Instructional Leadership Activity of

Elementary Principals in Effective Schools

by

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(ABSTRACT)

Strong administrative leadership in coordinating and controlling the instructional program has been consistently cited as one component that influences the effectiveness of a school. However, there is debate in the literature regarding (1) the role that the principal plays in determining a school's effectiveness and (2) the specific activities that characterize the principal's instructional leadership behavior. In addition, little information has been reported that determines how situational variables of the school affect the instructional leadership role of the principal.

The purpose of this study was to examine the instructional leadership role of elementary principals in effective schools. Specifically, an examination was conducted in order to (1) determine whether principals perform selected instructional activities, (2) determine how much responsibility for performing those instructional activities was delegated, and (3) determine to whom responsibility for performing the instructional activities was assigned. Consideration of

whether school context variables affect the principals' instructional leadership activity, and an examination of how much time principals devote to instructional leadership and other tasks, were also addressed in this study.

A descriptive survey approach was conducted in order to accomplish the study objectives. The population consisted of principals in schools judged to be effective by the 1986 United States Department of Education Elementary Recognition Program. A questionnaire was developed and mailed to 212 public elementary school principals; 122 surveys were returned, for a return rate of 58%. Of the surveys returned, 98 surveys (47%) were usable. Descriptive statistics--means, percentages, and frequencies--were used to analyze the results.

The major findings of the study were:

1. Principals reported most of the listed instructional activities were performed in their schools. These activities were thought to be an integral part of the instructional program.

2. Instructional activities were performed as a team. Although principals assumed the largest responsibility for performing instructional activities, most principals claimed less than one-half of the total responsibility and distributed responsibility among other personnel more equally than in a comparable study.

3. Principals assumed the largest responsibility for activities dealing with staff evaluation and supervision, for the allocation and assignment of staff and space, and for dissemination of instructional information to staff and parents. Assistant principals were assigned the largest responsibility for student discipline and observing classrooms. Classroom teachers provided the greatest links to parents and assumed the most responsibility for classroom instruction.

4. Principals and schools in this study differed from a national profile. Study principals were predominantly white, slightly older, better educated, and had more experience as a principal. They were twice as likely to be female than their national cohort. Schools studied had larger student and white enrollments than the national average and were more frequently suburban. Schools were frequently located in middle or upper income communities and reported a high degree of parent involvement in children's learning. Findings indicated that, in most cases, the schools recognized in the Elementary Recognition Program possessed characteristics that one might expect would predict an effective school and did not recognize enough outlier (i.e., disadvantaged) schools.

5. Higher parent representation of students at PTA meetings occurred in schools with the least meetings, indicating that fewer meetings might involve more parents in school PTA functions. Positive correlations were observed

between high AFDC percentage, black student enrollment and student turnover rate. An inverse relationship was found between high AFDC percentage and parent PTA representation, number of PTA meetings, principal gender, principal age and principal experience. An increase in school size found an increase in turnover rate and percentage of black students, and a decrease in parent PTA participation.

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An additional acknowledgement is given to several people whose help and encouragement were instrumental in the completion of this research: , for their family support and handling of minutiae;   , for his investigative research and jocularity;   , for his assistance with computer technology and software; and   , for her patience and diligence in typing the study.

DEDICATION

This dissertation is dedicated to my beloved mother, , who was unable to witness the completion of an endeavor she always expected and greatly encouraged. Her unquestioning love provided the motivation to continue in moments of doubt.

Similar gratitude is expressed to my dear wife and friend, , whose support, guidance and understanding spurred me to complete this dissertation. I also dedicate this effort to my precious children, and , in hope that they may experience the perseverance and commitment in their lives that I experienced in this aspect of mine.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Despite major conceptual and methodological advances in classroom instructional research, relatively little is known about how instructional management at the school level affects children's schooling experiences. Aside from general suggestions as to what good managers should do, the research and practice literature provides only limited advice as to how specific management or leadership activities can be translated into concrete activities which help children succeed in school (Bossert, Dwyer, et al., 1983:34). There is no single image or simple formula for successful instructional leadership. Although principals in many studies often cite the nature of their work activities as an obstacle to being effective instructional leaders, a recent theory asserts that instructional leadership occurs, in fact, as a result of the connection of the principal's routine, fragmented activities to a clear overarching vision of what the school and students need. In addition, little is known about how the school context affects the instructional leadership role of the principal (Bossert, Dwyer, et al., 1983:34). As a result of the inconclusiveness of effective schools research, school effectiveness initiatives have been carried

on without the benefit of strong theoretical models, focusing rather on a collection of activities (correlates) believed to be related to school effectiveness with little attention paid to the ordering, sequence or combination of the activities selected.

Recent work on effective schools underscores the importance of instructional leadership, especially the role of the principal, in coordinating and controlling the instructional program. The management functions of the principal are said to be important only as they facilitate and foster improvement in the school's instructional program (Lipham, 1978:13). This work has led to the reappearance of an old maxim: "effective principal, effective school." A number of effective schools studies support this maxim by suggesting that differences in effectiveness among schools, defined in terms of student performance on tests of basic skills, can be accounted for by the following five factors:

1. Strong administrative leadership by the school principal, especially in regard to instructional matters;

2. A school climate conducive to learning, i.e., a safe and orderly school free of discipline and vandalism problems;

3. School-wide emphasis on basic skills instruction, which entails agreement among the professional staff that instruction in the basic skills is the primary goal of the school;

4. Teacher expectations that students can reach high levels of achievement, regardless of student background; and

5. A system for monitoring and assessing performance which is tied to instructional objectives (Edmonds, 1979:29).

Additionally, four factors have been identified that distinguish effective schools from others in terms of the principal:

1. Strong principal leadership;

2. Active principal participation in the classroom instructional program and in actual teaching;

3. Higher expectations on the part of principals for student and teacher performance advancement; and

4. Principals who felt they had more control over functions of school curriculum and program and staff (Smith, et al., 1981:21).

