for Educational Excellence have demonstrated academic excellence which appears to contradict the notion that lower academic performance may be related to free and reduced price lunch status.

The Delphi method was used in the study. The Delphi method utilizes a survey approach to gather specific information from designated experts (Hsu & Sandford, 2007). Delphi allows experts the opportunity to share their expertise through anonymous structured surveys (Cuhls, n.d.). After the initial questionnaire, experts were given the results and provided a second and a third opportunity to either modify or maintain their first answers on the questionnaire after reviewing responses from other Delphi contributors (Hsu & Sandford, 2007). The feedback provided to the expert respondents is organized to allow them the opportunity to reflect and refine their own responses from the previous iterations (Hsu & Sandford, 2007).

The specific practices which include the knowledge, skills, and behaviors an instructional leader might engage on a consistent basis (Robinson et al., 2008) are essential information for leaders practicing, governing, or setting policy in the field of school leadership. Policymakers, school board members, and the public hold school leaders accountable for student achievement. The results of this study identified knowledge, skills, and behaviors that may guide administrators working to positively influence student achievement in Virginia and possibly beyond.

Organization of the Study

The study is organized into five chapters. Chapter 1 provided an introduction for the need of this study, defined the study's purpose, identified research questions for the study, listed definitions of terms employed in the study and gave an overview of the methodology used. Chapter 2 provided a historical background of leadership theory, literature linking school leadership to student achievement, and the theoretical framework of the study. Chapter 3 described the Delphi methodology, how Virginia leadership experts were selected to participate in the study, and the organization and steps used to implement each of the three Delphi rounds. Chapter 4 presented the findings derived from the data for Delphi I, II, and III and explained how results were used to develop the instructional leadership framework used to compare to Robinson, Lloyd, and Rowe's (2008) leadership dimensions. Chapter 5 presented the conclusions, discussion of the study's instructional leadership framework as compared to Robinson et al.'s leadership dimensions, and provided general recommendations for practice and future research.

CHAPTER 2

REVIEW OF THE LITERATURE

The primary purpose of the literature review was to examine existing empirical, theoretical, and commentary literature about instructional leadership. The chapter is organized into three sections. First, the historical background of leadership is reviewed. Second, the current context of school leadership is discussed. Third, the study by Robinson, Lloyd, and Rowe (2008) is introduced as the framework around which the study was organized. Studies were chosen for review based on instructional leadership practices at the elementary level that linked leadership to student achievement.

Search Procedures

In order to accomplish the review of the literature, the following computerized database searches were utilized: Ebscohost Databases, Project Muse, Sciencedirect, Informaworld, PsychINFO, and Google Scholar. In reviewing literature on instructional leadership as it impacts student achievement, search terms included, but were not limited to, leadership, leadership theory, instructional leadership, and student achievement or outcomes. Reference lists located in both peer reviewed studies and commentary literature also provided sources for examining instructional leadership.

Historical Background of Leadership Theory

A synthesis of Doyle and Smith's (2001) and Bolden, Gosling, Marturano, and Dennison's (2003) works provides a historical perspective of traditional leadership. Doyle and Smith state that a review of traditional leadership theory includes the following models: trait theories, behavioural theories, contingency theories, and transformational theories. Bolden et al. extend Doyle and Smith's outline by including a discussion of Great Man Theories.

Since Plato, people have observed and analyzed the relationships between leaders and followers (Burns, 1978). Yet leadership remains one of the "least understood phenomena on earth." (Burns, 1978, p. 2). Defining leadership is difficult because there are as many definitions as there are relevant theorists and studies on the topic (Howard, 2005). According to Burns (1978) as many as 130 different definitions have been used to describe the nature of leadership.

Bolden et al. (2003) stated that early theories concentrated on the attributes of leaders who were considered successful. As theories evolved, the focus shifted from the attributes of leaders themselves to attributes of the relationship between the leaders and their followers. The relationship constructed between leaders and followers is important to understand with respect to leadership theory (Bolden et al., 2003). This review highlights the traditional view of leadership beginning with the Great Man Theory and includes the shift towards the total relational aspect between leaders and followers as encompassed in transformational leadership theory. See Table 1 for the Historical Leadership Theory Outline.

Table 1

Historical Leadership Theory

Theory	Approximate Timeline
Great Man Leadership Theory	latter part of 19 th –early 20 th centuries
Trait Leadership Theory	late 1930s-1950s
Behavioral Leadership Theories	1950s-1960s
Theory X and Theory Y Managers	
Contingency or Situational Leadership Theories	1970s
Fielder’s Contingency Model	
Hersey-Blanchard Model of Leadership	
Tannenbaum & Schmidt’s Leadership Continuum	
Transactional Leadership Theory	late 1970s
Transformational Leadership Theory	early 1980s

Note. Table by Eastwood using sources: Doyle and Smith (2001) and Bolden et al. (2003)

Great Man Leadership Theory

The Great Man Theory was popular during the latter part of the 19th and early 20th centuries (Kirkpatrick & Locke, 1991). According to Northouse (2010) early twentieth century researchers studied the characteristics or traits of leaders. Their study led to the development of the Great Man Theory. The use of the word man was deliberate in the early part of the twentieth

century because leadership was associated with the activities engaged in by men, e.g., military (Bolden et al., 2003) and business leaders (Kirkpatrick & Locke, 1991). Researchers attempted to identify intrinsic traits of the men considered great leaders. The overarching belief was that great leaders were born with particular traits that made them exceptional leaders (Northouse, 2010). The Great Man Theory supported the idea that people born with these particular characteristics were predestined to lead (Bolden et al., 2003).

Trait Leadership Theory

The Great Man Theory advanced and evolved into Trait Theory (Bolden et al., 2003; Kirkpatrick & Locke, 1991). Zaccaro (2007) asserted that the quantitative view of leadership can be traced back to Galton in 1869. Galton, according to Zaccaro, claimed that the qualities that made leaders exceptional belonged only to special people who had inherited these characteristics from their ancestors.

During the 20th century, researchers continued to define specific traits that distinguished leaders from non-leaders (Northouse, 2010). Researchers hypothesized that specific traits made a leader and that these traits would serve leaders in any situation (Doyle & Smith, 2001). Other researchers started to question the premise that specific traits or characteristics defined leadership. Therefore, they began to conduct studies to examine the influence on leadership from followers and from particular situations rather than only studying the specific traits identified as unique to the leader (Northouse, 2010). Northouse (2010) reported that in 1948 Stoghill proposed that leadership was located in the relationship people fostered in situations. A person identified as the leader in one circumstance may not be the leader in another circumstance.

Bolden et al. (2003), stated that one major issue with the trait theory approach was that researchers could not consistently agree on the identification of specific leadership traits necessary to be a leader. In fact, Bolden et al. stated that some leaders may have had some of the desirable leadership traits while other desirable traits were missing. Interestingly, Bolden et al. did not suggest that a person missing the desirable traits could not lead. Overall, researchers found that leadership traits were difficult to quantify and produced studies with questionable results (Bolden et al. 2003).

Behavioral Leadership Theories

Because leadership traits were difficult to measure, researchers started studying the behaviors of leaders or examining what leaders do (Northouse, 2010; Doyle & Smith, 2001; Bolden et al., 2003). During the 1950s and 1960s, researchers grouped relationship and task behaviors (Northouse, 2010). The combination of relationship behaviors and task behaviors made up the style or behavioral theory approach to leadership (Northouse, 2010). Relationship behaviors help workers feel at ease with themselves, others, and the working conditions, while task behaviors focus on completion of assigned goals and objectives (Northouse, 2010). Basically, the style or behavioral approach to leadership is the blending of relationship behaviors and task behaviors to support staff members' movement toward desired goals (Northouse, 2010).

Northouse (2010) stated that the foundation for the style or behavioral approach is rooted in studies conducted at the Ohio State University and at the University of Michigan during the 1950s and 1960s. For example, Likert (1967) and Stogdill (1959) examined the combination of relationship and task behaviors to determine how to positively influence workers. According to Northouse, the researchers at Ohio State and Michigan were trying to provide a common theory of leadership that would be successful in various situations. Unfortunately, the results of these studies did not yield conclusive leadership behaviors that worked in all settings or circumstances (Northouse, 2010).

According to Bolden et al. (2003) McGregor's work surrounding theories of X and Y managers tremendously influenced the viewpoint of leaders about employees. Theory X leaders believe that typical workers do not like their work, avoid responsibility, and must be controlled or directed. Thus, these workers require a more autocratic style of leadership (Bolden et al., 2003). Theory Y leaders believe that typical workers seek responsibility and will demonstrate appropriate levels of self-direction, imagination, and creativity in work to which they are committed calling for a more participative leadership style (Bolden et al., 2003). The style or behavioral approach provides a general view of leadership by evaluating both task and relationship behaviors (Northouse, 2010).

Situational Leadership or Contingency Leadership Theories

The behavioral or style leadership approach examined task and relationship behaviors (Northouse, 2010) but it did not take into account the setting in which these leadership behaviors

were applied (Doyle & Smith, 2001). Researchers started to question how various situations impacted the role of the leader (Doyle & Smith, 2001) concluding that there was not just one style of leadership suitable for all situations (Bolden et al., 2003). Situational or contingency leadership theories were investigated to learn how the style of leadership practiced in various settings is contingent upon factors such as the task, the people involved, and the setting (Bolden et al., 2003). Northouse (2010) stated that contingency theory shifted research from primarily focusing on the role of the leader to analyzing the role of the leader within the context of the situation.

According to Bolden et al. (2003), three prominent theories support the contingency or situational approach: Fielders' Contingency Model, The Hersey- Blanchard Model, and Tannenbaum and Schmidt's Leadership Continuum.

Fielders' Contingency Model

The basic premise of Fielder's Contingency Model is that there is not a single best leadership style that determines how a leader leads (Bolden et al., 2003). Instead, effective leadership is dependent upon the style of leadership and authority a leader has in a given situation (Doyle & Smith, 2001). Situations dictate the style of leadership a leader utilizes (Bolden et al., 2003). For example, Bolden et al. (2003) stated a direct style of leadership may be necessary to lead followers in situations which require replication of recurring tasks. Other situations, according to Bolden et al. may require a leader to demonstrate more flexible and participative styles of leadership. Again, the situation and task requirement dictate the style of leadership needed. The following three aspects are significant to Fielder's Contingency Model:

1. Leaders' and followers' relationships
2. The type of task and goals that are clearly defined
3. The influence a leader has on the organization or the position of power the leader maintains (Bolden et al., 2003; Doyle & Smith, 2001).

In Fielder's model, it is essential to determine whether a leader is more oriented towards tasks or relationships when ascertaining the style of leadership best suited for a particular setting (Bolden, et al., 2003; Doyle & Smith, 2001).

Hersey-Blanchard Model

The Hersey-Blanchard Model considers the developmental levels of followers as criteria for determining the leader's style of leadership (Bolden et al., 2003). Again, the situation is the determinant of the type of leadership needed (Bolden et al., 2003). According to Bolden et al. and Doyle and Smith (2001), Hersey and Blanchard pinpoint four styles of leadership that could be utilized in situations:

1. Telling or Directing. The leaders provide a lot of direction and clear goals (Bolden et al., 2003; Doyle & Smith, 2001). Doyle and Smith (2001) consider this style: high task/ low relationship style.
2. Selling or Coaching. The leader provides a lot of encouragement to employees ensuring acceptance of task (Bolden et al., 2003; Doyle & Smith, 2001). Doyle and Smith consider this style: high task/ high relationship style.
3. Participating or Supporting. The leader is less directive and allows employees to participate in decision making (Bolden et al., 2003; Doyle & Smith, 2001). Doyle and Smith (2001) consider this style: high relationship/ low task behavior.
4. Delegating. The leader allows employees to complete tasks because they are mature and competent taking the necessary responsibility to do what needs to be done (Bolden et al., 2003; Doyle & Smith, 2001). Doyle and Smith (2001) consider this style: low relationship / low task behavior.

The Hersey-Blanchard Model requires the leader to assess followers' experience before determining the leadership approach to use (Bolden et al., 2003).

Tannenbaum & Schmidt's Leadership Continuum

Researchers Tannenbaum and Schmidt asserted that the style of leadership exists somewhere on a given range. The two outermost end points of the continuum are labeled task oriented and relationship oriented (Bolden et al., 2003). The following four style of leadership exist on the continuum:

1. Autocratic. The leader makes the decisions and employees complete what needs to be done.
2. Persuasive. The leader still makes the decisions and persuades employees to complete tasks.

3. Consultative. The leader consults followers and considers their input prior to making a decision.
4. Democratic. The leader encourages discussion of the requirements needed to complete the task and believes that the right decision will surface as a result of the interactive discussion by the group (Bolden et al., 2003).

Situational leadership requires the leader to determine the maturity or developmental level of the followers with regard to the task (Northouse, 2010). Once the developmental level is established, the leader matches the style of leadership needed to impact the situation. The contingency theory of leadership views the style of leadership concurrently with the situation (Northouse, 2010).

Transactional Leadership Theory

In his 1978 book, Burns stated he would describe leadership as the opposite of “brute power” and identified leadership as transactional and transforming (p. 4). The Transactional theory approach considers the importance of the relationship between leaders and followers (Bolden et al., 2003). Burns (1978) defines transactional leadership as the type of relationship most leaders and followers have because leaders seek to exchange one thing for something else, i.e., “jobs for votes or subsidies for campaign contributions” (p. 4). Marzano, Waters, and McNulty (2005) concurred that transactional leaders’ exchange “one thing for another” (p. 14). Loyalty from followers is given in exchange for credit and recognition (Bolden et al., 2003). However, transactional leaders do not attend to the followers’ individual needs or the overall development of the person (Northouse, 2010).

Transformational Leadership Theory

Since the early 1980s, transformational leadership has been one of the primary leadership styles researched (Northouse, 2010). Burns (1978) is the person credited for the initial concept of transforming leadership (Bolden et al., 2003). According to Bolden et al. (2003), Bass extended Burns’ concept of transforming leadership into transformational leadership. Transformational leadership seeks to transform followers by clarifying “followers’ motives, satisfying their needs, and treating them as full human beings” and may involve “charismatic and visionary leadership” (Northouse, p. 171). Transformational leadership supports the creation of a relationship between

the leader and follower that provides reciprocal motivation allowing for the possibility of changing “followers into leaders and may convert leaders into moral agents” (Burns, 1978, p. 4).

Traditional leadership has evolved from examining leaders’ traits and behaviors to viewing leadership through situations (Doyle & Smith, 2001). There are common attributes in people assuming leadership roles. Typically, leaders are the people followers seek out to provide direction, help solve issues that may arise, and exhibit characteristics that distinguish them from others in an organization (Doyle & Smith, 2001). In a school, the principal is identified as the leader. Over the years, educational leadership has relied primarily on leadership traits to explain what superior leaders do (Elmore, 2000). Elmore asserted that leadership has been “romanticized” in the customs of American schools (p. 13) and suggests this leadership needs to be “deromanticized” (p. 14). Elmore states that traits associated with individuals are less changeable than the knowledge and skills leaders learn and practice through training. What knowledge and skills do principals need to be instructional leaders?

Educational Leadership

In education, prior to the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983), school leaders were considered managers (Hallinger, 1992; Hunt, 2008). Principals as managers were leaders who “could build good schedules, discipline students, construct and manage budgets, and deal successfully with the community” (Hunt, 2008, p. 581). During the 1980s, the concept of instructional leadership emerged from research surrounding effective schools (Hallinger, 1992). Effective schools research began to surface after Edmonds (1979) article asserted that schools that were strong instructionally were schools led by strong administrators. Effective schools research pushed policymakers to move leaders away from managerial roles into instructional leadership roles (Hallinger, 1992). Later, research indicated that professional development opportunities provided to school leaders did not adequately address instructional proficiencies needed to change school leaders into instructional leaders (Hallinger, 1992). Hallinger also noted that even though there was a lot of talk about instructional leadership, little to no change at the district level took place to support building leaders in instructional leadership roles.

In the 1990s, school leadership theories grew to recognize and utilize the capabilities of teachers, parents, and principals as viable sources of experience necessary to the restructuring of

schools (Hallinger, 1992). Principals and teachers were thrust into transformational roles in which their expertise was called upon to help problem solve school related issues (Hallinger, 1992). Since the 1980s, instructional leadership and transformational leadership have been the two foremost views researched in the field of school leadership (Heck & Hallinger, 1999). Effective schools research of the early 1980s called for school leaders to be strong instructional leaders while the restructuring movement of the late 1980s and early 1990s focused on changing the culture of the school in such a way as to transform school conditions (Heck & Hallinger, 1999).

Current Context of School Leadership

The current standards based reform movement posits that both school districts and schools need to be held accountable for the learning of students (Elmore, 2000). Policymakers have supported a variety of school reforms to advance the learning of all students by holding the school principal responsible for the performance outcomes of schools (Heck, 1992). Recently, President Obama stated in his proposal entitled *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* that “improving teacher and principal effectiveness” is a top priority (USDOE, 2010, p. 3). The current mechanism for determining a school leader’s effectiveness is the pass rate of students on state assessments (Leithwood & Day, 2008).

Northouse defines leadership “[as] a process whereby an individual influences a group of individuals to achieve a common goal” (2010, p. 3). In the educational setting, the school leader’s overall goal is to increase student achievement. Using Northouse’s definition of leadership as a guide, the process a school leader uses to influence faculty and staff members to positively impact student achievement is important. For this review, instructional leadership will be examined.

Instructional Leadership

Unfortunately instructional leadership has not been clearly defined in the literature (Alig-Mielcarek & Hoy, 2005). Instructional leadership has been expressed as the preferred type of leadership for school leaders though “it is often more a slogan than a well-defined set of leadership practices” (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 6). Effective school

studies from the 1980s were unable to verify practices that define school leaders as instructional leaders (Hallinger, 1992). What an instructional leader is to do remains unclear (Heck, 1992). School principals are expected to be instructional leaders that employ research based instructional practices to impact student achievement (Crum, Sherman, & Myran, 2009). Since states use annual testing measures to determine if appropriate student progress is made (Crum et al., 2009) school leaders need to know the practices needed to support student outcomes. For this reason, defining specific instructional leadership processes that support research based teaching practices may begin to provide an accurate roadmap for principal instructional leadership (Robinson et al., 2008).

Currently NCLB dictates how accountability will be measured and what sanctions need to be delivered should annual yearly progress not be made (U.S. Department of Education, 2004). School principals need to be instructional leaders to ensure that the educational programs meet the needs of all students (Crum et al., 2009). Since the top priority of school administrators is the successful academic achievement of all students, the effect of high stakes testing needs to be considered in regard to the impact this process has on instructional leadership. As stated previously, NCLB added the component of issuing sanctions to schools not making annual yearly progress (AYP) (Owens & Sunderman, 2006). According to Owens and Sunderman (2006) schools receiving Title I funds are the main target of these sanctions because they are schools identified as educating students who are at risk due to low socioeconomic status. Title I of the *Elementary Secondary Education Act* makes federal grant money available to schools with a high percentage of students from economically disadvantaged homes. The purpose of the grant is to raise student achievement as measured by state standards (VDOE, n.d.a, p. 1).

In Virginia, should a Title I school not meet annual yearly progress (AYP) requirements for two consecutive years in the same subject area, families are notified and offered the option to attend another school in the district that made AYP (VDOE, 2010). The failing school must also develop a plan detailing steps towards improvement. In year three of not meeting the requirements in the same subject area, the school must continue to offer parents /students the option of attending another school as well as provide tutoring or some form of supplemental service (VDOE, 2010). Also, restructuring steps may take place in an effort to correct deficiencies adding a new curriculum, replacing personnel, including the principal and possible

assignment of an outside expert to advise the school, and extend the length of the day for students and or the school year (VDOE, 2010).

How these sanctions impact school leadership is clear. For example, in a study by Partlow (2007) principal turnover rates in response to assessments were examined in Ohio. In 2003, Ohio passed the Ohio House Bill 3 which supported the *NCLB* sanctions. In this bill, if after three years a school continued to be on an improvement plan, the school's principal was replaced and the other sanctions supported by *NCLB* were instituted as well.

Ohio utilized achievement testing to determine student progress and scores were published by the Ohio Department of Education (Partlow, 2007). Using data from 1997-2003 fourth grade reading and mathematics assessments, the only statistically significant predictor Partlow (2007) found in determining the turnover rate of principals was the fourth grade achievement assessments. Partlow noted that the frequency of turnover decreased as the percentage of students passing the achievement tests increased. Though this study was limited to the school region from which the data were gathered, Partlow suggested that the findings advance the idea that pressures stemming from low scores can be a factor that leads to principals either voluntarily or involuntarily leaving the position. Not only does this concept provide additional stress for the principal but the negative impact low scores have on the culture of the school may encourage administrators to find other more satisfactory work outside of education (Partlow, 2007). Therefore, defining the concept of instructional leadership is a step towards possibly determining the actual practices school leaders and prospective school leaders may need to influence the achievement of students (Robinson, 2007; Vanderhaar et al., 2006).

Leadership Studies

Heck and Hallinger (1999) asserted that during the 1980s and 1990s that instructional leadership and transformational leadership were the two main types of leadership practices studied in the area of school leadership. For this literature review, two recent studies helped narrow the focus. In the first study, Leithwood and Jantzi (2006) studied the effects of transformational leadership as it applied to the teaching and learning process and how this style impacted the achievement of students. According to Leithwood and Jantzi, four years of data from a large study collected from England's National Literacy Studies (NLS) and National Numeracy Strategies (NNS) were used to determine the effects of transformational leadership

practices on the achievement of students. Though the sample data were derived from a larger study, only the data regarding the teachers were used for their study.

Leithwood and Jantzi (2006) described and explained the objective of the National Literacy and Numeracy Strategies (NLNS) as a reform effort to raise the literacy and numeracy standards with an overall expectation that all children can achieve to the expected levels. Though there were about 4.5 million children enrolled in the 18,500 schools at the time the study was done, the researchers asked that 2,290 primary school teachers from 655 schools reply to two Likert-style surveys designed to assess specified variables. One survey rated responses of teachers in regard to NLS and the other survey rated responses for the NNS. The responses evaluated teachers' answers to leader practices, motivation, capacity, work settings, and classroom practices. In order to determine growth in student achievement, final scores from the Key Stage 2 Test were used. Leithwood and Jantzi stated that the overall response rate for teachers from the schools surveyed on the NLS was 20.4% (N=1110) and 20.3% (n=1180) for the NNS. The researchers conceded that the response rate was low, but the sample received was comparable in experience and gender to the actual teacher population in England's primary schools.

Leithwood and Jantzi (2006) stated that a common theme of all transformational leadership applications is the development of the capacity and commitment of everyone to the institutions' overall collective purpose. Transformational leadership may be dispensed throughout the organization in an effort to motivate everyone towards the overall goals of the organization. Leithwood and Jantzi asserted that increasing capacity and dedication to the school's goals may increase an individual's productivity and overall performance. Teachers were surveyed to determine their responses to the following identified constructs: leader practices (transformational leadership), motivation, capacity, work settings, classroom practice, and student achievement. For clarity, Leithwood and Jantzi indicated that the model used for transformational leadership in this particular study was derived from their own research. Table 2 identifies the three categories of leadership with related dimensions of practice that served as a guiding framework.

Table 2

Practices and Related Dimensions of Transformational Leadership

Category of Practices	Related Dimensions
Setting directions	building school vision developing specific goals expectations for high performance
Developing people	providing intellectual stimulation offering individualized support modeling desirable practices
Redesigning the organization	developing a collaborative school culture foster participation in decisions

Note. Adapted from Leithwood and Jantzi (2006) p. 205

In regard to both the indirect and direct effect of transformational leadership efforts on teachers and their practices within the classroom setting, Leithwood and Jantzi, (2006) used LISREL, the structural equation model with the school as the element of analysis. They summarized the effect on three mediating variables and found that in all six analyses, the strongest effect of transformational leadership occurred in the work setting, trailed by motivation, and then by capacity. Transformational leadership “had very strong direct effects on teachers’ work settings and motivation with weaker but still significant effects on teachers’ capacities” (Leithwood & Jantzi, 2006, p. 223). Leithwood and Jantzi also reported that their study failed to determine variations in student achievement gains. The information gathered in Leithwood and Jantzi’s study is important because they did not find that transformational leadership impacted the achievement of students.

The second study conducted by Robinson, Lloyd, and Rowe (2008) examined the effects of various leadership styles and their impact on student outcomes. Robinson et al. conducted a meta-analysis of 27 peer reviewed studies published between 1978 and 2006. The purpose of their meta-analysis was to ascertain the specific leadership practices in which a leader may engage that may impact student outcomes. The authors recognized the importance of increasing the use of particular leadership practices in regard to the teaching and learning process rather than just focusing on a more broad overview and possible impact of leadership.

Robinson et al. (2008) briefly reviewed the literature relevant to both instructional and transformational leadership practices. As stated previously, both theories have a rich history dating back to the late 1970s and “were chosen because they dominate empirical research on educational leadership and their research programs are mature enough to have yielded sufficient evidence for analysis” (Robinson et al., 2008, p.638). After an exhaustive search of international literature published and peer reviewed in English, the researchers found 27 studies that related student outcomes to leadership. Of the 27 studies, 18 were researched in the United States, two in Canada, and one study was conducted in each of the following: “Australia, England, Hong Kong, Israel, the Netherlands, New Zealand, and Singapore” (Robinson et al., 2008, p. 641).

Overall, four studies focused on leadership in high schools. Sixteen studies focused on leadership in elementary schools, while seven studies combined elementary, middle, and high school leadership as their focus. Out of the 27 studies, 12 studies researched leadership from a distributed perspective, while 15 studies researched leadership from the perspective of the principal. Nearly all of the studies, according to Robinson et al. (2008) examined the relationship between leadership and academic outcomes of students in language, reading, and math, while four studies looked at the effect leadership had on “social and attitudinal outcomes” (p. 641), and one study combined both academic and social/attitudinal outcomes.

The second study which helped narrow the focus for the literature review was conducted by Robinson, Lloyd, and Rowe (2008). The first strategy compared the effects of instructional and transformational leadership. The second strategy examined the effect of different leadership types in relation to outcomes of students. Robinson et al. created a spreadsheet in which pertinent information from the studies was categorized under specific headings.

Once the information was categorized, the “statistical measures of the relationship between types of leadership and student outcomes were converted to z scores” (p. 653). The z scores were chosen to determine effect size because it was easy to convert the data from the statistics used in the previous studies. Both strategies were reviewed.

Strategy One

In order to answer the first research question, the Robinson et al. (2008) classified the relevant studies by theoretical construction. The first strategy examined the effect of transformational leadership and instructional leadership. Out of 27 studies, 14 studies utilized the

instructional leadership concept, six utilized the transformational leadership concept, and the other seven incorporated a variety of theories. In the first meta-analysis, researchers were able to use 12 of the 14 studies involving instructional leadership, five of the six studies regarding transformational leadership, and five of the last seven studies which utilized various leadership theories and their respective impact on the outcomes of students. Robinson et al. calculated the average effect size for each. The following results were determined in regard to effect sizes: transformational leadership ($ES=0.11$) which is weak, instructional leadership ($ES=0.43$) which is medium effect and other types of leadership ($ES=0.30$) weak, yet stronger than transformational leadership alone. In fact, Robinson et al. noted that the effect size of instructional leadership as compared to transformational leadership is about three times greater in regard to the impact it has on the outcomes of students. Robinson et al. also contended that though transformational leadership influences faculty attitudes, it does not in turn usually impact the student outcomes. Robinson et al. underscored the importance of investigating specific types of leadership rather than just examining a broad view of leadership.

Strategy Two

The second meta-analysis used 12 of the 22 studies used in the first meta-analysis to answer the second research question. The second strategy examined the actual effect certain leadership dimensions had on the outcomes of students. The researchers were clear in this analysis that they studied certain practices leaders actually engage in through the teaching and learning process versus the single view of general leadership theory employed.

Robinson et al. (2008) determined an effect size for every variable included in the studies, provided there were sufficient data included in the studies from which to effectively calculate an effect size. Again, utilizing a spreadsheet, the authors were able to determine an effect size for 199 constructs derived from the chosen studies. After reviewing, analyzing, and clustering the variables, the researchers arranged the information to reflect similar meanings or use. Robinson et al. noted that this process was an inductive approach to analyzing the data and as a result, they were able to refine their information to “5 inductively, derived leadership dimensions” (p. 658). The dimensions are as follows:

1. Establishing goals and expectations
2. Strategic resourcing

3. Planning, coordinating, and evaluating teaching and the curriculum
4. Promoting and participating in teacher learning and development
5. Ensuring an orderly and supportive environment (Robinson et al., 2008, p. 656).

Robinson et al. (2008) asserted that a limitation to their study is the fact that only 27 peer-reviewed publications were used in their analysis. In the first meta-analysis, 22 of the 27 studies were used. In the second meta-analysis, 12 studies were used. Robinson (2007) stated that research needs to determine what leaders do thus capturing “the types of leadership that have relatively more or less impact on students, so that they can be [emphasized] in leadership preparation and development [programs] and be better supported by education policies and infrastructure” (p. 5).

In summary, transformational leadership, as studied by Leithwood and Jantzi (2006) notably impacted teacher motivation as well as teacher classroom performance but did not influence student performance measures. The meta-analysis conducted by Robinson, Lloyd, and Rowe (2008) supported Leithwood and Jantzi’s stance that transformational leadership alone is not adequate enough to influence student outcomes. A leader who closely works with teachers in the teaching and learning process and essentially is the “leading learner” and “[promotes and participates] in teacher learning and development” (Robinson et al., 2008, p. 663) in turn positively impacts student outcomes. Robinson et al. promote “integrating an interpersonal and task focus” into their leadership practices (p. 666) thereby removing the need for transformational leadership theory as part of this leadership style. Robinson et al. affirmed that the five leadership dimensions assimilated “task and relationship considerations” into the identified practices (p. 666). Therefore, Robinson et al.’s leadership dimensions will serve as the theoretical framework for this study.

Studies linking instructional leadership to student achievement were reviewed. To narrow this focus, studies examining instructional leadership at the elementary level were organized around Robinson et al.’s leadership dimensions or practices serving as a foundation for defining the concept of instructional leadership. Ten studies from Robinson’s original 27 peer reviewed studies linked instructional leadership to student achievement at the elementary level. Three studies linked instructional leadership to achievement at both the elementary and secondary levels and one study linked instructional leadership to the achievement of high school students.

The 13 studies examining instructional leadership in connection with elementary student achievement are integrated into this review.

Theoretical Framework

Dimension One: Establishing Goals and Expectations

Robinson et al.'s (2008) dimensions or practices were derived from twelve studies in which certain leadership practices were examined as specific components of leadership. Out of the 12 studies used, seven studies indicated the importance of defining goals as well as supporting the need for teachers to report back to administrators their steps towards achieving the determined goals. In this particular dimension, goals centered on instruction and tasks related to the teaching and learning process and defined the direction needed to determine whether or not individuals or groups were moving appropriately in the desired direction. Forty-nine effect sizes were calculated from seven studies. The mean effect size was 0.42 for this dimension, which Robinson et al. concluded was moderately large.

Alig-Mielcarek and Hoy (2005) reviewed the following three models of instructional leadership: Hallinger and Murphy's Model, Murphy's Model, and Weber's Model. The researchers noted the following common core elements exist in each model:

- Defining and communicating goals
- Monitoring and providing feedback on the teaching and learning process
- Promoting and emphasizing the importance of professional development (Alig-Mielcarek & Hoy, 2005, p.32).

Alig-Mielcarek and Hoy (2005) affirmed that the previous common core elements support the goal setting theory. An instructional leader, the researchers posit, works with faculty to set goals and helps teachers take ownership of those goals. Hallinger, Bickman, and Davis (1996) asserted that the leadership effects displayed by the principal take place through school climate, most notably through a clearly stated school mission. Heck, Larsen and Marcoulides (1990) also stated that principals may be viewed as impacting student achievement through teachers by clearly defining goals regarding school expectations and by consistently monitoring student progress. Therefore, as Alig-Mielcarek and Hoy suggest, leaders must support building relationships between leader and followers in an effort to build trust and promote collegial efforts between all stakeholders.

Leitner (1994) found that principal instructional leadership was impacted by the socioeconomic status of the school. Leaders in schools identified as high socioeconomic status exhibited more instructional leadership practices, such as clearly outlining the mission and purpose of the school as well as advancing a positive atmosphere within the school setting (Leitner, 1994). Similarly, Heck, Marcoulides, and Lang (1991) found that school leaders in schools identified as high achieving viewed classroom practices more often and also set high expectations for student achievement and behavior. Principals in high achieving schools were more familiar with instruction in their buildings (Heck et al., 1991), Bamburg and Andrews (1990) reported that teachers from high achieving schools supported the goals related to high academic excellence and “hold themselves accountable to attaining the goals of increasing student achievement” (p. 15). Clearly establishing school goals and communicating the standards to be met are important practices the instructional leader maintains. Both practices support teachers and the instructional delivery practice used in the classroom (Andrews & Soder, 1987; Eberts & Stone, 1988; Wellisch, MacQueen, Carriere, & Duck, 1978).

Dimension Two: Strategic Resourcing

Out of the 12 studies in Robinson et al.’s 2008 meta-analysis, seven studies confirmed the importance of leaders’ decisions about resources needed by teachers and others to meet the needs of students. Resources need to support the established learning goals and objectives. The seven studies yielded 11 effect sizes for a mean effect size of 0.31. The researchers stated that this effect size is small and indirectly influences the outcomes of students.

Andrews and Soder (1987) also confirmed that one role of the principal is to find and place resources to make sure goals are met. Alig-Mielcarek and Hoy (2005) asserted that the instructional leader supports the instructional process by providing necessary “resources and professional development” (p. 33). Teachers in schools considered high achieving believe that one of the roles a principal assumes is locating necessary resources (Bamburg & Andrews, 1990). Also, teachers are aware that when resources are limited, the instructional leader knows who to connect with whom to maximize strategic resourcing efforts (Bamburg & Andrews, 1990). Dimension two connects with the first practice or dimension of leadership in that resources support identified goals (Robinson et al., 2008).

Dimension Three: Planning, Coordinating, and Evaluating Teaching and the Curriculum

Nine studies out of the 12 chosen for Robinson et al.'s 2008 meta-analysis were used for this dimension. This dimension is distinct because administrators are both actively and personally involved with their teachers to help plan, organize and assess the teaching and learning process within their buildings. Robinson et al. noted that this particular dimension is more effective at the elementary level than at the secondary level. In schools that are considered high performing, the researchers stressed that leaders are more directly involved with their teachers in an effort to improve the teaching and learning process. The nine studies yielded an effect size of 0.42, which is moderately large.

Wellisch, Macqueen, Carriere, and Duck (1978) found that schools in which the leader was more oriented towards instruction, observed teacher practices, and involved themselves in ongoing discussions about instructional practices were schools that exhibited higher achievement gains as compared to schools where programs were not well coordinated and gains were not present. Heck (1992) found similar results. Principals who purposely spent more time working with teachers and providing feedback to improve instructional practices noted an increase in student achievement, especially at the elementary level (Heck, 1992). Bamberg and Andrews (1990) found that teachers in schools with strong instructional leadership believe that the evaluation from their principals' help with the improvement of their teaching practices. Leaders are viewed as knowledgeable about instruction and their input is welcomed (Bamberg & Andrews, 1990).

Eberts and Stone (1988) affirmed that when principals evaluated instructional practices and performances by teachers, student achievement was influenced. In another study conducted by van de Grift and Houtveen (1999), Dutch teachers were given the Teacher Perception of Educational Leadership (TPEL) in 1989, 1993, and in 1998. van de Grift and Houtveen (1999) reported that in 1993 and again in 1998, their results showed that leadership practices began to include the following:

- Informing teachers about new teaching methods and teaching materials;
- Showing interest in what is happening in classes;
- Observing classroom practices; and
- Stimulating teachers' awareness of the need for improving pupil achievements (p.387).

van de Grift and Houvteen asserted that the preceding practices indeed impacted the achievement of students and that these practices were not noted in 1989 TPL responses.

Dimension Four: Promoting and Participating in Teacher Learning and Development

Six studies were used to determine an effect size of 0.84 which was classified as large. Robinson et al. (2008) described this dimension as a leader's actual involvement as both a learner and a leader alongside faculty as they learn as well. The framework for this dimension may be informal, like conversations with teachers, or more formal, inservices or staff development opportunities which provide ideas regarding the learning process. Robinson et al. (2008) pointed out that leaders in higher performing schools are viewed by their staff to be the "leading learners" (p. 663) of the school and that generally, staffs feel their administrators are a good resource from which to seek ideas.

Eberts and Stone (1987) concurred with Robinson et al. (2008) that student achievement is impacted when leaders participate in staff development programs. van de Grift and Houtveen (1999) stressed the importance of "interpersonal relationships" (p. 378) which related to both Robinson et al.'s (2008) instructional leader participating in professional development and Eberts and Stone's (1987) finding that student achievement is impacted when leaders participate in professional development activities. Andrews and Soder (1987) found through a questionnaire of all district instructional staff that if the principal is clear to outline goals and expectations and participates in staff development opportunities with instructional personnel, student achievement is increased. This finding supports Robinson et al.'s (2008) fourth dimension or practice.

Bamburg and Andrews (1990) stated that when principals encourage teachers to try various strategies and teachers look to the principals for instructional support, these practices in turn promote the learning and development of teachers, thus impacting student achievement. In other words, a necessary factor to the successful implementation of curricular and or instructional additions is the principals' participation with teachers in staff development opportunities (Bamburg & Andrews, 1990). For example, a study conducted by May and Wagemaker (1993) found that the principal's role in working to develop and monitor teachers in the area of reading, in turn had a positive effect on student growth in reading. Interpersonal relationships and the participation in staff development by the school leader join to support Robinson's fourth dimension or practice.

Dimension Five: Ensuring an Orderly and Supportive Environment

Eight studies provided 42 effect sizes from which the mean effect size of 0.27 could be derived for Dimension Five: Ensuring an Orderly and Supportive Environment. Robinson et al. (2008) stipulated that though the effect size of 0.27 is small, it is important that leaders ensure that the school environment is safe, orderly, and supportive. Teachers and students are in a better position to reach established goals if they are not worried about additional stressors that may negatively impact the learning process.

Eberts and Stone (1988) concluded that the leadership a principal provides around the instructional aspect of school and the leadership necessary to resolved conflicts supports the achievement of students. Resolving conflicts help maintain an environment conducive to learning and should a principal not be effective in resolving conflicts, student achievement is impacted negatively (Eberts & Stone, 1988). Heck, Larsen, and Marcoulides (1990) also found that principals may impact student achievement by establishing a learning environment that is safe and orderly.

The two meta-analyses conducted by Robinson, Lloyd, and Rowe (2008) yielded nearly the same conclusion in regard to the leadership influences have upon student learning. The more closely a school leader works with teachers in regard to the teaching and learning process, the more impact that relationship has on the achievement of students. Transformational leadership alone is not adequate enough to impact student outcomes (Robinson et al., 2008). According to Robinson et al., a school leader must develop relationships with faculty and staff while integrating instructional leadership practices into those relationships in an effort to impact student achievement.

Summary of the Literature

Northouse (2010) defined leadership “[as] a process whereby an individual influences a group of individuals to achieve a common goal” (2010, p. 3). In education, a principal works to influence teachers to positively impact the achievement of all students. Though the foremost leadership styles studied in education has been transformational and instructional leadership (Heck & Hallilnger, 1999), transformational leadership does not appear to impact student achievement (Leithwood & Jantzi, 2006; Robinson, et al, 2008).

The standards based reform movement currently impacting education seeks to hold principals and schools accountable for student achievement (Elmore, 2000). NCLB mandate that schools achieve a 100% pass rate on required assessments by 2013-14 (No Child Left Behind, 2001). Though ESEA, currently known as NCLB, is due to be reauthorized, President Obama's administration appears to continue to want to hold principals and teachers accountable for student achievement (USDOE, 2010).

Robinson et al.'s (2008) second meta-analysis outlined potential dimensions that need to be defined as to how leaders support teaching practices that impact student achievement (Robinson et al., 2008). Instructional leadership in Robinson et al. meta-analysis yielded a mean effect size that was "three to four times greater than that of transformational leadership" (p. 655). Principals are required to be effective instructional leaders and yet may not have the specific instructional leadership skills to impact the achievement of students.

Determining the knowledge, skills, and behaviors a school leader needs is essential in clarifying what a leader can do to influence outcomes of students. Defining the concept of instructional leadership is a first step toward identifying particular processes and practices effective school leaders engage in to impact student achievement.

Chapter Summary

Chapter 2 provided a broad overview of traditional leadership theory as foundation to instructional leadership. Prior to the release of a *Nation at Risk*, principals were viewed as managers of schools. In the 1980s, the concept of instructional leadership emerged from effective schools research. Though instructional leadership has not clearly been defined the standards based reform movement holds school leaders and teachers accountable for student learning. Therefore, school leaders need specific knowledge, skills, and behaviors to be instructional leaders. Chapter 2 provides literature describing how the role of the principal has changed and presents Robinson et. al's (2008) meta-analysis as the conceptual framework for this study. The review of the literature supports the need to define instructional leadership.

CHAPTER 3 METHODOLOGY

Instructional leadership is a fundamental role a principal must assume (Mitchell & Castle, 2005). Principals are expected to positively impact the achievement of all students and yet a common definition of instructional leadership is difficult to find (Mitchell & Castle, 2005). Therefore, the purpose of the study was to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners from Title I elementary schools believe a school principal needs to be an instructional leader in Virginia elementary schools. The research questions are restated here for reference:

- 1) What do elementary principals perceive to be the specific knowledge necessary to be an instructional leader?
- 2) What do elementary principals perceive to be the specific skills necessary to be an instructional leader?
- 3) What do elementary principals perceive to be the specific behaviors necessary to be an instructional leader?

Methodology

The research methodology for this study was the Delphi technique. The Delphi methodology utilizes a questionnaire with feedback approach to elicit information from expert panel members (Cuhls, n.d.; Parente, Anderson, Myers & O'Brien, 1984; Skulmoski, Hartman, & Krahn, 2007; Weaver, 1971). Initially, the Delphi technique was utilized by the Rand Corporation as part of a project backed by the U. S. Air Force in the 1950s (Cuhls, n.d.; Rowe & Wright, 1999; Skulmoski, Hartman, & Krahn, 2007). The name Delphi was taken from the ancient Greek temple in Delphi that housed the prophetess Pythia who was the Delphic oracle (Cuhls, n.d.). People consulted Pythia to glean information from the gods (Cuhls, n.d.). The Delphi methodology provides a method to glean information from expert panelists.

A three-round Delphi method was used to define the concept of instructional leadership. The Delphi method consists of the following four elements: “anonymity, iteration, controlled feedback, and the statistical aggregation of group responses” (Rowe & Wright, 1999, p. 354). Through anonymous questionnaires, experts answer questions and yet are not in a position to be

swayed by other group members (Rowe & Wright, 1999). Iterations provide expert panel members the opportunity to alter their responses in an anonymous manner. Controlled feedback is given to allow the panel to view responses of other colleagues and to make any changes necessary (Rowe & Wright, 1999). Feedback includes a statistical summary of all responses, which allows all views to be expressed and not just a dominant view that may arise in an actual face-to-face group survey (Rowe & Wright, 1999). Once members have participated in several rounds, a statistical average or quantitative analysis allows data to be clarified (Rowe & Wright, 1999).

Selection of Expert Panel Members

An application was submitted to the Virginia Tech Institutional Review Board (IRB) for approval to conduct the study. Please see Appendix A for the researcher's IRB training certification and Appendix B for IRB approval letter(s). Once approval was received from the Virginia Tech IRB, the selected participants were contacted.

For the purposes of the study, principals from Title I schools receiving the Governor's Virginia Index of Performance Incentive Program Award for Educational Excellence were asked to participate in this study. The Governor's (VIP) Award served as both a measure for academic excellence (VDOE, n.d. d) and the standard by which a pool of participants could be selected.

The Governor's VIP award requires that 95% of students in the third grade of the school have passed the reading SOL assessment. The award also factors in students achieving advanced proficiency on the SOL assessments (VDOE, n.d. d) The high pass rate (95%) suggests the possibility that the leaders in these schools are strong instructional leaders and students are successful under their leadership. Title I schools serve a higher population of students identified as economically disadvantaged. As stated before, students considered low socioeconomic status are generally thought to be academically at risk. Defining the instructional leadership in terms of knowledge, skills, and behaviors required to meet the needs of these students is important. Therefore, principals from these identified Title I schools were viewed as experts in their field and were asked to define the concept of instructional leadership.

In Virginia, there are eight educational regions (see Appendix C). Appendix C outlines the school divisions included in each region from which expert panel members were chosen. Since January of 2008, the Governor of Virginia has issued an annual press release announcing

the schools in the Commonwealth of Virginia that have earned the Governor's Award for Educational Excellence. In January of 2011, Governor McDonnell released the new Governor's Award recipient list. Both the 2010 and 2011 press releases were used to make a directory of potential panel members with the overall goal of choosing principals from Title I elementary schools (VDOE, n.d.c). Elementary school principals were chosen because one of the goals of the VIP award system states that "every child reads on grade level by third grade and maintains a reading proficiency throughout the elementary, middle, and high school grades (VDOE, n.d.d, p. 3). Appendix D provides the 2010 and 2011 break down of the number of Title I elementary schools awarded per region.

Based on Governor McDonnell's press release of January 20, 2011 and Governor Tim Kaine's press release, of January 12, 2010, 49 Virginia Elementary principals of Title I schools met the requirements to participate in the study. However, according to the 2010 Virginia Report Card released for each school in the commonwealth, three principal positions at qualifying schools were listed as vacant which disqualifies the school because the principal was no longer in the position of instructional leader. The remaining qualifying names were listed on a spreadsheet and kept in a locked filing cabinet. After IRB approval, each principal who met the selection criteria received a mailed letter and an email providing an overview of the study and a number to use in place of his or her name when responding to the questionnaires. The letter and number combination allowed the researcher to code the data to the source providing the information (Maykut & Morehouse, 1994), while maintaining the anonymity of the source of data.

Delphi I

The study used a three-round Delphi technique to reach expert consensus. Experts were asked to generate words or phrases that best describe instructional leadership to help begin the process of defining the concept of instructional leadership. The first Delphi round consisted of three background questions and three open-ended questions seeking words or phrases that describe the knowledge, skills, and behaviors of an instructional leader.

To determine appropriateness of the initial questions a field test was conducted. Four elementary school principals from a Southwest Virginia school district identified as leading a Distinguished Title I school were asked to answer the three open-ended questions. Principals

from Distinguished Title I Schools provided a similar field of potential panelists as those from schools receiving the Governor’s VIP award. Distinguished Title I schools “[maintain] full state accreditation under the commonwealth’s Standards of Learning program for two consecutive years, meeting federal benchmarks in reading and mathematics and [have] average test scores in both subjects at the 60th percentile or higher” (VDOE, 2011, p. 1). The primary difference between schools receiving the Governor’s VIP award and the schools receiving the Distinguished Title I award is that 95% of the third grade students pass the reading SOL. It is possible that a school could receive both awards. Principals leading both Distinguished Title I schools and or schools receiving the Governors’ VIP award, have earned recognition for increasing the achievement of students in schools considered serving students identified from low income homes (VDOE, 2011).

The trial questions are listed here:

Directions: Based on your observations and experiences, use words or phrases to answer the following:

- 1) What specific knowledge does an instructional leader possess?
- 2) What specific skills describe or define instructional leadership?
- 3) What specific behaviors describe or define instructional leadership?

Data for the trial round were compiled using <https://survey.vt.edu/survey>, in preparation for the actual Delphi I and II. After the four elementary principals responded to the questionnaire, their responses were coded by question and separated into meaningful units to determine if the questions yielded significant information about instructional leadership that could be coded and categorized. A chart was created to summarize responses as to the knowledge an instructional leader possesses, skills that describe or define instructional leadership, and specific behaviors that describe or define instructional leadership. Appendix E provides the coded and categorized responses from the trial Delphi round.

A critical friend was used to review the themes and categories that emerged from the trial data analysis. According to Costa and Kallick (1993), a critical friend “is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers

critique of a person's work as a friend" (p. 50). A critical friend must be familiar with the work that is being done and the expected outcomes of that work (Costa & Kallick, 1993).

For the purposes of this study, Dr. Deanna Gordon agreed to serve as the "critical friend." Dr. Gordon retired in 1999 as the superintendent of a middle sized Southwest Virginia school system. She began her teaching career in 1960. In her thirty-nine and a half years of tenure in public education, Dr. Gordon served in the following instructional capacities: teacher, assistant principal, district level director of elementary instruction, assistant superintendent, and superintendent. Not only does Dr. Gordon have a strong background in instruction, as both a teacher and an instructional leader, she also has experience as a participant in a Delphi Study. During the fall semester of 2010, Dr. Gordon participated as a panelist in a Delphi Study. Dr. Gordon's vast experiences in education made her an outstanding critical friend for this study.

The critical friend process offered by Costa and Kallick (1994) served as a general framework to guide the practice of working with Dr. Gordon. To begin the practice of working with Dr. Gordon, the researcher reviewed the steps taken during the discovery process which included the use of a researcher's journal (Maykut & Morehouse, 1994). The researcher also reviewed the steps taken to unitize the data, inductive category coding, the refinement of categories, and the big paper process as described by Maykut and Morehouse. The use of a critical friend in this study also served to strengthen the research because the critical friend reviewed and monitored the process for bias (Maykut & Morehouse, 1994).

Though the open ended questions yielded appropriate responses from Distinguished Title I elementary principals during the trial phase, the questions were modified slightly to reflect consistency across the questions. The questions were changed to the following:

1. What specific knowledge is necessary to be an instructional leader?
2. What specific skills are necessary to be an instructional leader?
3. What specific behaviors are necessary to be an instructional leader?

After the trial round, recruitment letters providing an overview of the study were mailed and emailed to the remaining 45 principals (see Appendix F). The recruitment letter/ email provided the link to the questionnaire, <https://survey.vt.edu/survey>, and the individual participant's code. Both forms were sent to make the process more easily available to participants. The Delphi I questionnaire contained three background questions as well as the three open ended questions for principals to answer. The first two background questions asked

the administrator to respond yes or no as to being the administrator in a school receiving the VIP award in 2009 and or 2010. The third question asked the principal to state the number of years served as the administrator and instructional leader in the current school. Please see Appendix G for Delphi I questionnaire. Though 46 principals qualified, one principal immediately declined to participate when the researcher called to solicit an email address.

Six panelists responded within the first ten days of receiving the email and or letter. When the researcher attempted to reach the remaining 39 participants, six principals declined to participate either verbally or via email. Nine principals did not respond to the letter, email attempts, or phone calls. One principal retired and no forwarding address was provided. Two principals stated they were newly hired principals in the summer of 2011 and therefore did not qualify to participate in this study. Eventually, 27 agreed to participate via email or during a follow-up phone call. Three principals of the 27 that agreed to participate did not complete Delphi I. Twenty-four principals did provide responses to Delphi I. Please see Table 3 for Background Information of Delphi Participants.

The background information of selected participants provided a brief description of principals selected to participate in the study. Though the criteria for selection was based on the Governor's Award for Educational Excellence, the brief personal information about the Delphi participants indicated that the leadership experience ranged from one to fourteen years in the school in which the Governor's Award was received. Hargreaves and Fink (2006) reported that "leadership effects don't seem to become truly embedded in the wider culture until leaders have become accepted as insiders" (p. 78) which usually occurs "four to ten years into the leader's tenure" (p. 78). The study does not address the length of tenure, it is only provided here as descriptive information regarding participants.

Once Delphi I descriptors were returned, participants' responses were coded for meaning by utilizing the constant comparative method recommended by Maykut and Morehouse (1994). The researcher again unitized the data by reading and reviewing participant responses. Individual units of meaning were placed on colored index cards to allow the researcher to code the data back to its source. Once all units of meaning were placed on appropriate index cards, the refinement of categories and the big paper process were utilized several times to determine

Table 3

Background Information of Delphi Participants - Delphi I

Virginia Education School Region	Participant's Code	Principal in 2009	Principal in 2010	Number Years Served as Principal in VIP
I	A1	Yes	Yes	5
III	C1	NA	Yes	10
III	C2	Yes	Yes	8
III	C3	NR		
V	D1	Yes	Yes	5
V	D4	NA	Yes	14
V	D5	Yes	Yes	6
VI	E1	Yes	Yes	12
VI	E2	Yes	Yes	3
VI	E3	NR		
VI	E5	No	Yes	2
VI	E7	No	Yes	2
VI	E9	No	Yes	5
VI	E10	No	Yes	6
VI	E11	Yes	Yes	3
VI	E12	No	Yes	1
VI	E13	Yes	Yes	7
VI	E16	Yes	Yes	10
VII	G1	NR	NR	
VII	G2	NA	Yes	12
VII	G5	No	Yes	1
VII	G6	Yes	Yes	6
VII	HG1	Yes	Yes	4
VII	G10	Yes	Yes	6
VII	G12	Yes	Yes	2
VII	G13	NA	Yes	2
VIII	H3	Yes	Yes	5

Note. NA (not awarded VIP)

NR (no response from participant)

possible themes and categories that appeared to be emerging. Index cards were sorted several times and final results were reviewed by the critical friend. Participants submitted a total of 589 descriptors which were organized by frequency of responses and sorted according to the major topics of knowledge, skills, and behavior descriptors. Tallied descriptors helped identify similar or duplicate descriptors that needed to be collapsed or removed from the table. The researcher

also utilized Christman and McClellan's (2008) step of "collapsing similar responses" (p. 12) into like descriptors to reduce duplication.

The meaningful words and phrases were then converted into a questionnaire which was used as an instrument (Hsu & Sandford, 2007) for participants to provide feedback for the Delphi II.

Delphi II

Prior to completing Delphi II, the original 27 expert panelists who agreed to complete Delphi I were sent another email and a mailed letter providing directions for completing Delphi II. The email (see Appendix I for the Delphi II email/letter) and the letter contained the link to the survey at <https://survey.vt.edu/survey> and a hard copy of Delphi II. Participants were offered three options for completing Delphi II. The first option allowed participants to complete the online version and submit it online. The second option allowed the panelists to print the hard copy from the email attachment, complete it by hand, scan into a pdf file and return to the researcher as an email attachment. The third option was the mailed copy of the Delphi II instrument and a self-addressed stamped envelope. Please see Appendix J for Delphi II Questionnaire.

Delphi II was developed from the collapsed responses given by participants in Delphi I. The second questionnaire was a feedback instrument utilizing captured responses from panelists in Delphi I. Responses in the questionnaire were listed under the heading of instructional leaders' knowledge, skills, and behaviors. The online questionnaire for Delphi II was written in a multiple choice format which allowed panelists to rate their responses. The hard copy Delphi II required participants to circle the appropriate descriptor. Both instruments were exactly alike (see Appendix I Delphi II questionnaire). Panelists responded to the instrument using the following four-point Likert scale to rate their responses: 1 = a poor descriptor, 2 = a fair descriptor, 3 = a good descriptor, and a 4 = excellent descriptor. Following the rationale of Green, Jones, Hughes and Williams (1999), consensus was defined as 80% of the panelists rating an item as either a good descriptor or an excellent descriptor. Green et al. (1999) "wished to ensure that any numerical measures were applied in a principled way that minimized distortion of panel members' responses" p. 202. Delphi II began the process of reaching expert consensus

as well as allowing participants the opportunity to begin refining their own responses (Hsu & Sandford, 2007). Twenty-one participants out of the original 27 panelists completed Delphi II.

Delphi III

At the beginning of Delphi III, the 21 participants who completed Delphi II were sent an email/letter (see Appendix K) outlining the directions for the third instrument as well as the start and end date to complete the questionnaire. The development of the Delphi III was completed using the responses from Delphi II (see Appendix K). Responses from Delphi II were exported into Excel to ascertain the following the mean, the median, the range (high and low score) and the standard deviation to add context to the level of dispersion from the mean. Panelists were provided with the group statistical information from Delphi II as well as their own individual responses to compare their own individual response to that of the group response (Hassan, Keeney, and McKenna, 2000, p.1012). In Delphi III, participants were asked to rate only items that received an 80% or higher on the scale of good descriptor and excellent descriptor in Delphi II. Items that did not meet 80% were crossed through on the questionnaire and participants did not rate those items again. Therefore, for this study, the mean, median, the high and low score, the standard deviation, and the final percentage rated as either an excellent descriptor or a good descriptor was calculated and reported.

Data Analysis

Data from Delphi I were qualitative information because participants wrote their responses to the open-ended questions at <https://survey.vt.edu/survey>. Anonymity was maintained because participants were given a code to use to complete the feedback instruments. Responses were analyzed using the constant comparative method as outlined by Maykut and Morehouse (1994). A researcher's journal was kept during the qualitative phase to identify common concepts or themes that arose during the discovery process of reviewing panelists' responses from Delphi Round I. According to Maykut and Morehouse, this step began the initial step of data analysis. Each concept, theme or idea provided by participants was compared to one another and grouped according to similar or related themes.

Delphi II participants were asked to complete the four-point Likert-scale questionnaire. Data from panelists' responses were exported from the <https://survey.vt.edu/survey> instrument

into an Excel spreadsheet. Microsoft Office Excel 2007 was used to determine the median, mean, standard deviation, minimum score and maximum score, and the final percentage reached on feedback items that were rated either as being an excellent descriptor or a good descriptor of instructional leadership. In Delphi III, panelists were given back all items and statistics derived from Delphi Round II. During this phase, participants again had the opportunity to change their answers based on the statistics provided from Delphi II on items rated 80% or higher.

Once consensus was reached on items defined by panelists through the Delphi III process, results were compared and contrasted with Robinson et al.'s (2008) dimensions/practices. Similarities and differences were emphasized to support clarification of the concept of instructional leadership as defined by selected Title I principals in the Commonwealth of Virginia as compared to Robinson et al.'s (2008) identified dimensions.

Data Collection and Management

The letter sent to panelists provided an overview of the Delphi process used in this study along with the dates each round began and ended. The letter informed participants that completing Delphi I served as the participants' informed or implied consent to participate in the study. The letter included the assigned number or code with which participants used to complete the open ended questions and feedback instruments. Please see Appendix F.

The number or code assigned to participants maintained the "confidentiality of information collected from research participants" (www.irb.vt.edu/pages/confidentiality.htm, p. 1). Though email addresses and school addresses were used to contact participants, this identifying information was kept in a locked file cabinet with no access from anyone else. Identifying information was kept separate from participant responses that were assigned a number or code. Responses from participants were kept in a locked filing cabinet when not being utilized by the researcher. No one else had access to this information.

Summary

Chapter 3 provided a description of the methodology for the study and the instruments used to gather data from Title I principals selected as participants for this study. Information pertaining to Virginia Standards of Learning and the Virginia Index of Performance program was provided as background information for the criteria for the selection of the principals to serve as

Delphi expert participants. For this study, expert participants were Virginia Title I Elementary School principals whose schools had received the Governor's VIP award in either January 2010 or January 2011. The chapter concluded with a description for each of the three Delphi rounds and the method for analyzing and managing collected data. Once consensus was reached, results were compared to Robinson's (2008) dimensions/practices. The findings and results are reported in Chapter 4.

CHAPTER 4 PRESENTATION AND ANALYSIS OF THE DATA

The study's the study's purpose was to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners from Title I elementary schools believe a school principal needs to be an instructional leader in Virginia elementary schools. The methodology used in the study was a three-round Delphi. Virginia Title I elementary school principals receiving the Governor's VIP award in 2009 and or 2010 provided the pool of potential expert panelists. The results from the practitioners who agreed to participate are presented in this chapter.

Delphi I

The first Delphi round consisted of the following three open-ended questions:

1. What specific knowledge is necessary to be an instructional leader?
2. What specific skills are necessary to be an instructional leader?
3. What specific behaviors are necessary to be an instructional leader?

The questions were designed to capture expert panelists beliefs as to the knowledge, skills, and behaviors a principal needs to be an instructional leader in Virginia elementary Title I schools. Twenty-four panelists responded to Delphi I. Using the constant comparative method outlined by Maykut and Morehouse (1994), the researcher identified the "units of meaning" (p. 129) by reading and reviewing the participants' answers. Once the individual units of meaning were identified by the researcher through this inductive process (Maykut & Morehouse, 1994) each unit was placed on one of three colored index cards. The three colors used were pink, orange, and green which represented responses received from the questions about knowledge, skills, and behaviors respectively. The colors helped the researcher keep responses organized through the sorting and data analysis process. A total of 589 units of meaning were collected from participants. Please see Table 4 for total descriptors by theme and category. Please see Appendix H for the complete list of tallied knowledge, skills, and behavior descriptors. Each index card was marked to identify the source of the data by using the assigned participant code. The researcher first sorted all knowledge cards, followed by skill cards, and then behavior cards. During the sorting process, recurring themes and categories were written on large sheets of paper

to help determine important ideas and possible themes emerging from participants' responses (Maykut & Morehouse, 1994).

Table 4

Delphi I/Total Descriptors Per Theme and Category - Major Themes and Categories that Emerged From Panelists' Knowledge, Skills, and Behavior Descriptors

Theme	Category	Knowledge	Skill	Behavior	=Total
Principal Instructional Leadership Awareness					=138
	Personal characteristics	15	40	83	
Focus on Teaching and Learning					=183
	Instructional practices to promote learning	23	10	15	
	Knowledge of elementary curriculum and standards of learning	47	0	1	
	Teaching practices and student learning	17	4	3	
	Assessment and data	18	18	2	

(table continued)

Table 4 (continued)

Theme	Category	Knowledge	Skill	Behavior	=Total
Engaging Stakeholders	Analysis	3	0	0	=215
	Classroom and teacher management				
	Evaluation	10	9	3	
	Communicator	5	29	12	
	Decision maker and problem solver	0	16	8	
Building Instructional Capacity	Relationships	2	31	13	=53
	Community	6	4	0	
	Goal setting and motivation	21	34	18	
	Climate and culture	5	8	3	
	Resource and professional development provider	8	8	26	
	Budget	2	0	0	
	Policies, procedures, and laws	9	0	0	
Total		191	211	187	= 589

The researcher reviewed the initial sorted table with Dr. Gordon who served as the critical friend for this study as well as members of the dissertation committee. According to Proctor and Hunt (1994), a documented drawback to with using the Delphi technique, “[is the] large and unwieldy amount of information it produces, particularly if the researcher adopts a qualitative stance towards the data and is reluctant to collapse categories” (p. 1004). Since 589 descriptors were submitted by participants, Dr. Gordon and members of the committee agreed that “collaps[ing] categories” (Proctor & Hunt, p. 1004) was necessary.

Collapsing Descriptors

Tallied descriptors (see Appendix H, Delphi I Knowledge, Skills, and Behaviors Tallied Descriptors) helped identify similar or duplicate descriptors that needed to be collapsed or removed from the table. The researcher also utilized Christman and McClellan's (2008) step of "collapsing similar responses" (p. 12) into like descriptors. The initial collapsing occurred within each subject table. Similar responses in the knowledge table were collapsed followed by the skills table and behavior table. The process of collapsing data and or removing duplicate items took four lengthy systematic procedures to reduce the number of related descriptors down to 153 items. After each systematic process of collapsing data or removing similar or duplicate items, the newly completed table was reviewed by the critical friend and other committee members to reduce researcher bias. The final table was collapsed into 87 descriptors based on the processes cited by Christman and McClellan (2008) and Proctor and Hunt (1994).

Also, throughout the collapsing process, recurring themes and categories previously written on large sheets of paper were reviewed to determine important ideas and possible themes emerging from participants' finalized responses (Maykut & Morehouse, 1994). Table 5 provides the list of themes and categories that emerged during Delphi I which was used as the framework to compare to Robinson, Lloyd, and Rowe's (2008) dimensions of leadership.

Table 5

Emerging Themes and Categories

Themes	Categories
Principal instructional leadership self-awareness	<ul style="list-style-type: none"> • Personal characteristics and traits
Focus on teaching and learning	<ul style="list-style-type: none"> • Instructional practices to promote learning • Knowledge of elementary curriculum and standards • Assessment and data analysis • Classroom management • Evaluation
Engaging Stakeholders	<ul style="list-style-type: none"> • Communication • Decision maker and problem solver • Relationships • Community • Goal setting • Motivation • Climate and culture
Building Instructional Capacity	<ul style="list-style-type: none"> • Resource and professional development • Policies, procedures, and laws

Delphi I: Knowledge

The 24 expert participants provided 191 statements or words as to the specific knowledge necessary to be an instructional leader. Frequency of responses for knowledge ranged from one to 20. Twenty of the 24 expert panelists stated that knowledge of research based instructional practices to promote learning was knowledge necessary to be an instructional leader. Seven of the 24 respondents stated that an instructional leader must have knowledge of teaching styles. Six respondents of the 24 participants indicated that knowing technology’s impact on education and knowledge of assessments was information an instructional leader possesses. Five panelists stated that knowledge of the Standards of Learning throughout the elementary setting was important and knowing various communities of learners with the building gifted, special

needs,ELL, and etc. appropriate instructional programming to meet needs. After collapsing and removing duplicate descriptors, the final Delphi descriptors used for the knowledge portion of the Delphi II instrument contained 31 items. See Table 6 Final Delphi I Knowledge Descriptors to use in Delphi II.

Table 6

Final Knowledge Delphi I Descriptors (31 items)

Themes	Categories	Knowledge Descriptors
Principal Instructional Leadership Self Awareness	Personal characteristics and traits	<ul style="list-style-type: none"> • best instructional leaders have had several years of classroom experience • instructional leader has to trust that his/her staff has what is required to get the students what they need • theory and practical knowledge
Focus on the Teaching and Learning Process	Instructional practices to promote learning	<ul style="list-style-type: none"> • knowledge of research based instructional practices to promote learning • knowledge of challenging students through differentiated, integrated instruction • knowledge of the developmental [growth] of students • [knowledge of] brain research and its impact on learning • knowledge of Bloom’s Taxonomy and where it fits into instruction • knowledge of teaching styles • knowledge of learning styles
Focus on the Teaching and Learning Process	Assessment and data analysis	<ul style="list-style-type: none"> • knowledge of assessment • knowledge of data analysis • how to differentiate instruction for all students based on data collection from assessment • [knowledge of] what data you need and how to collect it

(table continued)

Table 6 (continued)

Themes	Categories	Knowledge Descriptors
Engaging Stakeholders	Classroom management	<ul style="list-style-type: none"> • an elementary instructional leader needs to have knowledge of classroom management skills
	Evaluation	<ul style="list-style-type: none"> • knowledge of teacher effectiveness • knowledge of teacher ineffectiveness • knowledge of how [to evaluate different] types of teachers
	Communicator	
	Decision maker and problem solver	
	Relationships	
	Community	<ul style="list-style-type: none"> • knowledge of school community
	Goal setting	<ul style="list-style-type: none"> • how to communicate your vision
	Motivation	<ul style="list-style-type: none"> • knowledge of how to motivate and inspire change
	Climate and culture	<ul style="list-style-type: none"> • how to lead the development of positive school culture
	Building Instructional Capacity	Resource and professional development
Policies, procedures, and laws		<ul style="list-style-type: none"> • knowledge of state laws • knowledge of federal laws • knowledge of school law

Delphi I: Skills

The 24 expert panelists submitted a total of 211 words or phrases as to the specific skills necessary to be an instructional leader. Frequency of skill responses ranged from one to 14. Fourteen panelists stated that the ability to effectively communicate orally and in writing were skills of instructional leaders. Five participants stated decision making was an important skill an instructional leader possesses. Four participants stated instructional leaders possess the following skills: organized, use of technology in the classroom (not just administratively), ability to

problem solve, interpersonal skills, and creative in ways of motivating the faculty and staff, as well as students. Once initial descriptors were collapsed and similar and like items synthesized, the final skills portion used for Delphi II contained 24 items. See Table 7 for Final Delphi I Skill Descriptors to use in Delphi II.

Table 7

Final Delphi I Skill Descriptors (24 items)

Themes	Categories	Skill Descriptors
Principal Instructional Leadership Self Awareness	Personal characteristics and traits	<ul style="list-style-type: none"> • organized
Focus on the Teaching and Learning Process	Instructional practices to promote learning	<ul style="list-style-type: none"> • [becomes] the “head learner” in the building • identify instructional needs • must create a master schedule that [promotes learning]
	Knowledge of elementary curriculum and standards Assessment and data analysis	<ul style="list-style-type: none"> • create [data drive] action plans to address deficits • use data to make decisions • ability to draw conclusions from [data analysis] • to disaggregate various forms of data
	Classroom management	
	Evaluation	<ul style="list-style-type: none"> • ability to teach and coach teachers
Engaging Stakeholders	Communicator	<ul style="list-style-type: none"> • ability to communicate orally and in writing [to stakeholders] • skills in working with individuals

(table continued)

Table 7 (continued)

Themes	Categories	Skill Descriptors
	Decision maker and problem solver	<ul style="list-style-type: none"> • skills on shared decision making • ability to problem solve • decision making skills
	Relationships	<ul style="list-style-type: none"> • relate well to parents • ability to work with all stakeholders in the educational setting • interpersonal skills
	Community	
	Goal setting	<ul style="list-style-type: none"> • to cast a vision and carry it forward • create long range planning documents
	Motivation	<ul style="list-style-type: none"> • ability to be inspiring • creative ways of motivating faculty and staff, as well as students
	Climate and culture	<ul style="list-style-type: none"> • provide school wide discipline that is consistent and supportive of classroom management plans
Building Instructional Capacity	Resource and professional development	<ul style="list-style-type: none"> • ability to manage resources that make a building run smoothly • provide teachers what they need to do their jobs
	Policies, procedures, and laws	

Delphi I: Behaviors

The 24 expert panelists submitted a total of 187 phrases or words as to the specific behaviors necessary to be an instructional leader. The frequency of behavior responses ranged from one to seven. Seven participants identified “visible to all stakeholders” as a behavior that they believe is necessary for an instructional leader. Five participants identified the following three descriptors as behaviors an instructional leader possess: caring, communicate effectively, and [modeling] teaching and learning by attending conferences. The 187 descriptors were collapsed down to 32 descriptors used for the behavior portion of the Delphi II instrument. Please see Table 8 for Final Behavior Descriptors to use in Delphi II.

Table 8

Final Delphi I Behavior Descriptors (32 items)

Themes	Categories	Skill Descriptors			
Principal Instructional Leadership Self Awareness	Personal characteristics and traits	<ul style="list-style-type: none"> • delegation • be willing to do what you are asking others to do • fair • caring • patient [or patience] • compassion for all stakeholders • [honest] • [be visible in the school] • trustworthy • respectful • responds quickly to [communication] • role model • share “power” • develop the leadership skills of others • approachable • visible to all stakeholders 			
		Focus on the Teaching and Learning Process	Instructional practices to promote learning	<ul style="list-style-type: none"> • model best teaching practices • schedule meetings to discuss curriculum, pacing, etc. • monitor classroom instruction daily 	
				Knowledge of elementary curriculum and standards Assessment and data analysis Classroom management	<ul style="list-style-type: none"> • actively participate with staff to analyze data
					Evaluation
		Engaging Stakeholders	Communicator	<ul style="list-style-type: none"> • be a good listener • give feedback 	
			Decision maker and problem solver	<ul style="list-style-type: none"> • the filter for every decision, “Is this in the best interest of the child?” 	

(table continued)

Table 8 (continued)

Themes	Categories	Skill Descriptors
	Relationships	<ul style="list-style-type: none"> • develop rapport with stakeholders • enlist support from stakeholders
	Community Goal setting	<ul style="list-style-type: none"> • model mission
	Motivation	<ul style="list-style-type: none"> • recognize student and staff achievements • encourage and motivate at every opportunity- students, parents, and faculty
	Climate and culture	
Building Instructional Capacity	Resource and professional development	<ul style="list-style-type: none"> • read professional journals and books • attending as many training sessions that [are] pertinent to your field to learn new things • instructional leaders must model teaching and learning by attending conferences • provide staff with the professional development they need to meet the needs of students
	Policies, procedures, and laws	

Delphi II

The final 87 descriptors collapsed from the original 589 were used to create the Delphi II instrument. The instrument was divided into three sections: knowledge, skills, and behaviors. Please see Appendix O for Delphi II. The original 27 participants from Delphi I were contacted again via email followed by a mailed letter and the Delphi II instrument. The letter and the email were the same and provided the participants the following three options for completing Delphi II: First method allowed participants to complete the web-based survey by clicking on the survey link to <https://survey.vt.edu/survey>. The online survey was written in a multiple choice format. Participants were asked to rate each descriptor of instructional leadership in the following manner 1 = a poor descriptor, 2 = a fair descriptor, 3 = a good descriptor, and a 4 = excellent descriptor. The second method offered to participants was an email which contained the Delphi II instrument as an attachment. Participants were asked to circle the number that best rated the descriptor and return it as a pdf document. The order of statements and rating scale used in the

hard copy version of the Delphi II instrument was the exact same as the order of statements and rating scale used in the online version.

The third option was a mailed hard copy of the letter and a hard copy of the questionnaire. The envelope also contained a self-addressed stamped envelope in which the instrument could be completed and mailed back to the researcher. Three options were given to participants to allow respondents the best choice to complete Delphi II. The directions stated that the questionnaire could take a minimum of 30 minutes to complete the instrument and the researcher wanted panelists to choose the best method for rating descriptors given each panelists' particular time constraints.

Twenty-one expert panelists responded to Delphi II. All data for Delphi II was entered into <https://survey.vt.edu/survey> and exported into Microsoft Excel program to calculate the mean, the median, the high and low score provided by respondents, the standard deviation of the population providing responses, and the percentage of participants that rated each descriptor as either a good descriptor or an excellent descriptor. Numerically, a good descriptor was assigned the numerical value of three and an excellent descriptor was assigned the numerical value of four.

Once data was imported into Excel, the numbers had to be converted from characters into numbers with a given value. The numerical values assigned were as follows: 1 = a poor descriptor, 2 = a fair descriptor, 3 = a good descriptor, and a 4 = excellent descriptor. Once converted from characters into numbers, formulas were entered into the Excel spreadsheet to calculate the data. Consensus was considered reached on descriptors in which 80% of the panelists rated the responses as either a good or excellent descriptor (Green, Jones, Hughes and Williams, 1999).

Delphi II: Knowledge

The expert panelists reached consensus (80% and above in agreement on rating a descriptor as good or excellent) on 29 of the 31 knowledge descriptors in Delphi II. Ten descriptors reached 100% agreement, meaning that all participants rated the descriptors as either a good or excellent descriptor of instructional leadership. The ten descriptors reaching 100% were as follows:

- Knowledge of research based instructional practices to promote learning

- Knowledge of challenging students through differentiated, integrated instruction
- Knowledge of the developmental [growth] of students
- Knowledge of how to teach children to read
- Knowledge of assessment
- An elementary instructional leader needs to have knowledge of classroom management skills
- Knowledge of teacher effectiveness
- Knowledge of how to motivate and inspire change
- How to communicate your vision
- Knowledge of how to lead the development of a positive school culture

The mean scores for all knowledge descriptors ranged from 2.90 (knowledge of brain research and its impact on learning) to 3.81 (knowledge of teacher effectiveness). The standard deviation scores ranged from .350 (how to lead the development of a positive school culture) to .976 (instructional leader has to trust that his/her staff has what is required to give the students what they need). Since the standard deviation indicates the level of variance that takes place in regard to participant responses to the descriptor, a low standard deviation is desired for validation of a descriptor. For example, the standard deviation of .350 shows less variance which means participants rated the descriptor- how to lead the development of a positive school culture as either a good or excellent descriptor of instructional leadership. A higher standard deviation denotes a lower level of agreement or consensus in regard to the descriptor. High standard deviations mean participant responses are more inconsistent.

The following two descriptors did not reach the 80% standard for consensus:

- Knowledge of brain research and its impact on learning
- Instructional leader has to trust that his/her staff has what is required to give the students what they need

Both descriptors have low mean scores (2.90 and 3.00 respectively) and high standard deviation scores (.683 and .976) which indicated that there was greater variance in panelists' responses. The wide deviation between the mean and the standard deviation show participants' difficulty in rating these items as good descriptors of instructional leadership. As a result, both of these items were removed from the Delphi III instrument. Please see Table 9 for Delphi II: Participants' Statistical Data-Knowledge.

Table 9

Delphi II: Participants' Statistical Data-Knowledge

Descriptor	N	Mean	Median	High Low	SD	%
Best instructional leaders have had several years of classroom experience	21	3.71	4	4, 2	0.547	95.2
Instructional leader has to trust that his/her staff [has what] is required to [give] the students what they need	21	3.00	3	4, 1	0.976	71.4
Theory and practical knowledge	21	3.29	3	4, 2	0.628	90.5
Knowledge of research based instructional practices to promote learning	20	3.75	4	4, 3	.433	100
Knowledge of challenging students through differentiated, integrated instruction	20	3.75	4	4, 3	.433	100
Knowledge of the developmental [growth] of students	20	3.35	3	4, 3	.477	100
Knowledge of [brain research and its impact on learning]	21	2.90	3	4, 2	0.683	71.4
Knowledge of Bloom's Taxonomy and where it fits into instruction	21	3.38	3	4, 2	0.575	95.2
Knowledge of teaching styles	20	3.25	3	4, 2	0.536	95.0
Knowledge of learning styles	21	3.33	3	4, 2	0.563	95.2
Knowledge of elementary curriculum	21	3.57	4	4, 2	0.583	95.2
Knowledge of the standards of learning throughout the elementary setting	21	3.52	4	4, 2	0.663	90.5
Knowledge of technology's impact on education	21	3.29	3	4, 2	0.547	95.2
Knowledge of how to teach children to read	21	3.67	4	4, 3	0.471	100
Knowledge of various communities of learners (gifted, special needs, [ELL], etc [and appropriate instructional programming to meet needs])	21	3.38	3	4, 2	0.653	90.5

(table continued)

Table 9 (continued)

Descriptor	N	Mean	Median	High Low	SD	%
Knowledge of assessment	21	3.43	3	4, 3	0.495	100
Knowledge of data analysis	21	3.52	4	4, 2	0.587	95.2
How to differentiate instruction for all students based on data collection from assessment	21	3.52	4	4, 2	0.663	90.5
[Knowledge of] what data you need and how to collect it	21	3.48	4	4, 2	0.587	95.2
An elementary instructional leader needs to have knowledge of classroom management skills	21	3.67	4	4, 3	0.471	100
Knowledge of teacher effectiveness	21	3.81	4	4, 3	0.393	100
Knowledge of teacher ineffectiveness	21	3.57	4	4, 2	0.583	95.2
Knowledge of how [to evaluate different] types of teachers	21	3.29	3	4, 2	0.547	95.2
How to lead the development of positive school culture	21	3.86	4	4, 3	0.350	100
Knowledge of how to motivate and inspire change	21	3.71	4	4, 3	0.452	100
How to communicate your vision	20	3.65	4	4, 3	0.477	100
Knowledge of school community	21	3.62	4	4, 1	0.722	95.2
Knowledge of resources available	21	3.52	4	4, 1	0.732	95.2
Knowledge of state laws	21	3.19	3	4, 2	0.663	85.7
Knowledge of federal laws	21	3.14	3	4, 1	0.833	81.0
Knowledge of school law	21	3.33	3	4, 2	0.713	85.7

Note. Descriptors below 80% were struck through to indicate that participants did not reach consensus on that item.

Delphi II: Skills

The expert panelists reached consensus (80% and above in agreement on rating a descriptor as good or excellent) all 24 skill descriptors in Delphi II. Eighteen of the 24 descriptors reached 100% agreement, meaning that all participants rated the descriptors as either

a good or excellent descriptor of instructional leadership. The 18 descriptors reaching 100% were as follows:

- Identify instructional needs
- Must create a master schedule that [promotes learning]
- Create [data driven] action plans to address deficits
- Use data to make decisions
- Ability to draw conclusions (from data [analysis])
- [Ability] to disaggregate various forms of data
- Ability to communicate orally and in writing [to stakeholders]
- Skills in working with individuals
- Ability to problem solve
- Decision making skills
- Relate well to parents
- Ability to work with all stakeholders in the educational setting
- Interpersonal skills
- To cast a vision and carry it forward
- Ability to be inspiring
- Creative ways of motivating faculty and staff, as well as students
- Provide school-wide discipline that is consistent and supportive of classroom management plans
- Provide teachers what they need to do their jobs

The mean scores for all skill descriptors ranged from 3.10 (organized) to 3.90 for both (ability to problem solve and decision making skills). The standard deviation scores ranged from 0.213 (relates well to parents) to 0.825 (becomes the “head learner” in the building). The low standard deviation score of 0.213 for (relates well to parents) validated the descriptor as a skill all participants rated as either a good or excellent descriptor of a skill needed by an instructional leader. The standard deviation score of 0.825 for (becomes the “head learner” in the building) showed that participant responses were more inconsistent as supported by the range of high and low scores of 4 and 1 for this descriptor.

At the end of Delphi II, all 24 skills descriptors were included, along with the corresponding statistical data, on the Delphi III instrument. The statistical data provided additional context for participants to use while re-rating descriptors for Delphi III. Please see Table 10 for Delphi II: Participants’ Statistical Data-Skills.

Table 10

Delphi II: Participants’ Statistical Data-Skills

Descriptor	N	Mean	Median	High Low	SD	%
Organized	21	3.10	3	4,1	0.750	85.7
[Becomes] the “head learner” in the building	21	3.29	3	4, 1	0.825	85.7
Identify instructional needs	20	3.70	4	4, 3	0.458	100
Must create a master schedule that [promotes learning]	21	3.52	4	4, 3	0.499	100
Create [data driven] action plans to address deficits	21	3.48	3	4, 3	0.499	100
Use data to make decisions	21	3.57	4	4, 3	0.495	100
Ability to draw conclusions (from data [analysis])	21	3.48	3	4, 3	0.499	100
[Ability] to disaggregate various forms of data	21	3.38	3	4, 3	0.486	100
Ability to teach and coach teachers	21	3.57	4	4, 2	0.660	90.5
Ability to communicate orally and in writing [to stakeholders]	21	3.76	4	4, 3	0.426	100
Skills in working with individuals	21	3.71	4	4, 3	0.452	100
Skills on shared decision making	21	3.52	4	4, 2	0.587	95.2
Ability to problem solve	21	3.90	4	4, 3	0.294	100
Decision making skills	21	3.90	4	4, 3	0.294	100
Relate well to parents	21	3.95	4	4, 3	0.213	100
Ability to work with all stakeholders in the educational setting	21	3.76	4	4, 3	0.426	100

(table continued)

Table 10 (continued)

Descriptor	N	Mean	Median	High Low	SD	%
Interpersonal skills	21	3.71	4	4, 3	0.452	100
To cast a vision and carry it forward	21	3.71	4	4, 3	0.452	100
Ability to be inspiring	21	3.62	4	4, 3	0.486	100
Creative ways of motivating faculty and staff, as well as students	21	3.67	4	4, 3	0.471	100
Create long range planning documents	21	3.10	3	4, 1	0.750	85.7
Provide school-wide discipline that is consistent and supportive of classroom management plans	21	3.57	4	4, 3	0.495	100
Ability to manage resources that make a building run smoothly	21	3.52	4	4, 2	0.587	95.2
Provide teachers what they need to do their jobs	21	3.71	4	4, 3	0.452	100

Delphi II: Behaviors

The expert panelists reached consensus (80% and above in agreement on rating a descriptor as good or excellent) on all 29 of the 32 behavior descriptors in Delphi II. Eleven of the 32 descriptors reached 100% agreement, meaning that all participants rated the descriptors as either a good or excellent behavior/descriptor of instructional leadership. The 11 descriptors reaching 100% were as follows:

- Be willing to do what you are asking others to do
- Fair
- Caring
- Patient or patience
- Honest
- Trustworthy
- Role Model
- Be a good listener
- Give feedback
- Encourage and motivate at every opportunity-students, parents, and faculty

- Provide staff with the professional development they need to meet the needs of students

The mean scores for all behavior descriptors ranged from 3.19 for (delegation, schedule meetings to discuss curriculum and pacing, and knowledge of federal laws) to 3.95 (trustworthy). The standard deviation scores ranged from 0.218 (trustworthy) to 0.791 (develop the leadership skills of others). The standard deviation scores provided context about the amount of variance in regard to participant responses. For example, the standard deviation score of 0.218 for (trustworthy) indicated that all participants were consistent in their rating of this descriptor as either a good or excellent descriptor of instructional leadership. The high/low data about trustworthy (4, 3) supported this finding as well.

The standard deviation score of 0.791 (develop the leadership skills of others) signified participant responses were more inconsistent as supported by the high and low score of 4 and 1 for this descriptor. Three descriptors did not reach the 80% standard for consensus. All three descriptors had low mean scores and high standard deviation scores which denotes great variance among participant ratings. The variance means that participants found these descriptors difficult to rate consistently as either a good or excellent descriptor of instructional leadership. Therefore, the following three descriptors were eliminated from the behavior instrument:

- Read professional journals and books
- Attending as many training sessions that [are] pertinent to your field to learn new things
- Instructional leaders must model teaching and learning by attending conferences

Please see Table 11 for Delphi II: Participants' Statistical Data-Behaviors.

Table 11

Delphi II: Participants' Statistical Data-Behaviors

Descriptor	N	Mean	Median	High Low	SD	%
Delegation	21	3.19	3	4, 2	0.587	90.5
Be willing to do what you are asking others to do	21	3.62	4	4, 3	0.486	100
Fair	21	3.95	4	4, 3	0.213	100
Caring	21	3.76	4	4, 3	0.426	100
Patient [or patience]	21	3.76	4	4, 3	0.426	100
Compassion for all stakeholders	21	3.57	4	4, 2	0.583	95.2
[Honest]	21	3.90	4	4, 3	0.294	100
Be visible in the school	21	3.71	4	4, 2	0.547	95.2
Trustworthy	20	3.95	4	4, 3	0.218	100
Respectful	21	3.81	4	4, 2	0.499	95.2
Responds quickly to Communication	21	3.48	4	4, 2	0.587	95.2
Role model	21	3.76	4	4, 3	0.426	100
Share "power"	21	3.57	4	4, 1	0.728	95.2
Develop the leadership skills of others	21	3.57	4	4, 1	0.791	90.5
Approachable	21	3.81	4	4, 1	0.663	95.2
Visible to all stakeholders	21	3.67	4	4, 2	0.563	95.2
Model best teaching practices	21	3.48	4	4, 1	0.852	85.7
Schedule meetings to discuss curriculum [and pacing]	21	3.19	3	4, 2	0.587	90.5
Monitor classroom instruction daily	21	3.43	4	4, 2	0.660	90.5
Actively participate with staff to analyze data	20	3.40	3.5	4, 1	0.735	95.0

(table continued)

Table 11 (continued)

Descriptor	N	Mean	Median	High Low	SD	%
Be a good listener	21	3.76	4	4, 3	0.426	100
Give feedback	21	3.62	4	4, 3	0.486	100
The filter for every decision, “Is this in the best interest of the child?”	21	3.62	4	4, 1	0.785	90.5
Develop rapport with stakeholders	21	3.48	4	4, 1	0.732	95.2
Enlist support from stakeholders	21	3.43	3	4, 2	0.583	95.2
Recognize student and staff achievements	21	3.52	4	4, 2	0.587	95.2
Model mission	21	3.43	4	4, 2	0.660	90.5
Encourage and motivate at every opportunity- students, parents, and faculty	21	3.62	4	4, 3	0.486	100
Read professional journals and books	21	3.14	3	4, 2	0.774	76.2
Attending as many training sessions that [are] pertinent to your field to learn new things	20	2.75	3	4, 1	0.698	70
Instructional leaders must model teaching and learning by attending conferences	20	2.60	3	4, 2	0.583	55
Provide staff with the professional development they need to meet the needs of students	20	3.70	4	4, 3	0.458	100

Note. Descriptors below 80% were struck through to indicate that participants did not reach consensus on that item.

Descriptors yielding 80% or better rating by participants, were used to create the Delphi III instrument.

Delphi III

The Delphi III instrument was developed using all descriptors that reached consensus (80% and above) in Delphi II. The instrument included both group and individual participant statistical summaries from Delphi II. Please see Appendix L for Delphi III questionnaire. A letter, along with the Delphi III

instrument was sent to all 21 participants who completed Delphi II. The letter provided participants two methods for completing Delphi III. The first option was to download the questionnaire to one's desk top, complete the instrument, and return to the researcher as an email attachment. The second option allowed the participants to complete the mailed hard copy of Delphi III and return it to the researcher in the self-addressed stamped envelope. Both methods of completion allowed participants to choose the best method based on individual time constraints. Participants were asked to review the groups' statistical information as well as their own Delphi II responses and determine if they would like to change any of their own responses based on the statistical information given on the Delphi III questionnaire. Eighteen panelists completed and returned the Delphi III instrument.

Delphi III: Knowledge

The expert panelists reached consensus (80% and above) on 28 of the 29 knowledge descriptors in Delphi III. Seventeen descriptors reached 100% agreement, meaning that all participants reviewed and or rerated the items as either a good or excellent descriptor of instructional leadership. Please see Table 12. Table 12 compares the Delphi II ten knowledge descriptors reaching 100% with the Delphi III 17 knowledge descriptors reaching 100% consensus.

Table 12

Comparison of Delphi II and Delphi III Knowledge Descriptors Reaching 100% Consensus

Delphi II-Knowledge	Delphi III-Knowledge
<ul style="list-style-type: none"> • Knowledge of research based instructional practices to promote learning • Knowledge of challenging students through differentiated, integrated instruction • Knowledge of the developmental [growth] of students • Knowledge of how to teach children to read 	<ul style="list-style-type: none"> • Knowledge of research based instructional practices to promote learning • Knowledge of challenging students through differentiated, integrated instruction • Knowledge of the developmental [growth] of students • Knowledge of how to teach children to read
<ul style="list-style-type: none"> • Knowledge of assessment 	<ul style="list-style-type: none"> • Knowledge of Bloom’s Taxonomy and where it fits into instruction • Knowledge of teaching styles • Knowledge of learning styles • Knowledge of elementary curriculum • • Knowledge of assessment
<ul style="list-style-type: none"> • An elementary instructional leader needs to have knowledge of classroom management skills 	<ul style="list-style-type: none"> • Knowledge of data analysis • An elementary instructional leader needs to have knowledge of classroom management skills
<ul style="list-style-type: none"> • Knowledge of teacher effectiveness 	<ul style="list-style-type: none"> • Knowledge of teacher effectiveness • Knowledge of teacher ineffectiveness • Knowledge of how [to evaluate different] types of teachers
<ul style="list-style-type: none"> • How to lead the development of positive school culture 	<ul style="list-style-type: none"> • How to lead the development of positive school culture
<ul style="list-style-type: none"> • Knowledge of how to motivate and inspire change 	<ul style="list-style-type: none"> • Knowledge of how to motivate and inspire change
<ul style="list-style-type: none"> • How to communicate your vision 	<ul style="list-style-type: none"> • How to communicate your vision

The data collected during Delphi III was reentered into a Microsoft Excel spreadsheet. Though all calculations were completed, the participants’ final percentage in rating a descriptor as a good or excellent descriptor of instructional leadership was used to finalize the leadership framework which emerged from the study. Please see Appendix M for the Statistical Data for Delphi III Knowledge Descriptors. At the end of Delphi III, one additional descriptor was removed because its rating fell below the 80% consensus of being either a good or excellent descriptor of instructional leader ship. The descriptor removed was- knowledge of federal laws.

Delphi III Skills

The expert panelists reached consensus (80% and above) all 24 skill descriptors in Delphi III. Nineteen of the 24 descriptors reached 100% agreement in comparison to 18 of the 24 descriptors in Delphi II. Table 13 compares the Delphi II 17 skills descriptors reaching 100% with the Delphi III 18 skills descriptors reaching 100% consensus.

Table 13

Comparison of Delphi II and Delphi III Skills Descriptors Reaching 100% Consensus

Delphi II- Skills	Delphi III-Skills
<ul style="list-style-type: none"> • Identify instructional needs • Must create a master schedule that [promotes learning] • Create [data driven] action plans to address deficits • Use data to make decisions • Ability to draw conclusions (from data [analysis]) • Ability to disaggregate various forms of data • Ability to communicate orally and in writing [to stakeholders] • Skills in working with individuals • Ability to problem solve • Decision making skills • Relate well to parents • Ability to work with all stakeholders in the educational setting • Interpersonal skills • To cast a vision and carry it forward • Ability to be inspiring • Provide school-wide discipline that is consistent and supportive of classroom management plans 	<ul style="list-style-type: none"> • Identify instructional needs • Must create a master schedule that [promotes learning] • Create [data driven] action plans to address deficits • Use data to make decisions • Ability to draw conclusions (from data [analysis]) • Ability to disaggregate various forms of data • Ability to communicate orally and in writing [to stakeholders] • Skills in working with individuals • Ability to problem solve • Decision making skills • Relate well to parents • Ability to work with all stakeholders in the educational setting • Interpersonal skills • To cast a vision and carry it forward • Ability to be inspiring • Provide school-wide discipline that is consistent and supportive of classroom management plans • Ability to manage resources to make a building run smoothly • Provide teachers what they need to do their jobs.

All participants agreed that “relate well to parents” was an excellent skill descriptor for an instructional leader. Two descriptors: ability to teach and coach teachers and skills on shared decision making received a final percentage rating of 94.4%. Three descriptors: organized, becomes the “head learner” in the building, and create long range planning documents each

received an 83.3% which was the lowest percentage rating given for descriptors on the skills portion of the Delphi III instrument. Please see Appendix N for Delphi III Participants’ Statistical Data for Skill Descriptors.

Delphi III Behaviors

Expert panelists reached consensus (80% and above) on all 29 behavior descriptors provided on the Delphi III instrument. Twelve of the 29 descriptors reached 100% agreement, meaning that all participants rated the descriptors as either a good or excellent descriptor of instructional leadership. The following chart compares the 11 Delphi II responses reaching 100% to the 12 Delphi III responses reaching 100% agreement that the descriptor was either a good or excellent descriptor of an instructional leader. Table 14 compares the Delphi II 11 behavior descriptors reaching 100% with the Delphi III 12 behavior descriptors reaching 100% consensus.

Table 14

Comparison of Delphi II and Delphi III Behavior Descriptors Reaching 100% Consensus

Delphi II-Behaviors (11)	Delphi III- Behaviors (12)
<ul style="list-style-type: none"> • Be willing to do what you are asking others to do • Fair • Caring • Patient [or patience] • Honest • Trustworthy • • Role model • Be a good listener • Give feedback • Encourage and motivate at every opportunity-students, parents, and faculty • Provide staff with the professional development they need to meet the needs of students 	<ul style="list-style-type: none"> • Be willing to do what you are asking others to do • Fair • Caring • Patient [or patience] • Honest • Trustworthy • Respectful • Role model • Be a good listener • Give feedback • Encourage and motivate at every opportunity-students, parents, and faculty • Provide staff with the professional development they need to meet the needs of students

The following 12 descriptors received a final percentage rating of 94.4% at the end of Delphi III:

- Compassion for all stakeholders
- Be visible in the school

- Responds quickly to communication
- Share “power”
- Develop the leadership skills of others
- Approachable
- Visible to all stakeholders
- Actively participate with staff to analyze data
- The filter for every decision, “Is this in the best interest of the child?”
- Develop rapport with stakeholders
- Enlist support from stakeholders
- Recognize student and staff achievements

Four descriptors received a final percentage of 88.9% at the end of Delphi III: delegation, schedule meetings to discuss curriculum and pacing, monitor classroom instruction daily, and model mission. One descriptor, model best teaching practices, received a final percentage rating of 83.3% from participants at the end of Delphi III. No other descriptors were removed from the behavior instrument.

Please see Appendix O for Delphi III: Participants’ Statistical Data for Behavior Descriptors.

Final Instructional Leadership Framework

Once participants’ percentage ratings were calculated, the descriptors receiving final ratings of 80% or greater, meaning the descriptors were rated as good or excellent descriptors by panelists, were entered into the instructional leadership framework. The descriptors provided the necessary context for the meaning of the categories and themes. The descriptors, categories, and themes make up the framework from which the instructional leadership definition emerged. Please see Table 15 for the Instructional Leadership Framework.

Table 15

Instructional Leadership Framework

<u>Themes</u>	<u>Categories</u>		
(Descriptors):	Knowledge	Skills	Behaviors
<p>Principal Instructional Leadership Awareness</p> <p><u>Personal Characteristics</u></p> <ul style="list-style-type: none"> • best instructional leaders have had several years of classroom experience • theory and practical knowledge 		<ul style="list-style-type: none"> • organized • becomes the “head learner” in the building 	<ul style="list-style-type: none"> • delegation • be willing to do what you are asking others to do • fair • caring • patient or patience • compassion for all stakeholders • honest • be visible in the school • trustworthy • respectful • responds quickly to communication • role model
			(table continued)

Table 15 (continued)

<u>Themes</u>			
<u>Categories</u>			
<u>(Descriptors):</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Behaviors</u>
Principal Instructional Leadership Awareness			<ul style="list-style-type: none"> • share “power” • develop the leadership skills of others • approachable • visible to all stakeholders
	<u>Personal Characteristics (continued)</u>		
Focus on the Teaching and Learning Process			
	<u>Instructional practices to promote learning</u>		
	<ul style="list-style-type: none"> • knowledge of research based instructional practices to promote learning • knowledge of challenging students through differentiated, integrated instruction • knowledge of the developmental growth of students • knowledge of Bloom’s Taxonomy and where it fits into instruction 	<ul style="list-style-type: none"> • identify instructional needs • must create a master schedule that promotes learning 	<ul style="list-style-type: none"> • model best teaching practices • schedule meetings to discuss curriculum, pacing, etc. • monitor classroom instruction daily

(table continued)

Table 15 (continued)

<u>Themes</u>	<u>Categories</u>		
<u>(Descriptors):</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Behaviors</u>
<p><u>Focus on the Teaching and Learning Process</u></p> <p><u>Assessment and data analysis</u></p> <ul style="list-style-type: none"> • knowledge of assessment • knowledge of data analysis • how to differentiate instructional for all students based on data collection from assessments • knowledge of what data you need and how to collect it <p><u>Classroom management</u></p> <ul style="list-style-type: none"> • an elementary instructional leader needs to have knowledge of classroom management skills <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • knowledge of teacher effectiveness • knowledge of teacher ineffectiveness 		<ul style="list-style-type: none"> • create data driven action plans to address deficits • use data to make decisions • ability to draw conclusions from data analysis • to disaggregate various forms of data • ability to teach and coach teachers 	<ul style="list-style-type: none"> • actively participate with staff to analyze data

(table continued)

Table 15 (continued)

Instructional Leadership Framework

<u>Themes</u>			
<u>Categories</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Behaviors</u>
<u>Focus on the Teaching and Learning Process</u>			
<u>Evaluation (continued)</u>			
	<ul style="list-style-type: none"> knowledge of how to evaluate different types of teachers 		
<u>Communicator</u>		<ul style="list-style-type: none"> ability to communicate orally and in writing to stakeholders skills in working with individuals 	<ul style="list-style-type: none"> be a good listener give feedback
<u>Decision maker and problem solver</u>		<ul style="list-style-type: none"> skills on shared decision making ability to problem solve decision making skills 	<ul style="list-style-type: none"> the filter for every decision, "Is this in the best interest of the child?"
<u>Engaging Stakeholders Relationships</u>			
		<ul style="list-style-type: none"> relate well to parents ability to work with all stakeholders in the educational setting interpersonal skills 	<ul style="list-style-type: none"> develop rapport with stakeholders enlist support from stakeholders

(table continued)

Table 15 (continued)

Instructional Leadership Framework

<u>Themes</u>			
<u>Categories</u>			
<u>(Descriptors):</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Behaviors</u>
<u>Engaging Stakeholders</u>			
<u>Community</u>			
	<ul style="list-style-type: none"> • knowledge of school community 		
<u>Goal setting</u>			
	<ul style="list-style-type: none"> • how to communicate your vision • 	<ul style="list-style-type: none"> • to cast a vision and carry it forward • create long range planning documents 	<ul style="list-style-type: none"> • model mission
<u>Motivation</u>			
	<ul style="list-style-type: none"> • knowledge of how to motivate and inspire change 	<ul style="list-style-type: none"> • ability to be inspiring • creative ways of motivating faculty and staff, as well as students 	<ul style="list-style-type: none"> • recognize student and staff achievements • encourage and motivate at every opportunity- students, parents, and faculty
<u>Climate and culture</u>			
	<ul style="list-style-type: none"> • how to lead the development of positive school culture 	<ul style="list-style-type: none"> • provide school-wide discipline that is consistent and supportive of classroom management plans 	

(table continued)

Table 15 (continued)

Instructional Leadership Framework

<u>Themes</u>			
<u>(Descriptors):</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Behaviors</u>
<u>Building Instructional Capacity</u>			
	<u>Resource and professional development</u>		
	<ul style="list-style-type: none"> knowledge of resources available 	<ul style="list-style-type: none"> ability to manage resources that make a building run smoothly provide teachers what they need to do their jobs 	<ul style="list-style-type: none"> provide the staff with the professional development they need to meet the needs of students
	<u>Policies, procedures, and laws</u>		
	<ul style="list-style-type: none"> knowledge of state laws knowledge of school law 		

Summary

Chapter 4 presented the results of data collected from Delphi I, Delphi II, and Delphi III. The constant comparative method by Maykut and Morehouse (1994) was used in Delphi I to unitize and code data. Participants generated 589 descriptors in Delphi I. Descriptors were collapsed and/or eliminated due to duplication of items. The final Delphi II instrument contained 87 items that participants rated in the following manner: 1 = a poor descriptor, 2 = a fair descriptor, 3 = a good descriptor, and a 4 = excellent descriptor. Delphi III afforded panelists the opportunity to rerate descriptors by comparing individual statistical results to the groups' average responses. Results from Delphi II and III were presented under the respective headings of knowledge, skills, and behaviors. Results in Delphi III were presented as the instructional leadership framework that developed in the study. The instructional leadership framework that

emerged from the Delphi Rounds will be compared to Robinson, Lloyd, and Rowe's (2008) Leadership Dimensions in Chapter 5. The implications of the findings and emergent themes will be addressed and recommendations offered as well.

CHAPTER 5

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS FOR PRACTICE AND FUTURE RESEARCH

Instructional leadership is not clearly defined (Leithwood, Louis, Anderson, & Wahlstrom, 2010) and yet, principals are expected to be instructional leaders that employ research based instructional practices which impact student achievement (Crum, Sherman, & Myran, 2009). Over the last 30 years reform efforts designed to increase the achievement of all students have led to higher standards and increased testing for students (Darling-Hammond, 2004; Hunt, 2008). The higher standards and increased testing are supported by legislators who believe that student achievement and school accountability can be attained by publishing results on state and national measures (Leithwood & Day, 2008) as well as by applying penalties and or rewards to induce necessary academic changes (Darling-Hammond, 2004). Instructional leadership is an essential component of a school leader's responsibility and therefore the foundation for this study.

The methodology utilized in this study was a three-round Delphi. The purpose of the study was to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners from Title I elementary schools believe a school principal needs to be an instructional leader in Virginia elementary schools. The research questions that drove the study were as follows:

- 1) What do elementary principals perceive to be the specific knowledge necessary to be an instructional leader?
- 2) What do elementary principals perceive to be the specific skills necessary to be an instructional leader?
- 3) What do elementary principals perceive to be the specific behaviors necessary to be an instructional leader?

Twenty-seven Virginia Title I Elementary School principals whose schools received the Governor's VIP award in either 2009 and or 2010 agreed to participate in the study by serving as expert panelists. Twenty-four of the 27 expert panelists completed Delphi I. Twenty-one expert panelists completed Delphi II and 18 expert panelists completed Delphi III. The final round, Delphi III, presented the 21 Delphi II participants their own individual ratings alongside the

group average and asked panelists to alter or rerate any individual response in light of the groups' responses. Though consensus was operationally defined as 80% or more of the participants rating the descriptors as either good (80-89%) or excellent (90-100%), the panelists reached 100% agreement on 48 of the remaining 81 descriptors in the final round. Twenty-two additional descriptors were rated as excellent by 94.4% of the participants. Five descriptors received ratings of 88.9% and six descriptors received 83.3% which meant that participants rated these 11 descriptors as good descriptors of instructional leadership. The 81 descriptors rated as good or excellent by 80% or more of the participants form the basis of a definition of instructional leadership presented in this chapter. Conclusions, discussions, and recommendations for practice and future research are also presented in the chapter.

Conclusions

The research questions generated descriptors that were separated according to the specific Delphi questions about knowledge, skills, and behaviors. Utilizing Christman and McClellan's (2008) step of "collapsing similar responses" (p. 12) into like descriptors, the separated descriptors were sorted and resorted which allowed for the emergence of themes and categories through which a possible definition of instructional leadership could be developed. The definition of instructional leadership is based on the descriptors provided and refined by the principals participating in this study. Chapter 4 presented the data for each Delphi round in terms of knowledge, skills, and behaviors thought to be necessary to be an instructional leader. Chapter 5 presents the findings as themes, categories, and descriptors that emerged during the three Delphi rounds and compares them to Robinson, Lloyd, and Rowe's (2008) leadership dimensions. The themes and categories from the Delphi study provided the foundation for the implications for practice. These implications were based on the data received and refined by the Virginia elementary Title I principals participating in the study. Please see Table 16 for themes and categories that emerged during this study.

Table 16

Themes and Categories Emerging from Descriptors

Themes	Categories
Principal instructional leadership self-awareness	<ul style="list-style-type: none"> • Personal characteristics and traits
Focus on teaching and learning	<ul style="list-style-type: none"> • Instructional practices to promote learning • Knowledge of elementary curriculum and standards • Assessment and data analysis • Classroom management • Evaluation
Engaging Stakeholders	<ul style="list-style-type: none"> • Communicator • Decision maker and problem solver • Relationships • Community • Goal setting • Motivation • Climate and culture
Building Instructional Capacity	<ul style="list-style-type: none"> • Resource and professional development • Policies, procedures, and laws

Note. Themes and categories are based on descriptors generated and refined in this study. The themes and categories emerged from data provided by Delphi participants and cannot be generalized beyond the selected participants of this study.

Discussion

The Wallace Foundation released a report in 2004 which cited key leadership practices. The components of “successful leadership” are not necessarily just found in schools but in businesses and various organizations worldwide (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 8). These leadership practices are found in organizations in which the leader influences the efforts of others towards common purposes (Leithwood et al., 2004). A 2010 Wallace Foundation study also reports “a set of core practices” which are ascribed to school leaders of successful schools (Louis, Leithwood, Wahlstron, & Anderson, 2010, p. 66). Louis et al. (2010) listed the following four practices identified in the literature:

- Setting directions
- Developing people
- Redesigning the organization

- Managing the instructional program
(p. 66)

Certainly, Louis et al.'s (2010) four practices supported Robinson et al.'s (2008) findings that the more a leader focuses on instruction and classroom practices, the more positive the influence on student learning. In fact, Louis et al.'s, core practices complemented the findings of Robinson et al.'s study.

Another major finding Louis et al. reported in their 2010 study was agreement between both school leaders and teachers about practices considered “instructionally helpful” (p. 71). These agreed upon practices are as follows:

- Focusing on the school goals and expectations for student achievement
- Keeping track of teachers’ professional development
- Creating structures and opportunities for teachers to collaborate (p. 66)

The themes and categories derived during the current Delphi study align with both Robinson et al.'s (2008) leadership dimensions and relate to the four best practices identified by Louis et al. These findings are important because “[direct and indirect] effects of leadership on student learning account for about a quarter of total school effects” (Leithwood et al., 2004, p. 5). Ensuring that school leaders improve their instructional leadership is an essential change to meet the needs of all students (Leithwood et al., 2004).

In this Delphi study, selected principals were asked to generate words and or phrases to describe the knowledge, skills, and behaviors necessary to be an instructional leader. Many of the descriptors which led to the production of derived themes and categories for this study were found in both Robinson et al.'s (2008) work and Louis et al.'s (2010) research about successful instructional leadership. The Delphi questions did not ask about direct or indirect links to leadership and student achievement. However, the themes, categories, and descriptors generated in the study described more of an indirect relationship between the principal and student achievement outcomes. The themes derived through the Maykut and Morehouse (1994) data analysis process, i.e. principal instructional leadership self-awareness, focus on the teaching and learning process, engaging stakeholders, and working to build instructional capacity—required the principal to work with and through teachers and stakeholders to improve student achievement

As Robinson et al. (2008) explained through the two meta-analyses they conducted, “the closer leaders get to the core business of teaching and learning, the more likely they are to have a

positive impact on students’ outcomes” (p. 664). The themes and categories generated in this study are compared to Robinson, Lloyd, and Rowe’s (2008) Leadership Dimensions. The themes and categories provide possible implications for best practice based on the data from the participating Title I principals. Please see table 17 for visual comparison of both frameworks.

Table 17

Comparison of Emerging Instructional Leadership Themes from Virginia Title I VIP Recipients to Robinson, Lloyd and Rowe’s Leadership Dimensions

Emerging Themes from Virginia Elementary Title I Principals (2011)	Robinson, Lloyd, and Rowe (2008) Leadership Dimensions
1. Principal Instructional Leadership Self-Awareness <ul style="list-style-type: none"> • Personal characteristics and traits 	
2. Focus on Teaching and Learning <ul style="list-style-type: none"> • Instructional practices to promote learning • Evaluation • Knowledge of elementary curriculum and standards • Assessment and data analysis 	#3. Planning, Coordinating and Evaluating Teaching and the Curriculum <ul style="list-style-type: none"> • Direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to teachers. • Direct oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals.
<ul style="list-style-type: none"> • Classroom management 	#5. Ensuring an orderly and supportive environment <ul style="list-style-type: none"> • Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.
3. Engaging Stakeholders <ul style="list-style-type: none"> • Communicator • Decision maker and problem solver • Relationships • Community • Goal setting • Climate and culture 	#1. Establishing Goals and Expectations <ul style="list-style-type: none"> • Includes the setting, communicating and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals

(table continued)

Table 17 (continued)

Emerging Themes from Virginia Elementary Title I Principals (2011)	Robinson, Lloyd, and Rowe (2008) Leadership Dimensions
	#2. Strategic Resourcing <ul style="list-style-type: none"> • Involves the aligning of resource selection and allocation to priority teaching goals. • Includes provision of appropriate expertise through staff recruitment.
4. Building Instructional Capacity <ul style="list-style-type: none"> • Resource and professional development • Policies, procedures, and laws 	#4. Promoting and participating in teacher learning and development <ul style="list-style-type: none"> • Leadership that not only promotes, but directly participates with teachers in formal or informal professional learning. #2. Strategic Resourcing <ul style="list-style-type: none"> • Involves the aligning of resource selection and allocation to priority teaching goals. • Includes provision of appropriate expertise through staff recruitment.

Note. Robinson, Lloyd, and Rowe’s leadership dimensions (2008, p. 656) were reordered to visually compare to the themes that emerged in the Delphi study.

Delphi Theme 1: Principal Instructional Leadership Self-Awareness

The Delphi panelists generated and refined personal characteristics and traits instructional leaders may possess. The first theme’s focus was principal instructional leadership self-awareness. The category under this theme appeared to be personal characteristics or traits the Delphi participants generated during Delphi I. The mean scores of the characteristics and traits that the Delphi participants rated as being a good or excellent descriptor ranged from 83.3% to 100%. The descriptors receiving a mean score of 100% described the instructional leader as someone who is willing to do what they have asked others to do. These individuals, according to data from Delphi III, are portrayed behaviorally as fair, caring, honest, patient, trustworthy and respectful. Instructional leaders, according to these data, are viewed as role models.

Items that received a mean score 94.4% at the end of Delphi III indicated that the “best instructional leaders have had several years of classroom experience” (Participant G2, August 10, 2011, Delphi Round1) and they are “people who possess theory and practical knowledge” (Participant D4, August 17, 2011, Delphi Round 1). Instructional leaders are “visible in the school as well as to all stakeholders” (Participants G5, July 27, 2011, Delphi Round 1 and

Participant E12, August 9, 2011, Delphi Round 1). These leaders “respond quickly to communication, share “power”, and help develop the leadership skills of others” (Participant E12, August, 9, 2011, Delphi Round 1 & Participant G2, August 10, 2011, Delphi Round 1). Instructional leaders, according to the panelists, are people who are “approachable and show compassion for all stakeholders” (Participants E9, August 12, 2011, Delphi Round 1 & Participant G6, July 27, 2011, Delphi Round 1). “Delegation” (Participant G6, July 27, 2011, Delphi Round 1), as a descriptor, received an 88.9% mean score while “organized” (Participant E5, July 27, 2011, Delphi Round 1) received an 83.3% mean score.

Robinson, Lloyd, and Rowe’s (2008) five leadership dimensions refer to the actions an instructional leader may engage in and not to the personal traits of an instructional leader. Two descriptors identified by Delphi panelists, classroom experience and theory and practical knowledge underscore the importance of personal experience and knowledge which may be helpful to an instructional leader. The other descriptors generated by participants support what Northouse (2010) refers to as leadership ethics. According to Northouse (2010),

[ethics] has to do with what leaders do and who leaders are. It is concerned with the nature of leaders’ behavior, and with their virtuousness. In any decision making situation, ethical issues are either implicitly or explicitly involved. The choices leaders make and how they respond in a given circumstance are informed and directed by their ethics. (p. 378)

Robinson et al. (2008) stated that “[the] leadership dimensions derived from the published research all include leadership practices that require the integration of task and relationship considerations” (p. 666). The descriptors provided by the Delphi participants support the importance of an instructional leader’s relationships with others. In addition, Northouse (2010) affirmed, “[b]ecause leadership involves influence and leaders often have more power than followers, they have an enormous responsibility for how they affect other people” (p.404). Based on the numerous descriptors provided by Delphi participants for this theme, ethical behavior on the part of the instructional leader is thought to be important in how the leader relates to all stakeholders.

Delphi Theme 2: Principal Instructional Leadership Focus on Teaching and Learning Compared to Robinson, Lloyd, and Rowe's: Leadership Dimensions 3 and 5

The second theme which emerged during this study was the Principals' Instructional Leadership Focus on Teaching and Learning. Five categories surfaced under this theme which supported the broad theme inductively derived through the Delphi process. The categories under the broad theme expressed the instructional leaders' focus on instruction and are as follows:

- Instructional practices to promote learning
- Knowledge of elementary curriculum and standards
- Assessment and data analysis
- Classroom management
- Evaluation

Instructional Practices to Promote Learning

According to the refined descriptors, an instructional leader knows or is knowledgeable of research based instructional practices to promote learning. An instructional leader understands both teaching and learning styles as well as the developmental growth of students. Instructional leaders are skilled at identifying instructional needs and understand how to challenge students through differentiated, integrated instruction which includes Bloom's Taxonomy and where it fits into instruction. Specifically, these leaders also create master schedules that promote learning. Also, instructional leaders monitor classroom instruction daily and schedule meetings to discuss curriculum and pacing. These leaders may be seen by others as the "head learner" in the building and an individual who can model best teaching practices.

Knowledge of Elementary Curriculum and Standards

According to the Delphi participants, an instructional leader knows the elementary curriculum as well as Virginia's Standards of Learning throughout the elementary setting. Since the achievement and learning of all students is the primary purpose of school, it is important that an instructional leader know the various groups of learners and how to meet their instructional and program needs. Examples of various groups of learners include students identified as gifted, as having special needs, and as English Language Learners. Panelists also rated knowledge of how to teach children to read and technology's impact on education as excellent descriptors of

instructional leadership. Descriptors considered excellent were those that 90-100% of the panelists assigned a rating of 4 on the Delphi III questionnaire.

Assessment and Data Analysis

The Delphi participants also indicated through their ratings, that the following descriptors were excellent: leaders who understand assessment and know what data are needed from those assessments and how to collect, disaggregate, and analyze various forms of data. Instructional leaders actively participate with staff to analyze data. Once data are analyzed, instructional leaders are able to create action plans to address deficits and differentiate instruction. In essence, instructional leaders use data to draw conclusions and make data driven decisions about instruction.

Classroom Management

This category included one item. The descriptor stated elementary instructional leader needs to have knowledge of classroom management skills. Classroom management ensures safety and order and provides an environment conducive to the teaching and learning process.

Evaluation

The Delphi panelists indicated that instructional leaders need to have knowledge of what teacher effectiveness as well as teacher ineffectiveness. Instructional leaders must know how to evaluate different types of teachers and through the evaluation process, instructional leaders should have the ability to teach and coach teachers.

Robinson, Lloyd, and Rowe (2008)

The two leadership dimensions from Robinson et al.'s (2008) meta-analysis that complemented the second theme and categories produced in the Delphi study are Dimension 3-planning, coordinating (p. 661), and evaluating teaching and the curriculum and Dimension 5-ensuring an orderly and supportive environment (p. 664). The third Leadership Dimension defined by Robinson was:

Direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to teachers. Direct

oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals. (Robinson et al., 2008, p. 656)

The descriptors the Delphi participants produced support the meaning that Robinson (2008) captured from her research for Dimension 3. In the Delphi themes and in Robinson et al.'s (2008) leadership dimensions, an instructional leader is directly and actively involved in the day-to-day instruction and oversight of school programs. Also, instructional leaders use data derived from assessments to meet the needs of students. An instructional leader must understand how to organize the instructional programs to enhance the learning of all students. Robinson (2007) stated that leaders in schools achieving at a higher level in comparison to schools achieving at a lower level were leaders who were actively engaged in “planning, coordinating , and evaluating teaching and teachers” (p. 13). Heck, Marcoulides, and Lange (1991) affirmed Robinson et al.'s position by stating that “principals in high achieving schools appear to allocate more time to classroom visitations” (p.131) and “involve teachers to a much greater extent in instructional decision making” (p.131). Robinson et al.'s (2008) third leadership dimension which involves planning, coordinating, and evaluating teaching and the curriculum is related directly to the focus on the teaching and learning process theme derived from the descriptors provided by Delphi participants.

Robinson et al.'s (2008) Dimension 5: ensuring an orderly and supportive environment (p. 664) also relates to the second theme produced in the Delphi study, focus on teaching and learning. The meaning of Dimension 5 as defined by Robinson was, “Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms” (Robinson, 2007, p. 8). Delphi participants indicated that an instructional leader needs to have knowledge of classroom management skills. Classroom management skills and assisting teachers in maintaining appropriate behavioral expectations supports Robinson's “orderly and supportive environment both inside and outside classrooms” (Robinson, 2007, p. 8). Robinson et al. (2008) asserted that “teachers [who] can focus on teaching and students can focus on learning” (p. 664).

*Delphi Theme 3: Engaging Stakeholders Compared to Robinson, Lloyd, and Rowe Leadership
Dimensions 1, 2 and 5*

The third theme produced from the Delphi study was engaging stakeholders. Within this theme there were seven categories to support an instructional leader's role in engaging stakeholders in the instructional process. Stakeholders include everyone in the educational setting and community e.g., parents, students, faculty, staff, and community partners. The seven categories are as follows:

- Communicator
- Decision maker and problem solver
- Relationships
- Community
- Goal setter
- Motivation or Motivator
- Climate and culture

Communicator

According to the Delphi panelists, an instructional leader needs to be able to work with individuals who are stakeholders. The instructional leader is a good listener and able to provide feedback. In other words, these leaders are able to communicate both orally and in writing to all stakeholders.

Decision Maker and Problem Solver

The Delphi participants indicated that an instructional leader should be able to make decisions and problem solve issues. Skills in shared decision making also was rated as an excellent instructional leadership descriptor. A filter for every decision, according to the participants is to ask oneself in the process of making a decision, "Is this in the best interest of the child?" As instructional leaders, it is important to reflect on how an outcome might impact the achievement of each student.

Relationships

All participants rated relating well to parents as an excellent descriptor of instructional leadership. This was the only descriptor, at the end of Delphi III that was rated a four by all participants, meaning it is an excellent descriptor of instructional leadership. Parents are essential to student achievement. Participants indicated through their ratings that an instructional leader is one who works well with all stakeholders and takes the time to develop rapport and enlist support from stakeholders. Interpersonal skills are important to an instructional leader.

Community

A part of engaging stakeholders and enlisting their support is the school community. An instructional leader must have knowledge of the school community. The instructional leader facilitates communication to build a positive school climate and culture.

Goal Setting

The Delphi participants indicated through their ratings that an instructional leader is one who is able to communicate or cast his or her vision and is one who is able to carry that vision forward. Instructional leaders possess skills in creating long range planning documents and are good models of the school's mission.

Motivation

Instructional leaders know how to be motivating and inspiring to make changes. Delphi participants also revealed through their ratings that instructional leaders have skills in creative ways of motivating faculty, staff, and students. Instructional leaders recognize student and staff achievements and always make the effort to encourage and motivate students, staff, and parents as well.

Climate and Culture

Two items were rated as excellent descriptors of instructional leadership by Delphi participants. The first item states that an instructional leader needs to know how to lead the development of positive school culture. The second item stated that instructional leaders provide school wide discipline that is consistent and supportive of classroom management plans.

The three leadership dimensions from Robinson et al.'s (2008) meta-analysis that complemented the third theme and categories produced in the Delphi study are Dimension 1- establishing goals and expectations; Dimension 2- strategic resourcing; Dimension 5- ensuring an orderly and supportive environment.

Establishing Goals and Expectations

Robinson (2007) defined establishing goals and expectations as “[including] the setting, communicating and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals” (p.8). Robinson et al. (2008) asserted that though goal setting does not directly impact students it does spotlight the instructional work to be done by teachers and parents. Establishing high expectations for student achievement influences teachers (Robinson et al., 2008). Heck et al. (1990) stated that essential leadership pursuits include communicating high expectations for student learning and behavior. The instructional leader furthers such goal attainment by creating plans that provide the necessary follow-up measures to identified goals (Heck, 1990). Heck also asserted that the relationship component is inherently built in because these types of leaders communicate their expectations to all stakeholders.

Robinson (2007) defined strategic resourcing as “[involving aligning resource selection and allocation to priority teaching goals. [This] includes provision[s] of appropriate expertise through staff recruitment” (p. 8). This dimension centers around an instructional leader’s “decisions about staffing and teaching resources” (p.661). Robinson stated that using the word “strategic” (p. 661) means that the instructional leader locates and places necessary resources to support the identified instructional goals and objectives.

Ensuring an orderly and safe environment is another dimension identified by Robinson et al. (2008) that is also included in the third theme generated by the Delphi study, engaging stakeholders. Once instructional goals and expectations have been clearly communicated to all stakeholders and the instructional leader has strategically aligned resources, maintaining an orderly and supportive environment ensures that “teachers can focus on teaching and students can focus on learning” (Robinson et al., 2008, p. 664). This dimension complements the descriptors leading the development of a positive school culture and providing the type of discipline that supports classroom efforts which maintains order and safety throughout the

building. Robinson et al. (2008) extended this dimension by stating that resolving “staff conflict quickly and effectively” maintains an orderly and supportive environment. (p. 664). Again, communicating effectively with all stakeholders about decisions, goals, and instructional progress is important to building relationships within the community which impacts the climate and culture of the school.

Delphi Theme 4: Building Instructional Capacity Compared to Robinson, Lloyd, and Rowe’s Leadership Dimensions 2 and 5

The fourth theme produced from the Delphi study was building instructional capacity. From this theme, the two categories emerged: resource and professional development and policies procedures and laws.

Resource and Professional Development

The Delphi participants indicated through their ratings that instructional leaders need to provide teachers what they need to do their jobs. In order to do this, the leader must have knowledge of resources available and also have the ability to manage resources to make a building run smoothly. Instructional leaders also provide their staff with the professional development they need to meet the needs of students.

Policies, Procedures, and Laws

The Delphi panelists indicated that instructional leaders should be knowledgeable of state and school laws.

The two leadership dimensions from Robinson et al.’s (2008) meta-analysis that relate to the fourth theme and categories produced in the Delphi study are Dimension:4- promoting and participating in teacher learning and development (Robinson et al., 2008, p.663) and Dimension: 2- strategic resourcing (Robinson et al., 2008, p.661). Promoting and participating in teacher learning and development is defined as “leadership that not only promotes, but directly participates with teachers in formal and informal professional learning” (Robinson et al., 2008, p. 656). The significant aspect of this dimension is that the instructional leader actually “participates in the learning as leader, learner, or both” (Robinson et al., 2008, p. 663). Faculty members view this leader as someone to seek out for guidance about instruction (Robinson et al., 2008).

Delphi participants did rate the instructional leader as “the head learner” in the building as a good descriptor of instructional leadership. The panelists also indicated under the first theme, instructional leadership self-awareness, that an instructional leader was someone who would do what he or she is asking others to do and that an instructional leader was someone who was a role model. However, unlike Robinson et al. (2008) the principals in this study did not specifically indicate that an instructional leader should or should not participate with teachers in professional development geared toward teacher learning and development. The Delphi participants’ responses did support professional development as important, but the distinction of leader participation was not clearly stated by the panel members.

Robinson et al.’s (2008) strategic resourcing (p. 656) supports the general category of resource and professional development. However, Robinson does not include any information about the second category under the fourth theme of: policies, procedures, and laws. The Delphi participants rated these descriptors as good (meaning 80-89% of the participants rated the descriptor a 3 or 4): knowledge of state laws and knowledge school laws. Knowledge of federal laws was removed from the table through the refinement process in this study. It is important to note, federal laws do impact programs like Title I and special education. Understanding federal laws helps with programming needs and instruction.

In a recent article, Robinson (2010) suggested the possibility of viewing the instructional leadership framework through - “leadership capabilities required to engage in effective instructional leadership” (p.1). Examining leadership capabilities versus viewing instructional leadership through “knowledge, skills, and dispositions” (Robinson, 2010, p.3) would provide a more in depth application of what an instructional leader “[needs] to be able to do and to be, to carry out” (Robinson, 2010, p.3) that which is necessary to be an instructional leader. Robinson (2010) proposed that capabilities combine “knowledge, skills and dispositions” in a way that deeply incorporates elements from all three aspects (p. 3). Robinson (2010) stated that “three capabilities [are] required for effective instructional leadership” (p.21) and that research has “directly or indirectly linked” the three capabilities to “student outcomes” (p.20). The three capabilities necessary for instructional leadership are: (a) solves complex problems, (b) builds relational trust, and (c) leadership content knowledge (Robinson, 2010, p. 21). Robinson’s suggestion to view instructional leadership through capabilities supports the idea that instructional leadership is more than a set of separate knowledge, skills, and behaviors.

Definition of Instructional Leadership

Based on the perceptions of the Delphi participants, instructional leadership in elementary schools can be defined in these terms:

- Instructional leaders know instruction. Instructional leaders possess theory and practical knowledge about the elementary curriculum, state standards, and instructional practices to promote student learning.
- Instructional leaders know how to collect, disaggregate and analyze data. Analyzed data drives both student and school improvement efforts. Instructional leaders use data to make instructional decisions.
- Instructional leaders are adept at evaluating teachers. These leaders know and communicate effective teaching practices which support student learning.
- Instructional leaders engage all stakeholders (students, teachers, staff, parents, and community partners) in instructional expectations.
- Instructional leaders communicate well with all stakeholders and thus are effective in building relationships which support a positive school climate and culture. Instructional leaders communicate instructional goals and create plans to improve programs and student learning.
- Instructional leaders encourage and motivate all stakeholders.
- Instructional leaders are skilled at decision makers and problem solvers.
- Instructional leaders seek to provide teachers with the resources needed to meet the instructional needs of all students. Resources include providing professional development opportunities and various materials.
- Instructional leaders are aware of their responsibility toward others and how they affect stakeholders.

Recommendations for Practice

No Child Left Behind (USDOE, 2002) certainly increased accountability demands for administrators, teachers, and school districts. By 2013-14, if NCLB has not been reauthorized or waivers granted to provide regulatory relief, all children must pass the prescribed state assessments in both English and Math (NCLB, 2001). Consequently, instructional leadership will remain important. The Delphi participants involved in this study were either current or former

administrators leading successful Title I elementary schools in Virginia. The recommendations for practice in Title I elementary schools are based on the findings from the data collected and analyzed during the Delphi process. The recommendations for instructional leadership focus and practice are as follows:

- Practitioners should increase their understanding and implementation of the knowledge, skills, and behaviors related to the definition of instructional leadership. Robinson et al. (2008) clearly affirmed “the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students’ outcomes” (p. 664). The knowledge, skills, and behaviors that emerged in the Delphi Study provide a frame of reference or a starting point for the implementation of and improvement of instructional leadership.
- Programs preparing current and future instructional leaders should incorporate the knowledge, skills, and behaviors related to the definition of instructional leadership in their curriculum and into internship experiences. Current and prospective instructional leaders need the opportunity to review, discuss, and practice instructional leadership knowledge, skills, and behaviors.
- Policymakers should adopt policies and regulations that endorse and promote the acquisition and development of the knowledge, skills, and behaviors found in the definition of instructional leadership. Policymakers need to align resources that support best practices and program models which build instructional leadership. The definition of instructional leadership which emerged in the study provides policymakers with a starting point from which to begin.

The recommendations for practice complement both Robinson et al.’s (2008) and Louis et al.’s (2010) findings. The recommended practices focus principals on instruction and the relationships necessary to meet student needs.

Recommendations for Future Research

To positively influence student achievement, instructional leaders must focus on “the core business of teaching and learning” (Robinson, 2008, p.664). The themes, categories, and descriptors provided by Delphi participants supported Robinsons et al.’s (2008) instructional

leadership dimensions. Instructional leadership is one of the major roles, if not the major role, an elementary school principal carries out.

The participants in this study provided descriptors as to the specific knowledge, skills, and behaviors necessary to be an instructional leader. Participants consisted of Virginia elementary Title I principals recognized for receiving the Governor's VIP award in either 2009 or 2010. This study could be replicated in the future by including elementary principals from non-Title I schools in Virginia and/or across the United States. Though this study only selected elementary school principals from Title I schools, future studies could research the knowledge skills, and behaviors of instructional leaders at either or both the middle and high school levels.

This study utilized principals as Delphi panelists. Future studies may seek to select instructional leaders who are teachers, theorists and/or authors identified through the literature as instructional leadership experts. Asking practitioners, theorists, and authors to generate words or phrases that describe the knowledge, skills, and behaviors of an instructional leader, may provide a comprehensive list about instructional leadership that once refined, may provide in depth descriptors based on their unique perspective.

Participants generated 589 descriptors in Delphi I. Future research may ask one question instead of three. For example, the research question may examine knowledge, skills and behaviors separately rather than all three together. One such behavior may relate to Robinson, Lloyd, and Rowe's (2008) fourth leadership dimension: promoting and participating in teacher learning and development (p.663). They found that this leadership dimension yielded the greatest effect size suggesting student achievement is positively influenced when the principal is an active participant in the learning and development of teachers (Robinson et al., 2008)

Summary

Instructional leadership is an important role of the school principal. According to the themes and categories that emerged in this study, instructional leadership includes not only the teaching and learning process, but also other practices which supports what happens within the classroom as well as the educational community at large. Louis et al. (2010) advises policy makers and other leaders to be careful about restricting instructional leadership only to what happens in the classroom. Principals and school personnel need to thoughtfully examine issues within a given school setting to determine which of the core practices presented in the literature

and complemented by the findings in this study, need to be implemented and to what degree. Instructional leadership is complex. The focus on instruction, according to Robinson et al. (2008) “is likely to have more positive impacts on student achievement and well-being when it is able to focus on the quality of learning, teaching, and teacher learning” (p. 668). However, they state that imperative that a leader assesses a school’s needs to determine the best place to start. Robinson further clarifies, “Our conclusion about the importance of the power of direct leader involvement in the teaching and teacher learning should not be interpreted as meaning that the leadership of every school should be more involved in these types of leadership than in such matters as ensuring an orderly and supportive environment” (p. 668).

The current mechanism for determining a school leader’s effectiveness is the pass rate of students on state assessments (Leithwood & Day, 2008). Schools and school districts are being held accountable for the learning of students (Elmore, 2000). Accountability requires that school leaders take a solid instructional leadership position to meet student needs. Though the concept of instructional leadership is not new, the accountability movement has forced practitioners, district level administrators, and policymakers to consider how principal practices may influence student learning. For example, the Virginia Department of Education is in the process of creating an evaluation tool for school leaders. On October 19, 2011, a document entitled *Discussion Draft for Virginia’s Principal Evaluation Work Group*” was released to “make suggestions for improvement to the existing performance standards and indicators for Virginia principals” (Stronge & Tonneson, 2011, p. 2). The document provides two possible outlines of performance standards that may be used to evaluate principals. Both options are presented here to illustrate the emphasis placed on instructional leadership and student academic progress. Option one performance standards include the following seven areas for consideration as to principal evaluation looks for:

- Instructional Leadership
- School Climate
- Human Resources Management
- Organizational Management
- Communications and Community Relations
- Professionalism
- Student Academic Progress (p.11)

Option two performance standards found in the discussion draft, include the following nine areas possible for principal evaluation:

- Instructional Leadership
- School Climate
- Human Resources Management
- Teacher/Staff Evaluation
- Organizational Management
- Planning and Assessment
- Professionalism
- Communications and Community Relations
- Student Academic Progress (p. 19)

Each standard under option one or option two, provides sample indicators which give examples as to how the standard may be accomplished. The information contained in the Discussion Draft for Virginia’s Principal Evaluation Work Group (Stronge & Tonneson, 2011) supports the direction that the literature suggests policy-makers continue to pursue to hold school leaders accountable for student achievement. Practitioners, district level administrators, and policymakers need to understand the knowledge, skills, and behaviors of an instructional leader because attaching student achievement to a leader’s evaluation is supported by state and federal legislation efforts.

At the federal level, the *Elementary and Secondary Education Act*, reauthorized in 2002 and currently known as NCLB, is past due for reauthorization. As recent as March 2010, President Obama stated in his proposal entitled *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* that “improving teacher and principal effectiveness” is a top priority (USDOE, 2010, p. 3). Until the reauthorization of ESEA takes place, Arne Duncan, the Secretary of Education, may grant waivers to provide statutory or regulatory relief under NCLB, Part D, section 9401 (USDOE, 2011). To qualify for the statutory or regulatory relief, states must agree to specified tenets under the waiver package, one of which specifies both teachers and principals participate in an evaluation system which “meaningfully differentiates” (p.5) performance. Various “measures” (p.5) must be used that may be determined by the state. However, according to the waiver package information,

the [USDOE] requires that data on student growth for all students constitute a “significant factor” in measuring educator performance (p. 5). Thus a change in an individual student’s test score from one year to the next would be included as a “significant factor” in evaluating a teacher or principal.

As politicians seek to link educational leaders’ performance to student achievement, it is imperative to identify what principals “need to be able to do and to be, to carry out a particular function—the function in this case being that of instructional leadership” (Robinson, 2010, p. 3). Prior to the release of “*A Nation at Risk*,” the principal’s major role was that of manager (Hunt, 2008). Reform efforts over the last 30 years have increased accountability for student learning (Hunt, 2008) as evidenced most recently by NCLB (2002) and Secretary Duncan’s possible waiver suggestions (2011). A major role principals must embrace and demonstrate proficiency in is instructional leadership. However, many of the descriptors produced by panelists, the themes and categories which emerged appear to complement what is already known about leadership. To quote Gosling, Marturano, and Dennison (2003), “Leadership is a complex process and we have serious reservations over the extent to which a set of standards, qualities or competencies can ever fully capture the nature of what makes some leaders/organizations successful and others unsuccessful” (p. 5). This quotation also speaks well to the complexity of instructional leadership. For now, practitioners need to understand and develop proficiencies in the knowledge, skills, and behaviors underscored in the literature to influence student achievement.

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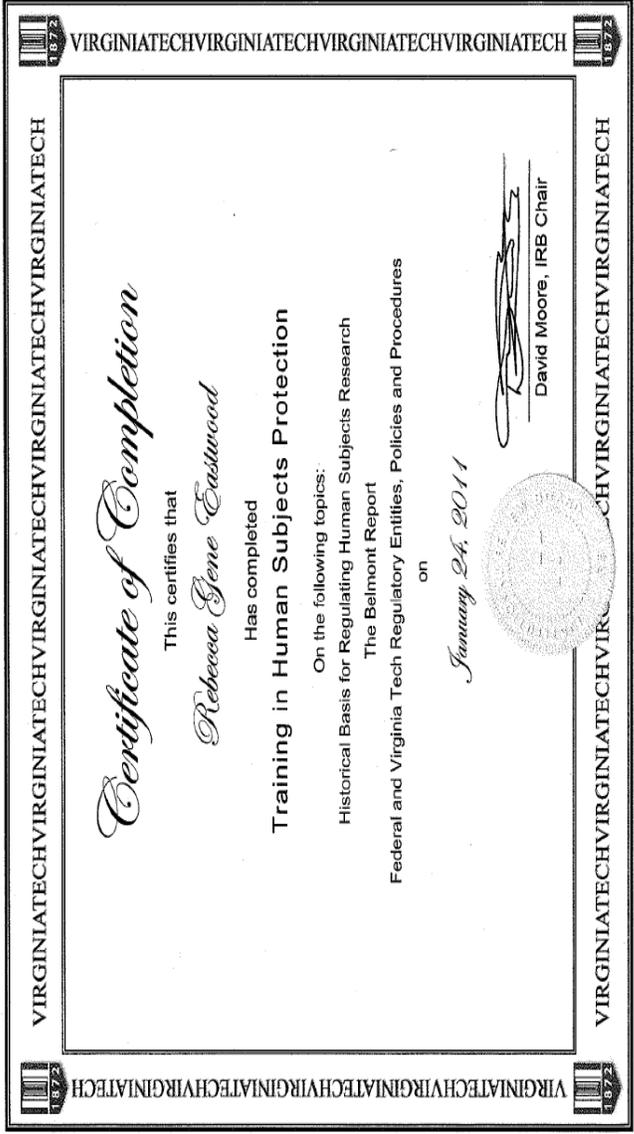
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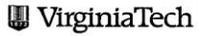
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APPENDIX A
COPY OF IRB CERTIFICATE



APPENDIX B
IRB APPROVAL MEMOS



Office of Research Compliance
Institutional Review Board
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24060
540/231-4505 Fax: 540/231-0959
e-mail: irb@vt.edu
Website: www.irb.vt.edu

MEMORANDUM

DATE: June 8, 2011

TO: Wayne Tripp, Rebecca Eastwood

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires October 26, 2013)

PROTOCOL TITLE: Instructional Leadership as Defined by Virginia Elementary Title I Principals: A Delphi Study

IRB NUMBER: 11-519

Effective June 7, 2011, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **5/27/2011**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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MEMORANDUM

DATE: June 30, 2011

TO: Wayne Tripp, Rebecca Eastwood

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Instructional Leadership as Defined by Virginia Elementary Title I Principals: A Delphi Study

IRB NUMBER: 11-519

Effective June 30, 2011, the Virginia Tech IRB Protocol Reviewer, Brandi Evans, approved the amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

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PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **5/27/2011**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

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VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

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MEMORANDUM

DATE: July 19, 2011

TO: Wayne Tripp, Rebecca Eastwood

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Instructional Leadership as Defined by Virginia Elementary Title I Principals: A Delphi Study

IRB NUMBER: 11-519

Effective July 19, 2011, the Virginia Tech IRB Administrator, Carmen T. Green, approved the amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

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PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **5/27/2011**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

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MEMORANDUM

DATE: July 25, 2011

TO: Wayne Tripp, Rebecca Eastwood

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Instructional Leadership as Defined by Virginia Elementary Title I Principals: A Delphi Study

IRB NUMBER: 11-519

Effective July 25, 2011, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **5/27/2011**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

An equal opportunity, affirmative action institution

MEMORANDUM

DATE: August 30, 2011

TO: Wayne Tripp, Rebecca Eastwood

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Instructional Leadership as Defined by Virginia Elementary Title I Principals: A Delphi Study

IRB NUMBER: 11-519

Effective August 29, 2011, the Virginia Tech IRB Administrator, Carmen T. Green, approved the amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **5/27/2011**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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APPENDIX C
 VIRGINIA SCHOOL DIVISIONS BY REGION

Virginia School Divisions by Regions

<u>Region</u>	<u>School Districts</u>		
I	Charles City Chesterfield Colonial Heights Dinwiddie Goochland	Hanover Henrico Hopewell New Kent Petersburg	Powhatan Prince George Richmond City Surry Sussex
II	Accomack Chesapeake Franklin City Hampton Isle of Wight Newport News	Norfolk Northampton Poquoson Portsmouth Southampton Suffolk	Virginia Beach Williamsburg/James City York
III	Caroline Colonial Beach Essex Fredericksburg Gloucester King and Queen	King George King William Lancaster Matthews Middlesex Northumberland	Richmond (County) Spotsylvania Stafford West Point Westmoreland

(table continued)

Appendix C (continued)
Virginia School Divisions by Regions

Virginia School Divisions by Regions

<u>Region</u>	<u>School Districts</u>		
IV	Alexandria Arlington Clarke Culpepper Fairfax City Fairfax County Falls Church	Fauquier Frederick Loudoun Madison Manassas Manassas Park Orange	Page Prince William Rappahannock Shenandoah Warren Winchester
V	Albemarle Amherst Appomattox Augusta Bath Bedford City Bedford County Buena Vista	Campbell Charlottesville Fluvanna Greene Harrisonburg Highland Lexington Louisa	Lynchburg Nelson Rockbridge Rockingham Staunton Waynesboro
VI	Alleghany Botetourt County Covington Craig Danville Floyd	Franklin County Henry Highlands Martinsville Montgomery Patrick	Pittsylvania Roanoke City Roanoke County Salem
VII	Bland Bristol Buchanan Carroll Dickerson Galax Giles	Grayson Lee Norton Pulaski Radford Russell Scott	Smyth Tazewell Washington Wise Wythe
VIII	Amelia Brunswick Buckingham Charlotte	Cumberland Greensville/Emporia Halifax/South Boston Lunenburg	Mecklenburg Nottoway Prince Edward

APPENDIX D

NUMBER OF VIRGINIA ELEMENTARY SCHOOLS AWARDED GOVERNOR'S AWARD
BY REGION JANUARY

Number of Virginia Elementary Schools Awarded Governor's Award by Region January 2010
and 2011

Region	Title I Schools Awarded Governor's Award	2010	2011	Total Potential Experts
I	Hanover: Mechanicsville Elementary (TA)	X	X	
	Henrico: Arthur Ashe Elementary (TA)		X	
	Richmond: Bellevue Elementary (SW)	X		
	Fairfield Court Elementary (SW)	X		
				4
II	Norfolk: Ocean View Elementary (SW)	X		1
III	Gloucester: Thomas C. Walker Elem. (TA)	X		
	Northumberland: Northumberland Elem. (SW)	X		
	Spotsylvania: Lee Hill Elementary (TA)	X		
				3
IV	Zero 2010 and 2011			
V	Albemarle: Stony Point Elementary (TA)		X	
	Amherst: Temperance Elementary (TA)		X	
	Charlottesville: Greenbrier Elementary (SW)	X	X	
	Rockingham: Pleasant Valley Elem, (SW)	X		
	Peak View Elementary (TA)		X	
				5
VI	Botetourt: Buchanan Elementary		X	
	Eagle Rock Elementary		X	
	Danville: Woodrow Wilson Elementary (SW)	X		

(continued)

Appendix D (continued)

Number of Virginia Elementary Schools Awarded Governor’s Award by Region January

Number of Virginia Elementary Schools Awarded Governor’s Award by Region January 2010 and 2011

Region	Title I Schools Awarded Governor’s Award	2010	2011	Total Potential Experts
	Floyd: Willis Elementary (TA)	X		
	Franklin County: Callaway Elem. (SW)	X		
	Glade Hill Elem. (SW)	X		
	Henry Elem. (SW)		X	
	Lee M. Waid Elem. (SW)	X	X	
	Rocky Mount Elem. (SW)		X	
	Henry : Sanville Elementary (SW)	X		
	Rich Acres Elem. (SW)		X	
	Martinsville:Patrick Henry Elem(SW)		X	
	Patrick: Patrick Springs Elementary (TA)	X		
	Meadows of Dan Elem. (TA)		X	
	Roanoke City: Highland Park Elementary (SW)	X		
	Roanoke County: Clearbrook Elementary (SW)	X	X	16
VII	Bristol- Stonewall Jackson Elementary (SW)	X		
	Carroll: Fancy Gap Elementary (TA)		X	
	Lee: Rose Hill Elementary (SW)		X	
	St. Charles Elementary (SW)	X		
	Russell: Belfast Elk Garden Elementary (TA)	X		
	Scott: Duffied-Pattonsville Primary (SW)	X		
	Fort Blackmore Primary (SW)	X	X	
	Hilton Elementary (SW)	X		
	Nickelsville Elem. (SW)		X	
	Shoemaker Elementary (SW)	X		
	Tazewell:Abb’s Valley-Boissevain Elem (TA)	X		
	Washington: Abingdon Elem. (TA)		X	
	Greendale Elementary (TA)	X		
	Wise: Coeburn Primary	X		
	Powell Valley Primary	X		
				15

(table continued)

Appendix D (continued)

Number of Virginia Elementary Schools Awarded Governor’s Award by Region January

Number of Virginia Elementary Schools Awarded Governor’s Award by Region January 2010 and 2011

Region	Title I Schools Awarded Governor’s Award	2010	2011	Total Potential Experts
VIII	Buckingham: Buckingham Primary (SW)	X	X	
	Charlotte: J. Murray Jeffress Elem (TA)	X		
	Halifax: Cluster Springs Elem. (SW)		X	
	Mecklenburg: LaCrosse Elem.SW)	X		
	Nottoway: Burkeville Elem, (SW)	X	X	5
			Total	49

Note. Data collected from Governor’s Press Releases January 2010 and January 2011

APPENDIX E

TRIAL DELPHI I- COMMUNICATION OF INSTRUCTION TO TEACHER AND PARENTS

Knowledge	Skills	Behaviors
	-be clear on expectations	-someone who can converse knowledgeably about effective instructional strategies
	-the ability to related to teachers to obtain goals	-someone who can converse knowledgeably about how effective instructional strategies can impact student achievement
	-ability to translate expectations into instructional practice	-able to communicate with with teachers
	-must have strong listening skills	-someone who educates parents about the rigors of the curriculum
	-the ability to admit when they are wrong	-someone who educates parents about the positive role they play in their child's learning
		-be specific when talking about student achievement
		-excellent positive communication
		-open door policy*
		-love what you do, it is contagious
		-be available
		-being credible to the staff

(table continued)

Appendix E (continued)
 Trial Delphi I-Principal Background/Capacity/Efficacy

Knowledge	Skills	Behaviors
-experience in teaching	-ability to take a hard stand on issues (know what you believe in have the courage behind it when it may not be the popular thing to do)	-open door policy*
-organizational skills	-ability to support instructional risks taken by teachers	-someone who works diligently to maintain a healthy atmosphere in an era of extreme accountability
	-many years as a classroom teacher grades k-7	-love what you do it is contagious*
	-must be able to read and interpret data	-whatever is expected from the teacher it is much more expected from instructional leader
	-must be able to take that data to make instructional decisions	-be available*
	-willing to model for others	-have pride*
	-the motivation to learn ability to admit when wrong*	-be passionate about learning
	-involved	-truly care about the staff and students
	-hands on	-develop the
	-must be a risk taker at times	

(table continued)

Appendix E (continued)

Trial Delphi I- Principal Focus on Teaching and Learning

Knowledge	Skills	Behaviors
-excellent instructional research based practices and strategies	-strong understanding of different learning needs and styles	-someone who is genuinely engaged with the curriculum as evidenced by his or her knowledge of what is expected to be learned by the students
-knowledge of research based instructional strategies	-understanding of curriculum	
-knowledge of the curriculum -curriculum		-having background knowledge
-knowledge of learning styles		
-instructional leader must possess the knowledge of instructional practices		
-knowledge of the curriculum to be taught		
-knowledge of learning strategies		
-curriculum background		

(table continued)

Appendix E (continued)
Trial Delphi I- Decision Making

Knowledge	Skills	Behaviors
		-know what you want and be able to stand up for it -be able to make decisions

(table continued)

Appendix E (continued)
 Trial Delphi I- Resource Provider Based on Staff and Student Needs

Knowledge	Skills	Behaviors
-learning communities	-ability to provide resources/materials to support new, effective practices	-knowledge of staff development needs
-knowledge of local, state, and federal expectations for student performance		
-knowledge of students' special needs		
-developmental characteristics of children		
-knowledge of staff instructional strengths and weaknesses		
-background knowledge of expectations of each grade		
-strong background in reading		
-positive behavior management practices		

(table continued)

Appendix E (continued)
 Trial Delphi I- Goal Setting

Knowledge	Skills	Behaviors
<p>-high expectations</p>	<p>-ability to arouse intrinsic motivation</p> <p>-ability to translate expectations into instructional practices</p> <p>-ability to encourage instructional risks taken by teachers</p>	<p>-truly care about the staff and students</p> <p>-clear and high expectations goals</p> <p>-be positive about accomplishing goals</p>
<p>-must know your vision what you want to obtain</p>	<p>-ability to establish sense of high achievement with all key players in school</p>	<p>-have high expectations of the staff</p>

(table continued)

Appendix E (continued)
 Trial Delphi I-Motivation

Knowledge	Skills	Behaviors
		<ul style="list-style-type: none"> -develop the belief that All staff members are instructional leaders in school -develop belief that all staff members can make a difference with every child -celebrate accomplishments -empowerment of staff -having enthusiasm an energy to lead others -small accomplishments lead to larger ones

Note. Items starred (*) indicate minor editing for clarification

APPENDIX F

RECRUITMENT LETTER/EMAIL I FOR POTENTIAL PANELISTS FOR DELPHI ROUND I

Code _____

Dear

I am a graduate student at Virginia Tech in the Educational Leadership and Policy Studies program. I am seeking potential panelists for a three-round Delphi study. The purpose of my study is to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners believe a school principal needs to practice to be an instructional leader in Virginia elementary schools. Potential panelists are elementary principals from Title I schools in Virginia who have received the Governor's VIP award for Educational Excellence in the last two years.

The concept of instructional leadership is not well defined in the literature. As a principal from a highly successful Title I school, your input may well help define successful knowledge, skills, and behaviors elementary school principals need to be instructional leaders. As a panelist for this study, you may expect the following:

- **Delphi Round I-** Panelists will complete the following three open-ended questions using the Virginia Tech's survey instrument located at following web address <https://survey.vt.edu/survey>

Based on your observations and experiences, use words or phrases to answer the following:

- 4) What specific knowledge is necessary to be an instructional leader?
- 5) What specific skills are necessary to be an instructional leader?
- 6) What specific behaviors are necessary to be an instructional leader?

- **Delphi Round II-** responses from all panel members will be coded and converted to a four-point Likert scale in which members will be asked to rate the degree the item defines instructional leadership.
- **Delphi Round III-** the final round, panelists will receive an instrument constructed from responses in Round II that displays the mean, the median, the high/low score and the standard deviation for each item along with your individual response from Round II. You will also be given the overall percentage rating derived from the responses of other panelists. You will be asked to rate each item again on the four-point Likert scale.
- **Timetable :**
Please note , each round may take a minimum of 30 minutes to complete.

Round	Email Notification/Begin	Date Due
Delphi Round I		
Delphi Round II		
Delphi Round III		

Prior to each Delphi Round you will be sent a letter notifying you when you will receive the next round via email. As a panelist, the risk of participating in this study is minimal and you may choose to not answer any question or item from the Delphi instruments. The code in the top right hand corner of this letter will be used to protect your identity. Your name will not be used in connection with your responses any time during the study. You may withdraw from this study at any time. Implied consent of your participation will be your completion of the Delphi Round I instrument.

Thank you again for your consideration of participation in this study. Please notify me by _____ if you will be able to participate as a panelist.

Sincerely,

Rebecca G. Eastwood
Doctoral Candidate at Virginia Tech
reastwood@rcs.k12.va.us

N. Wayne Tripp, Clinical Assistant Professor
Educational Leadership & Policy Studies
wtripp@vt.edu

APPENDIX G
DELPHI I QUESTIONNAIRE

DELPHI I
Open Ended Questionnaire

Instructions:

The purpose of this study is to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners believe a school principal needs to practice to be an instructional leader in Virginia elementary schools. The descriptors you provide must clearly describe the knowledge, skills, and behaviors of an instructional leader. As a participant, you will be asked to answer the following three questions: What specific knowledge is necessary to be an instructional leader? What specific skills are necessary to be an instructional leader? What specific behaviors are necessary to be an instructional leader?

The following is a **brief** example of words or phrases that might be used to describe the knowledge, skills, and behaviors of a successful **elementary art teacher**:

Knowledge:

- Knowledge of art theory
- Knowledge of elementary art curriculum expectations
- Knowledge of best instructional practices used in elementary art programs

Skills

- Adapt teaching methods and instructional materials to meet the needs of diverse student learners
- Establish and communicate clear objectives for units of study
- Establish and communicate clear objectives for lessons of study
- Establish and implement clear classroom behavioral management guidelines for students

Behaviors

- Attend professional meetings
- Attend teacher training workshops
- Prepare materials for class activities and lessons

Appendix G (continued)

Delphi I Questionnaire

Pre- Delphi I Background Questions:

Please circle YES or NO to the following two statements:

- 1) I was the principal at a Title I school that received the Governor's VIP Award in 2009:
YES or NO?

- 2) I was the principal at a Title I school that received the Governor's VIP Award in 2010:
YES or NO?

The Governor's 2009 and 2010 VIP Award is the basis for inclusion in this study. If you circled NO in response to BOTH questions 1 and 2, you are not required to answer any question beyond this point.

If you answered YES to either question 1 or 2 (or both), please continue to complete the questionnaire.

- 3) Please indicate the number of years you served as the school principal in the school that received the Governor's VIP Award in either 2009 or 2010.

Appendix G (continued)

Delphi I Questionnaire

Delphi I
Question 1

Directions: Please answer the question below as clearly and completely as possible. Please place your responses in the text box below.

Based on your observations and experiences, use words or phrases to answer the following: 1) What specific knowledge is necessary to be an instructional leader?

Delphi I
Question 2

Directions: Please answer the question below as clearly and completely as possible. Please place your responses in the text box below.

Based on your observations and experiences, use words or phrases to answer the following: 1) What specific skills are necessary to be an instructional leader?

Delphi I
Question 3

Directions: Please answer the question below as clearly and completely as possible. Please place your responses in the text box below.

Based on your observations and experiences, use words or phrases to answer the following: 1) What specific behaviors are necessary to be an instructional leader?

Note. Text boxes expanded on website

APPENDIX H

DELPHI I: TALLIED KNOWLEDGE DESCRIPTORS BY PARTICIPANTS:

INSTRUCTIONAL LEADERSHIP

Theme	Category	Descriptor
Principal Instructional Leadership Awareness	Personal Characteristics	<ul style="list-style-type: none"> • best instructional leaders have had several years of classroom experience (4) • the instructional leader has to trust that his/her staff is required to get the students what they need (2) • knowledge of philosophies and beliefs/theory and practices (2) • knowledge needed to be an instructional leader [is] basic knowledge of how school works (1) • instructional leaders must possess the knowledge that they want their teachers to know (1) • be willing to learn with their teachers (1) • intelligence (1) • true interest and desire to improve instruction for students (1) • insight into himself/herself (1) • an understanding of the ISLLAC standards through a good program (1)
Focus on the Teaching and Learning Process	Instructional practices to promote learning	<ul style="list-style-type: none"> • knowledge of research based instructional practices to promote learning* (20) • effective lesson planning (1) • knowledge of best practices [in] schools with similar demographics (1) • an expert in preferred teaching methods (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Knowledge of elementary curriculum and standards of learning	<ul style="list-style-type: none"> • knowledge of teaching styles (7) • knowledge of technology’s potential impact on education (6) • knowledge of the standards of learning throughout the elementary setting (5) • knowledge of various communities of learners within the building (gifted, special needs [ELL], etc) [and appropriate instructional programming to meet needs] (5) • knowledge of how to teach children to read (3) • knowledge of learning styles (3) • knowledge of new research such as brain research and its impact on learning (2) • knowledge of Boom’s Taxonomy and where it fits into instruction (2) • knowledge of elementary curriculum (2) • SOLs are only one aspect of learning knowledge of curriculum (1) • developmentally appropriate practices (1) • an instructional leader needs to be highly familiar with what his/her teachers are supposed to be doing with the students in the classroom (1) • [knowledge] of class scheduling to utilize every instructional minute(1) • knowledge of best practices of school management (1) • what the current trends are (1) • knowledge of human behaviors (1) • instructional technology available to enhance in each of the four subjects (1) • technology and ability to model the use of technology (1) • knowledge of best practices in literacy (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Teaching Practices and Student Learning	<ul style="list-style-type: none"> • knowledge of the developmental [growth] of students (4) • knowledge of challenging students through differentiated, integrated instruction (2) • knowledge of the intellectual growth of students (1) • knowledge of the developmental [growth] of adults (1) • understanding of what is relevant to students (1) • knowledge of effective teacher indicators (1) • knowledge of commitment to student engagement (1) • knowledge of providing real life opportunities for learning (1) • knowledge [that] learning is collaborative in nature (1) • knowledge [that] the social curriculum goes hand-in-hand with the academic curriculum (1) • knowledge of the “emotional” needs of the students (not just behavioral theory, but more specific) (1) • understanding that here is not a cure all program or technique (1) • to assist and model for teachers to also strive to improve the students’ learning experience (1)
Focus on the Teaching and Learning Process	Assessment and Data Analysis	<ul style="list-style-type: none"> • knowledge of assessments (6) • knowledge of data analysis (4) • [knowledge of] what data you need and how to collect it (2) • assessments (formative and summative, informal and formal) (1) • of SOL assessments (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Focus on the Teaching and Learning Process	Assessment and Data Analysis	<ul style="list-style-type: none"> • how to differentiate instruction for all students based on data collection from assessments (2) • when the instructional leader looks at testing results he/she needs to have the knowledge to be able to place the subpar teacher on the correct path for success (1) • how to communicate their knowledge to teachers in a way that will help teachers grow their own skills (1)
	Classroom and Teacher Management	<ul style="list-style-type: none"> • an elementary instructional leader needs to have adequate knowledge of classroom management skills (3) • knowledge of how much to deal with types of teachers (2)
	Evaluation	<ul style="list-style-type: none"> • knowledge of teacher effectiveness (4) • knowledge of teacher ineffectiveness (2) • knowledge of hiring great people (1) • who your school leaders are (1)
Engaging Stakeholders	Communicator	<ul style="list-style-type: none"> • of the times that instructional leaders have to find ways of getting what students need out of staff members (1) • knowledge of the strategies of becoming a good listener (1) • to encourage parent involvement (1) • knowledge of how adults learn (1) • knowledge of the “emotional” needs [of] families (not just behavioral theory, but more specific (1)
Engaging Stakeholders	Decision maker and problem solver Relationships	<ul style="list-style-type: none"> • build positive relationships (1) • how to lead the development of positive relationships within the school (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Community	<ul style="list-style-type: none"> • knowledge of school community (3) • knowledge of how to build a community (1) • how to create a learning community (1) • how to participate in a learning community (1)
	Goal setting and motivation	<ul style="list-style-type: none"> • knowledge of how to motivate and inspire change (3) • to define reality accurately [is] important to any improvement process (1) • celebrate success (1) • knowledge of how to initiate change (1) • knowledge of how to sustain [change] over the long haul (1) • values (1) • high expectations for the social development of all students (1) • high standards for the social development of all students (1) • unite teachers with a mission statement (1)
	Goal setting and motivation continued	<ul style="list-style-type: none"> • how to communicate your vision (2) • [know] where you are going (1) • [ensure] the culture of continuous improvement in school (1) • high expectations for the performance of staff (1) • set goals (1) • instructional goals (1) • share work expectations with staff (1) • high expectations for the academic development of all students (1) • high standards for the academic development of all students (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Climate and culture	<ul style="list-style-type: none"> • how to lead the development of positive school culture (3) • the understanding of the classroom environment/climate (1) • knowledge of organization best practices (1)
Building Instructional Capacity	Resource and professional development provider	<ul style="list-style-type: none"> • knowledge of resources available (4) • how to use data to determine professional development needs (1) • the ability to use resources professionally (1) • knowledge of good professional development (1) • knowledge of the community [and] its resources (1) •
	Budget	<ul style="list-style-type: none"> • understand budgeting issues (1) • understand budgeting procedures (1)
Building Instructional Capacity	Policies, procedures, and laws	<ul style="list-style-type: none"> • knowledge of state laws (2) • knowledge of federal laws (2) • knowledge of school law (2) • knowledge of policies (1) • knowledge of procedures (1) • knowledge of special education process (1)

(table continued)

Note. The number in parenthesis indicates frequency of response by participants

Appendix H (continued)

Theme	Category	Descriptor
Principal Instructional Leadership Awareness	Personal Characteristics	<ul style="list-style-type: none"> • organized (4) • knowledgeable and experienced in instruction (2) • to become the “head learner” in the building (2) • to multi- task (1) • instructional [leader to] think “outside the box” (1) • good with children (1) • confident (1) • ability to collaborate (1) • approachable (1) • sound judgment (1) • compassionate (1) • able to manage adults (1) • planner (1) • flexible (1) • open minded (1) • consistent (1) • leadership qualities (1) • available (1) • awareness (understanding the tone or mood in the building and among the stakeholders and appropriately responding to the mood) (1) • ability to manage time effectively so that [one] can be seen throughout the school on a daily basis (1) • to become the “teacher of teachers” in the building (1) • how adults learn (1) • empathetic (1) • how students learn (1) • technology (1) • trustworthiness (1) • charismatic (1) • authentic (1) • caring (1)
Principal Instructional Leadership Awareness	Personal Characteristics continues	<ul style="list-style-type: none"> • delegate (3) • honest (1) • prioritize (1) • develop teacher leaders within [the] school (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Focus on the Teaching and Learning Process	Instructional practices to promote learning	<ul style="list-style-type: none"> • technology, not just administratively but also its use in the classroom (4) • identify instructional needs (2) • do what is right for kids not what is easy for adults (1) • ability to recognize quality instruction (1) • differentiate instruction to meet the needs of all learners (1) • ability to engage students (1)
	Knowledge of elementary curriculum and standards of learning	
	Teaching practices and student learning	<ul style="list-style-type: none"> • know lesson design (1) • know curriculum (1) • instruction for mastery (1) • able to supervise instruction (1)
	Assessment and data analysis	<ul style="list-style-type: none"> • create action plans to address deficits (from analyzed data) (3)
	Assessment and data analysis continued	<ul style="list-style-type: none"> • ability to draw conclusions (from data analyzed) (2) • ability to analyze data (2) • to disaggregate various forms of data (2) • ability to plan new procedures or programs (1) • ability to follow through [with] new procedures or programs (1) • ability to assess new procedures or programs (1) • ability to collect data (1) • use data to make decision (1) • effective assessment (1) • monitoring [of] student progress based on data analysis (1) • to communicate results to teachers (this is critical to student remediation and success with SOLs) (1) • teach staff to collect and analyze their own data (1)
	Classroom and teacher management	

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Evaluation	<ul style="list-style-type: none"> • provide guidance to teachers as they strive to improve professionally (3) • ability to see teachers' strengths and weaknesses and to support those teachers with areas of weakness (2) • ability to teach and coach teachers (1) • ability to place teachers that are weak in an environment where they can learn and grow (1) • that master teachers share powerful core beliefs...(self-reflection, focusing on their own performance, striving all the time to be a great teacher, and basing each decision on the best people) (1) • passion for teaching [which is evident in what they say, how they treat their students as well as each other] (1)
Engaging Stakeholders	Communicator	<ul style="list-style-type: none"> • ability to communicate orally and in writing effectively [to] (stakeholders) (14) • a good (excellent) listener (3) • parents need to be informed particularly about their child's performance (2) • skills on working with individuals (2) • ability to talk in front of groups (1) • the skill of mediation is also necessary—fairly and calmly resolving issues (1) • once an instructional leader alienates her/his students, teachers, and parents, the process of leading the school to success is dead (1) • ability to communicate to teachers various instructional practices that can be used to reach a variety of different learners in each classroom (1) • ability to build bridges among differing parties (1) • communicate the instructional expectations (e.g. curricular imperative, pacing...) (1) • parents need to be informed of decisions being made (1) • faculty and staff need to be informed (1) •

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Decision maker and problem solver	<ul style="list-style-type: none"> • decision making skills(5) • ability to problem solve (4) • skills on shared decision making (2) • [ability to] make decisions on the need of the child (2) • [decisions] not based on the lack of services (1) • the insight to stop doing some things and start doing others (1) • ability to evaluate effectiveness of various programs to purchase or discontinue use (1)
Engaging Stakeholders	Relationships	<ul style="list-style-type: none"> • interpersonal skills (4) • relate well to parents (3) • ability to work with all stake holders in the educational system, especially parents (3) • relationship building skills (2) [including] cheerleading, encouraging, motivating • good people skills (2) • public relations (2) • relate well to students (1) • be a team player (1) • be cooperative with administration (1) • ability to hire the best teachers (1) • ability to retain the best teachers (1) • support staff (1) • team builder (1) • ability to engage staff (1) • working with groups (1) • empower teachers (1) • working with different school populations (1) • human relations skills (1)
	Community	<ul style="list-style-type: none"> • ability to manage classroom, building, students, teachers, and parents while maintaining focus on instruction (1) • create a learning community (1) • work with a variety of stakeholders (1) • know the community from which the children come (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Engaging Stakeholders	Goal setting and motivation	<ul style="list-style-type: none"> • creative in ways of motivating faculty and staff, as well as students (4) • ability to create school improvement plan to target instructional weaknesses (3) • ability to be inspiring (2) • create long range planning documents (2) • to cast a vision and carry forward (2) • to establish fair and consistent behavior expectations (1) • to establish fair and consistent behavior consequences (1) • establish and communicate clear expectations for staff- behavior and learning and constantly and consistently follow-up on progress/expectations (1) • ability to diagnose what the next step is to move the staff forward (1) • ability to set goals based on data and follow through (1) • build morale (1) • support staff (1) • make the focus on improving teaching and learning (1) • to determine instructional direction (1) • visionary (1) • ability to be positive (1) • ability to recognize and celebrate achievements (1) • through much praise, but also careful and constructive criticism (1) • to clearly define goals (1) • to present a vision is a must (1) • use whatever means available to constantly remind staff and students of the mission (1) • ability to communicate vision to all stakeholders (1) • ability to communicate –written, verbal (1) • listening (1) • establish a school mission (1) • create staff buy in (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Engaging Stakeholders	Climate and culture	<ul style="list-style-type: none"> • ability to test the climate to see how much the staff can take at one time (1) • ability to build consistency (1) • ability to build a climate where teachers share and work together (1) • ability to be pleasant and positive (1) • provide school-wide discipline that is consistent and supportive of classroom management plans (1) • the community and parents feel welcome in the school (1) • promote positive school climate (1) • be able to make the school environment a pleasant and safe place to be (1)
Building Instructional Capacity	Resource and professional development provider	<ul style="list-style-type: none"> • provide teachers what they need to do their job (2) • ability to present at various workshops (1) • ability to organize professional development (1) • stay abreast of current educational theories and trends (1) • plan for staff development that will be meaningful and transfer to benefit for students (1) • ability to manage the resources that make a building run smoothly (1) • provide teacher[s] with any necessary support materials needed for the classroom (1)
	Budget	
	Policies, procedures, and laws	

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Principal Instructional Leadership Awareness	Personal Characteristics	<ul style="list-style-type: none"> • visible to all stakeholders (7) • caring (5) • responding quickly to [stakeholders' communication] (4) • patient or patience (3) • leader must be honest (3) • delegation (the instructional leader cannot do everything) efficient (2) • be willing to do what you are asking others to do (2) • fair (2) • compassion for all stakeholders (2) • approachable (2) • trustworthy (2) • lifelong learner-essential (2) • share "power" and develop the leadership skills of others (2) • role model (2) • Respectful (2) • hardworking (1) • provide support to teachers, especially when dealing with difficult parents (1) • competitive (1) • passionate about teaching (1) • attending conferences and holding membership in professional organizations that will allow you to stay current with what's going on in the field (1) • carry out discipline quickly and fairly (1) • be a learner (1) • always keep a positive outlook and attitude (1) • disciplined (1) • dependable (1) • takes charge but can also facilitate (1) • dynamic (1) • visible in the community (1) • must be a time manager and be able to priority

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Principal Instructional Leadership Awareness continued	Personal characteristics continued	<ul style="list-style-type: none"> • be energetic (1) • be aware (1) • be courteous to all (1) • passion about student learning and success (1) • trust in employees and trust in students (1) • courage in bad time (1) • an instructional leader must be visible in the school and frequently found in classrooms (1) • spunk (1) • be confident enough to show the lighter side and have fun (1) • flexible (1) • maintain confidentiality of employees, families, and students (1) • assertive when it is time to be assertive (1) • access (1) • active in daily operations (1) • sincere toward others (1) • responsible and accountable (1) • kind (1) • must be prompt (1) • must have good attendance (1) • collaborate with colleagues (1) • striking a balance among duties as an educational leader and manager of building (1) • “service oriented” (1) • great instructional leaders are often behind the scenes giving credit to others (1) • humor (1) • instructional leaders must have credibility (1) • willingness to be vulnerable with the staff (1) • willingness to be reflective with the staff (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Focus on the Teaching and Learning Process	Instructional practices to promote learning	<ul style="list-style-type: none"> • model best teaching practices (3) • schedule meetings to discuss curriculum, pacing, etc. (3) • monitor classroom instruction daily (2) • being focused on the improvement of instruction (1) • monitor lesson plans (1) • manages curriculum (1) • promotes growth in student learning (1) • an instructional leader must be able to observe the current state in a classroom (1) • an instructional leader must be able to analyze an instructional process (1) • address situations [with] teachers who are not working in the best interest of students (1)
	Knowledge of elementary curriculum and standards of learning	<ul style="list-style-type: none"> • must create a master schedule to minimize instructional disruptions, allow for common planning time, etc. (1)
	Teaching practices and student learning	<ul style="list-style-type: none"> • instructional leaders must model teaching and learning by sharing new knowledge and information (1) • focus on achievement of all student (1) • supports collaboration (1)
Focus on the Teaching and Learning Process	Assessment and data analysis	<ul style="list-style-type: none"> • actively participate with staff to analyze data (2)
	Evaluation	<ul style="list-style-type: none"> • monitoring student progress (1) • matching teacher strengths to teaching assignment (1) • evaluates teachers (1)
	Communicator	<ul style="list-style-type: none"> • communicate effectively (5) • be a good listener (3) • gives feedback (2) • willingness to learn (1) • solicits opinion (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Engaging Stakeholders	Decision maker and problem solver	<ul style="list-style-type: none"> actively participate with staff to make instructional decisions (1) calmness and clear thinking in all situations (1) don't use a hammer to kill a fly (1) leaders must continually assess their own effectiveness (1) be a thinker (1) be a problem solver (1) shared decision making (instructional leader must be willing to share decisions) (1) the filter for every decision, "Is this in the best interest of the child?" (1)
Engaging Stakeholders	Relationships	<ul style="list-style-type: none"> develop rapport with stakeholders (2) enlist support from stakeholders (2) getting to know the parents (1) maintaining friendships with colleagues in other divisions to learn about what they are doing (1) develop relationships with community partners to become involved in the school community (1) insist all staff communicate face-to-face with parents (1) involve [parents] in the education of their child (1) involve stakeholders (1) create time to be available to students (1) create time to be available to teachers (1) belief that what makes [a] school successful is not the programs that all create and implement but [the] important close relationships with each other (1)
Community		

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
	Goal setting and motivation	<ul style="list-style-type: none"> • encourage and motivate at every opportunity—students, parents, and faculty (2) • recognize student and staff achievements (2) • be a cheerleader for the teachers and students (2) • model mission (2) • set high expectations for self to constantly improve (1) • drive to make sure your schools is successful (1) • continually promote a sense of shared expectations (1) • celebrate school accomplishments (1) • give credit where credit is due (1) • meet deadlines (1) • continually promote a sense of mutual respect (1) • set high expectations for students to constantly improve (1) • set high expectations for teachers to constantly improve (1) • set clear goals (1)
Engaging Stakeholders	Climate and culture	<ul style="list-style-type: none"> • creating a climate where teachers are treated like professionals (1) • leaders must be somewhat predictable to create a safe climate for risk taking and experimentation (1) • respect for teachers’ time so that they can really focus on instruction and not jumping through hoops (1)

(table continued)

Appendix H (continued)

Theme	Category	Descriptor
Building Instructional Capacity	Resource and professional development provider	<ul style="list-style-type: none"> • instructional leaders must model teaching and learning by attending conferences (5) • provide staff with the professional development they need to meet the needs of students (4) • read professional journals and books (2) • attending as many training sessions that [are] pertinent to your field to learn new things (2) • must learn with the teacher—go to the same staff development –learn together and be the encourager (1) • prepare for meetings, staff development, etc. (1) • provide necessary resources for staff (1) • provide necessary materials for staff (1) • allocates resources to instruction (1) • provide time for staff to work in professional learning communities (1) • lead professional development (1) • great instructional leaders are conductors (1) • attend instructional workshops (1) • encourage professional development (attendance at conferences and workshops to strengthen teaching knowledge and skills of staff) (1)
Building Instructional Capacity (continued)	Resource and professional development provider continued	<ul style="list-style-type: none"> • provide instructional workshops (1) • provide conferences (1) • provide training for teachers (1)
	Budget	
	Policies, procedures, and laws	

Note. The number in parenthesis indicates frequency of response by participants

APPENDIX I
DELPHI II EMAIL/LETTER

Code_____

Dear _____,

Thank you for your rich responses to Delphi I. Your answers to the three open-ended questions were chunked and sorted to analyze emerging themes and categories. Similar and or duplicate items were collapsed to create a questionnaire that captured the main concepts submitted by all participants about instructional leadership.

Delphi II is a questionnaire that requires participants to rate the remaining primary words and phrases submitted by participants in Delphi I. Delphi II asks that you rate the responses in the following manner: 1) = a poor descriptor, 2) = a fair descriptor, 3) = a good descriptor, and a 4) = excellent descriptor. Remember that the purpose of the study is to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners believe a school principal needs to practice to be an instructional leader in Virginia elementary schools. You will rate the remaining descriptors through the lens of an instructional leader.

You may access the questionnaire at The questionnaire opens upon receipt of this email. You will also receive a letter, survey and a stamped self -addressed envelope via mail to ensure notification of Delphi II. Also, attached to this email is also a paper/pencil version of the survey. You may download that version and return it to me as a pdf. email attachment.

Therefore, you have the option of completing Delphi II in one of the following three ways:

- 1) Click this link _____ to get started on the web based survey. Please note that the survey may take at least 30 minutes to complete. The online version must be completed in one sitting.
- 2) You have the option of completing the email attachment and returning it to me as a pdf document via email
- 3) You may mail the completed survey back to me in the self addressed stamped envelope

Thank you again for your time. I appreciate your efforts and thoughtful responses. Should I not hear back from you in the next seven days, I will begin to send gentle reminders either by email or phone.

Sincerely,

Rebecca G. Eastwood
Doctoral Candidate at Virginia Tech
reastwood@rcs.k12.va.us

N. Wayne Tripp, Clinical Assistant Professor
Educational Leadership & Policy Studies
wtripp@vt.edu

APPENDIX J

DELPHI II QUESTIONNAIRE

Delphi II/Knowledge

Code _____

Using the following four-point Likert scale: **1) = a poor descriptor, 2) = a fair descriptor, 3) = a good descriptor, 4) = excellent descriptor**, please rate each of the following descriptors as one that identifies the **specific knowledge necessary to be an instructional leader**. Please circle the number next to the response that best represents your belief about the knowledge of an instructional leader.

<u>The specific knowledge necessary to be an instructional leader...</u>	<u>Scale</u>	<u>The specific knowledge necessary to be an instructional leader...</u>	<u>Scale</u>
1) Best instructional leaders have had several years of classroom experience	1 2 3 4	17) Knowledge of data analysis	1 2 3 4
2) Instructional leader has to trust that his/her staff [has what] is required to [give] the students what they need	1 2 3 4	18) How to differentiate instruction for all students based on data collection from assessment	1 2 3 4
3) Theory and practical knowledge	1 2 3 4	19) [Knowledge of] what data you need and how to collect it	1 2 3 4
4) Knowledge of research based instructional practices to promote learning	1 2 3 4	20) An elementary instructional leader needs to have knowledge of classroom management skills	1 2 3 4
5) Knowledge of challenging students through differentiated, integrated instruction	1 2 3 4	21) Knowledge of teacher effectiveness	1 2 3 4
6) Knowledge of the developmental [growth] of students	1 2 3 4	22) Knowledge of teacher ineffectiveness	1 2 3 4
7) Knowledge of [brain research and its impact on learning]	1 2 3 4	23) Knowledge of how [to evaluate different] types of teachers	1 2 3 4
8) Knowledge of Bloom's Taxonomy and where it fits into instruction	1 2 3 4	24) How to lead the development of positive school culture	1 2 3 4
9) Knowledge of teaching styles	1 2 3 4	25) Knowledge of how to motivate and inspire change	1 2 3 4
10) Knowledge of learning styles	1 2 3 4	26) How to communicate your vision	1 2 3 4
11) Knowledge of elementary curriculum	1 2 3 4	27) Knowledge of school community	1 2 3 4
12) Knowledge of the standards of learning throughout the elementary setting	1 2 3 4	28) Knowledge of resources available	1 2 3 4
13) Knowledge of technology's impact on education	1 2 3 4	29) Knowledge of state laws	1 2 3 4
14) Knowledge of how to teach children to read	1 2 3 4	30) Knowledge of federal laws	1 2 3 4
15) Knowledge of various communities of learners (gifted, special needs, [ELL], etc. [and appropriate instructional programming to meet needs])	1 2 3 4	31) Knowledge of school law	1 2 3 4
16) Knowledge of assessment	1 2 3 4		

Appendix J Delphi II Questionnaire (continued)
Delphi II/Skills Code _____

Using the following four-point Likert scale: **1) = a poor descriptor, 2) = a fair descriptor, 3) = a good descriptor, 4) = excellent descriptor**, please rate each of the following descriptors as one that identifies the **specific skills necessary to be an instructional leader**. Please circle the number next to the response that best represents your belief about the skills of an instructional leader.

The specific skills necessary to be an instructional leader...	Scale	The specific skills necessary to be an instructional leader...	Scale
32) Organized	1 2 3 4	48) Interpersonal skills	1 2 3 4
33) [Becomes] the “head learner” in the building	1 2 3 4	49) To cast a vision and carry it forward	1 2 3 4
34) Identify instructional needs	1 2 3 4	50) Ability to be inspiring	1 2 3 4
35) Must create a master schedule that [promotes learning]	1 2 3 4	51) Creative ways of motivating faculty and staff, as well as students	1 2 3 4
36) Create [data driven] action plans to address deficits	1 2 3 4	52) Create long range planning documents	1 2 3 4
37) Use data to make decisions	1 2 3 4	53) Provide school-wide discipline that is consistent and supportive of classroom management plans	1 2 3 4
38) Ability to draw conclusions (from data [analysis])	1 2 3 4	54) Ability to manage resources that make a building run smoothly	1 2 3 4
39) [Ability] to disaggregate various forms of data	1 2 3 4	55) Provide teachers what they need to do their jobs	1 2 3 4
40) Ability to teach and coach teachers	1 2 3 4		
41) Ability to communicate orally and in writing [to stakeholders]	1 2 3 4		
42) Skills in working with individuals	1 2 3 4		
43) Skills on shared decision making	1 2 3 4		
44) Ability to problem solve	1 2 3 4		
45) Decision making skills	1 2 3 4		
46) Relate well to parents	1 2 3 4		
47) Ability to work with all stakeholders in the educational setting	1 2 3 4		

Appendix J Delphi II Questionnaire (continued)

Delphi II/Behaviors Code _____

Using the following four-point Likert scale: **1) = a poor descriptor, 2) = a fair descriptor, 3) = a good descriptor, 4) = excellent descriptor**, please rate each of the following descriptors as one that identifies the **specific behaviors necessary to be an instructional leader**. Please circle the number next to the response that best represents your belief about the behavior of an instructional leader.

<u>The specific behaviors necessary to be an instructional leader...</u>	<u>Scale</u>	<u>The specific behaviors necessary to be an instructional leader...</u>	<u>Scale</u>
56) Delegation	1 2 3 4	72) Model best teaching practices	1 2 3 4
57) Be willing to do what you are asking others to do	1 2 3 4	73) Schedule meetings to discuss curriculum [and pacing]	1 2 3 4
58) Fair	1 2 3 4	74) Monitor classroom instruction daily	1 2 3 4
59) Caring	1 2 3 4	75) Actively participate with staff to analyze data	1 2 3 4
60) Patient [or patience]	1 2 3 4	76) Be a good listener	1 2 3 4
61) Compassion for all stakeholders	1 2 3 4	77) Give feedback	1 2 3 4
62) [Honest]	1 2 3 4	78) The filter for every decision, "Is this in the best interest of the child?"	1 2 3 4
63) Be visible in the school	1 2 3 4	79) Develop rapport with stakeholders	1 2 3 4
64) Trustworthy	1 2 3 4	80) Enlist support from stakeholders	1 2 3 4
65) Respectful	1 2 3 4	81) Recognize student and staff achievements	1 2 3 4
66) Responds quickly to communication	1 2 3 4	82) Model mission	1 2 3 4
67) Role model	1 2 3 4	83) Encourage and motivate at every opportunity- students, parents, and faculty	1 2 3 4
68) Share "power"	1 2 3 4	84) Read professional journals and books	1 2 3 4
69) Develop the leadership skills of others	1 2 3 4	85) Attending as many training sessions that [are] pertinent to your field to learn new things	1 2 3 4
70) Approachable	1 2 3 4	86) Instructional leaders must model teaching and learning by attending conferences	1 2 3 4
71) Visible to all stakeholders	1 2 3 4	87) Provide staff with the professional development they need to meet the needs of students	1 2 3 4

APPENDIX K
DELPHI III EMAIL/LETTER

Participant Code

Dear ,

Thank you for your ratings in Delphi II. All participants' information was exported into an Excel spreadsheet. The statistical information completed yielded the following: the mean, median, high and low rated score, standard deviation and the percentage of participant responses which rated an item as a good descriptor or an excellent descriptor of instructional leadership.

Delphi III provides participants the same questionnaire which includes the statistical summary of participants' responses from Delphi II. As a participant, you will review the statistical summary from Delphi II. Please review your own responses and determine if you would like to change any of your former ratings. You will use the same rating scale from Delphi II: 1) = a poor descriptor, 2) = a fair descriptor, 3) = a good descriptor, and or an 4) = excellent descriptor.

Remember that the purpose of the study is to define the concept of instructional leadership by identifying the knowledge, skills, and behaviors that practitioners believe a school principal needs to practice to be an instructional leader in Virginia elementary Title I schools. Continue to rate the descriptors through the lens of an instructional leader.

There are two options from which you may choose to complete the Delphi III questionnaire:

- 1) Email attachment: Download the questionnaire to your computer. Complete the questionnaire and return it to me as an email attachment. Click on the square to add your changed answer. You may send your completed form to my school email address: reastwood@rcs.k12.va.us
- 2) Hard copy version: You may mail the completed questionnaire back to me in the self addressed stamped envelope you received in the mail. All participants will receive this information by mail to ensure that I do not miss anyone due to lack of available email access.

This is the final round! Thank you again for your time and your willingness to help me gather the necessary data. I am truly appreciative of your efforts and help with this study. Should I not hear back from you in the next seven days, I will send a gentle reminder either by email or phone. I wish you the best.

Sincerely,

Rebecca G. Eastwood
Doctoral Candidate at Virginia Tech
reastwood@rcs.k12.va.us

N. Wayne Tripp, Clinical Assistant Professor
Educational Leadership & Policy Studies
wtripp@vt.edu

APPENDIX L
DELPHI III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items.

Descriptor <u>Knowledge</u>	Mean	Median	<u>Delphi II Group Statistics</u>		% of 3 and 4	Your Rating Delphi II	Your New Delphi III
			High Low	SD			
1)Best instructional leaders have had several years of classroom experience	3.71	4	4, 2	0.547	95.2		<input type="checkbox"/>
2)Instructional leader has to trust that his/her staff [has what] is required to [give] the students what they need—	3.00	3	4, 1	0.976	71.4		<input checked="" type="checkbox"/>
3)Theory and practical knowledge	3.29	3	4, 2	0.628	90.5		<input type="checkbox"/>
4)Knowledge of research based instructional practices to promote learning	3.75	4	4, 3	.433	100		<input type="checkbox"/>
5)Knowledge of challenging students through differentiated, integrated instruction	3.75	4	4, 3	.433	100		<input type="checkbox"/>
6)Knowledge of the developmental [growth] of students	3.35	3	4, 3	.477	100		<input type="checkbox"/>
7)Knowledge of [brain research and its impact on learning]	2.90	3	4, 2	0.683	71.4		<input checked="" type="checkbox"/>
8)Knowledge of Bloom’s Taxonomy and where it fits into instruction	3.38	3	4, 2	0.575	95.2		<input type="checkbox"/>
9) Knowledge of teaching styles	3.25	3	4, 2	0.536	95.0		<input type="checkbox"/>
10)Knowledge of learning styles	3.33	3	4, 2	0.563	95.2		<input type="checkbox"/>

(table continued)

Appendix L (continued)
Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items

Delphi II Group Statistics						Your Rating	Your New
Descriptor	Mean	Median	High	SD	% of	Delphi II	Delphi III
Knowledge			Low		3 and 4		
11)Knowledge of elementary curriculum	3.57	4	4, 2	0.583	95.2		<input type="text"/>
12)Knowledge of the standards of learning throughout the elementary setting	3.52	4	4, 2	0.663	90.5		<input type="text"/>
13)Knowledge of technology's impact on education	3.29	3	4, 2	0.547	95.2		<input type="text"/>
14)Knowledge of how to teach children to read	3.67	4	4, 3	0.471	100		<input type="text"/>
15)Knowledge of various communities of learners (gifted, special needs, [ELL], etc [and appropriate instructional programming to meet needs]	3.38	3	4, 2	0.653	90.5		<input type="text"/>
16)Knowledge of assessment	3.43	3	4, 3	0.495	100		<input type="text"/>
17)Knowledge of data analysis	3.52	4	4, 2	0.587	95.2		<input type="text"/>
18)How to differentiate instruction for all students based on data collection from assessment	3.52	4	4, 2	0.663	90.5		<input type="text"/>
19)[Knowledge of] what data you need and how to collect it	3.48	4	4, 2	0.587	95.2		<input type="text"/>
20)An elementary instructional leader needs to have knowledge of classroom management skills	3.67	4	4, 3	0.471	100		<input type="text"/>

(table continued)

Appendix L (continued)

Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items.

Descriptor Knowledge	Mean	Median	<u>Delphi II Group Statistics</u>		% of 3 and 4	Your Rating Delphi II	Your New Delphi III
			High Low	SD			
21) Knowledge of teacher effectiveness	3.81	4	4, 3	0.393	100		<input type="text"/>
22) Knowledge of teacher ineffectiveness	3.57	4	4, 2	0.583	95.2		<input type="text"/>
23) Knowledge of how [to evaluate different] types of teachers	3.29	3	4, 2	0.547	95.2		<input type="text"/>
24) How to lead the development of positive school culture	3.86	4	4, 3	0.350	100		<input type="text"/>
25) Knowledge of how to motivate and inspire change	3.71	4	4, 3	0.452	100		<input type="text"/>
26) How to communicate your vision	3.65	4	4, 3	0.477	100		<input type="text"/>
27) Knowledge of school community	3.62	4	4, 1	0.722	95.2		<input type="text"/>
28) Knowledge of resources available	3.52	4	4, 1	0.732	95.2		<input type="text"/>
29) Knowledge of state laws	3.19	3	4, 2	0.663	85.7		<input type="text"/>
30) Knowledge of federal laws	3.14	3	4, 1	0.833	81.0		<input type="text"/>
31) Knowledge of school law	3.33	3	4, 2	0.713	85.7		<input type="text"/>

(table continued)

Appendix L (continued)

Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items.

Descriptor Skills	Mean	Median	<u>Delphi II Group Statistics</u>		% of 3 and 4	Your Rating Delphi II	Your New Delphi III
			High Low	SD			
32)Organized	3.10	3	4,1	0.750	85.7		<input type="text"/>
33)[Becomes] the “head learner” in the building	3.29	3	4, 1	0.825	85.7		<input type="text"/>
34)Identify instructional needs	3.70	4	4, 3	0.458	100		<input type="text"/>
35)Must create a master schedule that [promotes learning]	3.52	4	4, 3	0.499	100		<input type="text"/>
36)Create [data driven] action plans to address deficits	3.48	3	4, 3	0.499	100		<input type="text"/>
37)Use data to make decisions	3.57	4	4, 3	0.495	100		<input type="text"/>
38)Ability to draw conclusions (from data [analysis])	3.48	3	4, 3	0.499	100		<input type="text"/>
39)[Ability] to disaggregate various forms of data	3.38	3	4, 3	0.486	100		<input type="text"/>
40)Ability to teach and coach teachers	3.57	4	4, 2	0.660	90.5		<input type="text"/>
41)Ability to communicate orally and in writing [to stakeholders]	3.76	4	4, 3	0.426	100		<input type="text"/>
42)Skills in working with individuals	3.71	4	4, 3	0.452	100		<input type="text"/>
43)Skills on shared decision making	3.52	4	4, 2	0.587	95.2		<input type="text"/>
44)Ability to problem solve	3.90	4	4, 3	0.294	100		<input type="text"/>

(table continued)

Appendix L (continued)

Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items.

Descriptor Skills	Mean	Median	<u>Delphi II Group Statistics</u>		% of 3 and 4	Your Rating Delphi II	Your New Delphi II
			High Low	SD			
45)Decision making skills	3.90	4	4, 3	0.294	100		<input type="text"/>
46)Relate well to parents	3.95	4	4, 3	0.213	100		<input type="text"/>
47)Ability to work with all stakeholders in the educational setting	3.76	4	4, 3	0.426	100		<input type="text"/>
48)Interpersonal skills	3.71	4	4, 3	0.452	100		<input type="text"/>
49)To cast a vision and carry it forward	3.71	4	4, 3	0.452	100		<input type="text"/>
50)Ability to be inspiring	3.62	4	4, 3	0.486	100		<input type="text"/>
51)Creative ways of motivating faculty and staff, as well as students	3.67	4	4, 3	0.471	100		<input type="text"/>
52)Create long range planning documents	3.10	3	4, 1	0.750	85.7		<input type="text"/>
53)Provide school-wide discipline that is consistent and supportive of classroom management plans	3.57	4	4, 3	0.495	100		<input type="text"/>
54)Ability to manage resources that make a building run smoothly	3.52	4	4, 2	0.587	95.2		<input type="text"/>
55)Provide teachers what they need to do their jobs	3.71	4	4, 3	0.452	100		<input type="text"/>

(table continued)

Appendix L (continued)

Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items.

Descriptor Behaviors	Mean	Median	Delphi II Group Statistics		% of 3 and 4	Your Rating Delphi II	Your New Delphi III
			High Low	SD			
56)Delegation	3.19	3	4, 2	0.587	90.5		<input type="text"/>
57)Be willing to do what you are asking others to do	3.62	4	4, 3	0.486	100		<input type="text"/>
58)Fair	3.95	4	4, 3	0.213	100		<input type="text"/>
59)Caring	3.76	4	4, 3	0.426	100		<input type="text"/>
60)Patient [or patience]	3.76	4	4, 3	0.426	100		<input type="text"/>
61)Compassion for all stakeholders	3.57	4	4, 2	0.583	95.2		<input type="text"/>
62)[Honest]	3.90	4	4, 3	0.294	100		<input type="text"/>
63)Be visible in the school	3.71	4	4, 2	0.547	95.2		<input type="text"/>
64)Trustworthy	3.95	4	4, 3	0.218	100		<input type="text"/>
65)Respectful	3.81	4	4, 2	0.499	95.2		<input type="text"/>
66)Responds quickly to communication	3.48	4	4, 2	0.587	95.2		<input type="text"/>
67)Role model	3.76	4	4, 3	0.426	100		<input type="text"/>
68)Share “power”	3.57	4	4, 1	0.728	95.2		<input type="text"/>
69)Develop the leadership skills of others	3.57	4	4, 1	0.791	90.5		<input type="text"/>
70)Approachable	3.81	4	4, 1	0.663	95.2		<input type="text"/>

(table continued)

Appendix L (continued)

Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor. Do not rate crossed out items.

Descriptor Behaviors	Mean	Median	<u>Delphi II Group Statistics</u>		% of 3 and 4	Your Rating Delphi II	Your New Delphi II
			High	SD			
71)Visible to all stakeholders	3.67	4	4, 2	0.563	95.2		<input type="text"/>
72)Model best teaching practices	3.48	4	4, 1	0.852	85.7		<input type="text"/>
73)Schedule meetings to discuss curriculum [and pacing]	3.19	3	4, 2	0.587	90.5		<input type="text"/>
74)Monitor classroom instruction daily	3.43	4	4, 2	0.660	90.5		<input type="text"/>
75)Actively participate with staff to analyze data	3.40	3.5	4, 1	0.735	95.0		<input type="text"/>
76)Be a good listener	3.76	4	4, 3	0.426	100		<input type="text"/>
77)Give feedback	3.62	4	4, 3	0.486	100		<input type="text"/>
78)The filter for every decision, "Is this in the best interest of the child?"	3.62	4	4, 1	0.785	90.5		<input type="text"/>
79)Develop rapport with stakeholders	3.48	4	4, 1	0.732	95.2		<input type="text"/>
80)Enlist support from stakeholders	3.43	3	4, 2	0.583	95.2		<input type="text"/>
81)Recognize student and staff achievements	3.52	4	4, 2	0.587	95.2		<input type="text"/>
82)Model mission	3.43	4	4, 2	0.660	90.5		<input type="text"/>

(table continued)

Appendix L (continued)

Delphi III

Delphi III allows each participant the opportunity to review and re-rate if needed- his/her ratings against the average group ratings of all participants. Please review the statistical data from group responses to descriptors in Delphi II. Only re-rate the descriptors you want to re-rate. If you wish to maintain your rating from Delphi II, leave the square blank. Rating: 1=poor descriptor; 2=fair descriptor; 3=good descriptor; 4=excellent descriptor.

Descriptor Behaviors	Mean	Median	<u>Delphi II Group Statistics</u>		% of 3 and 4	Your Rating Delphi II	Your New Delphi III
			High Low	SD			
83)Encourage and motivate at every opportunity- students, parents, and faculty	3.62	4	4, 3	0.486	100		<input type="checkbox"/>
84)Read professional journals and books	3.14	3	4, 2	0.774	76.2		<input type="checkbox"/>
85)Attending as many training sessions that [are] pertinent to your field to learn new things	2.75	3	4, 1	0.698	70		<input type="checkbox"/>
86) Instructional leaders must model teaching and learning by attending conferences	2.60	3	4, 2	0.583	55		<input type="checkbox"/>
87)Provide staff with the professional development they need to meet the needs of students	3.70	4	4, 3	0.458	100		<input type="checkbox"/>

(table continued)

APPENDIX M

DELPHI III: PARTICIPANTS' STATISTICAL DATA FOR KNOWLEDGE DESCRIPTORS

Descriptor	N	Mean	Median	High Low	SD	%
Best instructional leaders have had several years of classroom experience	18	3.72	4	4, 2	0.558	94.4
Instructional leader has to trust that his/her staff [has what] is required to [give] the students what they need						
Theory and practical knowledge	18	3.39	3	4, 2	0.591	94.4
Knowledge of research based instructional practices to promote learning	18	3.72	4	4, 3	.448	100
Knowledge of challenging students through differentiated, integrated instruction	18	3.83	4	4, 3	.373	100
Knowledge of the developmental [growth] of students	18	3.33	3	4, 3	.471	100
Knowledge of [brain research and its impact on learning]						
Knowledge of Bloom's Taxonomy and where it fits into instruction	18	3.50	4	4, 3	0.500	100
Knowledge of teaching styles	18	3.33	3	4, 3	0.471	100
Knowledge of learning styles	18	3.44	3	4, 3	0.497	100
Knowledge of elementary curriculum	18	3.56	4	4, 2	0.497	100
Knowledge of the standards of learning throughout the elementary setting	18	3.61	4	4, 2	0.591	94.4
Knowledge of technology's impact on education	18	3.22	3	4, 2	0.533	94.4
Knowledge of how to teach children to read	18	3.78	4	4, 3	0.416	100

(table continued)

Appendix M (continued)
 Delphi III: Participants' Statistical Data for Knowledge Descriptors

Descriptor	N	Mean	Median	High Low	SD	%
Knowledge of various communities of learners (gifted, special needs, [ELL], etc [and appropriate instructional programming to meet needs])	18	3.39	4	4, 2	0.678	88.9
Knowledge of assessment	18	3.39	3	4, 3	0.487	100
Knowledge of data analysis	18	3.61	4	4, 3	0.487	100
How to differentiate instruction for all students based on data collection from assessment	18	3.78	4	4, 2	0.533	94.4
[Knowledge of] what data you need and how to collect it	18	3.61	4	4, 2	0.591	94.4
An elementary instructional leader needs to have knowledge of classroom management skills	18	3.78	4	4, 3	0.416	100
Knowledge of teacher effectiveness	18	3.94	4	4, 3	0.299	100
Knowledge of teacher ineffectiveness	18	3.72	4	4, 3	0.488	100
Knowledge of how [to evaluate different] types of teachers	18	3.33	3	4, 3	0.471	100
How to lead the development of positive school culture	18	3.83	4	4, 3	0.373	100
Inspire change	18	3.72	4	4, 3	0.448	100
How to communicate your vision	17	3.64	4	4, 3	0.477	100
Knowledge of school community	18	3.67	4	4, 2	0.577	94.4
Knowledge of resources available	18	3.61	4	4, 2	0.591	94.4
Knowledge of state laws	18	3.17	3	4, 2	0.687	83.3
Knowledge of federal laws	18	3.11	3	4, 1	0.875	77.8
Knowledge of school law	18	3.28	3	4, 2	0.731	83.

Note. Descriptors below 80% were struck through to indicate that participants did not reach consensus on that item.

APPENDIX N

DELPHI III: PARTICIPANTS' STATISTICAL DATA FOR SKILL DESCRIPTORS

Descriptor	N	Mean	Median	High Low	SD	%
Organized	18	3.06	3	4,1	0.780	83.3
[Becomes] the “head learner” in the building	18	3.28	3	4, 2	0.731	83.3
Identify instructional needs	18	3.78	4	4, 3	0.416	100
Must create a master schedule that [promotes learning]	18	3.56	4	4, 3	0.497	100
Create [data driven] action plans to address deficits	18	3.50	4	4, 3	0.500	100
Use data to make decisions	18	3.67	4	4, 3	0.471	100
Ability to draw conclusions (from data [analysis])	18	3.50	4	4, 3	0.500	100
[Ability] to disaggregate various forms of data	18	3.39	3	4, 3	0.487	100
Ability to teach and coach teachers	18	3.61	4	4, 2	0.591	94.4
Ability to communicate orally and in writing [to stakeholders]	18	3.83	4	4, 3	0.373	100
Skills in working with individuals	18	3.72	4	4, 3	0.448	100
Skills on shared decision making	18	3.56	4	4, 2	0.598	94.4
Ability to problem solve	18	3.94	4	4, 3	0.229	100
Decision making skills	18	3.94	4	4, 3	0.229	100
Relate well to parents	18	4.0	4	4, 4	0.000	100
Ability to work with all stakeholders in the educational setting	18	3.72	4	4, 3	0.448	100
Interpersonal skills	18	3.78	4	4, 3	0.416	100
To cast a vision and carry it forward	18	3.72	4	4, 3	0.448	100

(table continued)

Appendix N (continued)
 Delphi III: Participants' Statistical Data for Skill Descriptors

Descriptor	N	Mean	Median	High Low	SD	%
Ability to be inspiring	18	3.61	4	4, 3	0.487	100
Creative ways of motivating faculty and staff, as well as students	18	3.61	4	4, 3	0.487	100
Create long range planning documents	18	3.11	3	4, 2	0.657	83.3
Provide school-wide discipline that is consistent and supportive of classroom management plans	18	3.56	4	4, 3	0.497	100
Ability to manage resources that make a building run smoothly	18	3.61	4	4, 3	0.487	100
Provide teachers what they need to do their jobs	18	3.78	4	4, 3	0.416	100

APPENDIX O

TABLE DELPHI III: PARTICIPANTS' STATISTICAL DATA FOR BEHAVIOR
DESCRIPTORS

Descriptor	N	Mean	Median	High Low	SD	%
Delegation	18	3.17	3	4, 2	0.601	88.9
Be willing to do what you are asking others to do	18	3.72	4	4, 3	0.448	100
Fair	18	3.94	4	4, 3	0.229	100
Caring	18	3.72	4	4, 3	0.448	100
Patient [or patience]	18	3.78	4	4, 3	0.416	100
Compassion for all stakeholders	18	3.56	4	4, 2	0.598	94.4
[Honest]	18	3.89	4	4, 3	0.314	100
Be visible in the school	18	3.72	4	4, 2	0.558	94.4
Trustworthy	17	3.94	4	4, 3	0.235	100
Respectful	18	3.94	4	4, 3	0.229	100
Responds quickly to communication	18	3.61	4	4, 2	0.591	94.4
Role model	18	3.78	4	4, 3	0.416	100
Share "power"	18	3.56	4	4, 2	0.598	94.4
Develop the leadership skills of others	18	3.61	4	4, 2	0.591	94.4
Approachable	18	3.83	4	4, 2	0.500	94.4
Visible to all stakeholders	18	3.72	4	4, 2	0.558	94.4
Model best teaching practices	18	3.56	4	4, 2	0.762	83.3
Schedule meetings to discuss curriculum [and pacing]	18	3.17	3	4, 2	0.601	88.9
Monitor classroom instruction daily	18	3.56	4	4, 2	0.685	88.9

(table continued)

Table 16 (continued)
 Table Delphi III: Participants' Statistical Data for Behavior Descriptors

Descriptor	N	Mean	Median	High Low	SD	%
Actively participate with staff to analyze data	18	3.44	4	4, 2	0.598	94.4
Be a good listener	18	3.78	4	4, 3	0.416	100
Give feedback	18	3.67	4	4, 3	0.471	100
The filter for every decision, "Is this in the best interest of the child?"	18	3.78	4	4, 2	0.533	94.4
Develop rapport with stakeholders	18	3.56	4	4, 2	0.598	94.4
Enlist support from stakeholders	18	3.44	4	4, 2	0.598	94.4
Recognize student and staff achievements	18	3.56	4	4, 2	0.598	94.4
Model mission	18	3.44	4	4, 2	0.685	88.9
Encourage and motivate at every opportunity- students, parents, and faculty	18	3.67	4	4, 3	0.471	100
Read professional journals and books	21	3.14	3	4, 2	0.774	76.2
Attending as many training sessions that [are] pertinent to your field to learn new things	20	2.75	3	4, 1	0.698	70
Instructional leaders must model teaching and learning by attending conferences	20	2.60	3	4, 2	0.583	55
Provide staff with the professional development they need to meet the needs of students	18	3.83	4	4, 3	0.373	100

Note. Descriptors below 80% were struck through to indicate that participants did not reach consensus on that item.