It would thus appear from the school effectiveness literature and other research on change that a key to sustaining effective educational change is the site administrator--especially the principal (Gersten, et al., 1982:47). In schools that are effective, one can almost always point to the principal's leadership as a key to success (United States Senate Resolution 359, 1979:35).

Instructional Leadership

The role of the elementary school principal is neither simple nor one-dimensional. There are numerous conceptions of the function a principal is expected to perform in the role as school manager and instructional leader. The dilemma

for the principal is to balance these conflicting expecta-
tions. Larry Anders, Edward Centofante and James Orr state:

> The demands of managing the physical plant, solving
> discipline and attendance problems, placating angry
> parents and teachers, writing endless (and often mean-
> ingless) reports, and attending a myriad of meetings,
> few of which deal with teaching and learning, leave the
> principal with precious little time for tasks designed
> to increase teacher effectiveness (1987:61).

It is virtually impossible to assume that the principal can
be a real instructional leader and at the same time be held
accountable for the general management detail required by the
central office. As schools have become larger and educa-
tional programs more complex, and as the student body has
become increasingly diversified and the teachers more
professionalized, principals have found it more and more
difficult to satisfy both sets of role demands.

Despite recent studies indicating widespread self-
perceptions by principals in effective schools that they see
their roles as being effective instructional leaders, many
studies suggest a lack of congruence of perceptions between
administrators and teachers (Khoury, 1981; Morris, et al.,
1981; Mazzarella, 1979; Wolcott, 1973). Teachers and prin-
cipals have also been found to differ significantly in their
descriptions of the actual leadership behavior of principals
(Sara, 1981). Thus, while James Lipham identified the im-
provement of teaching and learning as the most important
function of the principal, he lamented that frequently these
men and women find the bulk of their time and energy consumed

by the daily press of administrative detail and the problems of maintaining the school organization, its teachers and students, on an even keel. Studies don't agree on whether principals can utilize their time efficiently to manage instruction when their work is so varied, fragmented and usually interrupted.

Many researchers have examined principals' use of time and have usually found that less than one fourth of their total time was spent on instructional support, strategies and program development and less than five percent of their time was spent in classrooms. The Study of the Elementary School Principalship (NAESP, 1987:76) found principals reporting most (31%) of their time devoted to personnel matters, 17% to student behavior, 14% to school management and 11% to instructional leadership and curriculum. A study conducted in 1978 by Richard Gorton and Kenneth McIntyre of effective (senior high) school principals found them ranking curriculum and instructional leadership fifth of nine functional areas during their work year. How much time, effort and energy is devoted to instructional, as opposed to managerial, responsibilities is crucial. The debate continues over the effective principals' management of time in framing their instructional leadership role. One suggestion offered to solve this time problem is the building of a school instructional team.

Russell Gersten, et al. (1985) argued that those components of effective leadership, labeled instructional support functions, must be performed, but need not all be carried out by the principal. In fact, it may not always be necessary for site administrators to be actively involved at all in some aspects of instructional leadership (Gersten, Carnine, & Green, 1982:31). It may make more sense, they asserted, to consider a team approach in which critical support functions are carried out by those most able to perform them--not only principals, but supervisors, teachers, curriculum specialists and other available personnel (Anders, Centofante, & Orr, 1987:61; Worner & Stokes, 1987:56; Gersten, Carnine, & Green, 1982:32). Four reasons were cited by Gersten and Carnine to explain why a focus on instructional support functions (behaviors) appears to be more fruitful than assuming that the principal must be the instructional leader:

1. Functions are much easier to define, operationalize and measure than the elusive notion of instructional leadership.

2. Sociological examination of the effects of leadership in a variety of settings using a variety of models has found that none of the leadership models explain much of the variability in observed performance. Leadership is not innate but the nature of the school and situational variables can bring forth leadership qualities in an individual who did not previously exhibit them.

3. Research has shown teachers do not see principals as instructional leaders, principals usually do not function as such, and principals typically do not actively foster instruction; therefore a team approach makes sense.

4. An analysis of support functions can give coherence to comprehensive, multi-level, multi-instrument understanding of educational innovation (Gersten, Carnine, & Green, 1982:32).

Despite the constraints of time and resources and, in some cases, the lack of real support from significant people within the organization, instructional leaders, working in teams, can make a difference in schools (Anders, Centofante, & Orr, 1987:62).

Context Variables

It is an accepted tenet of organizational theory that leadership behavior is sensitive to context conditions, but research in effective schools has been slow to examine these relationships (Hallinger & Murphy, 1983:1). Authors Steven Bossert, David Dwyer, and others at the Far West Laboratory for Educational Research have posited that differences among schools and district contexts must be considered as affecting student achievement and constraining a principal's instructional leadership. The local school is where social, political, and historical forces are translated into practice and at each school that is likely to happen in different ways (Aui-Itzhak & Por, 1985:57). Thus, the nature of the activities of principals depends largely on the needs of their students, the pressures and opportunities posed by their

district offices and their communities, and their own personal beliefs and experiences.

A study by Salley, et al. (1982), identified a number of factors of a school having an effect on a principal's work activities, including school size, the socioeconomic context of the school, characteristics of staff and students, and others. Michael Rutter, et al. (1979) found that differences between schools were related to their characteristics as social institutions. Other effective school theorists have stressed that local and situational factors are crucial to program success. Educational researchers have begun to argue for an examination of the social circumstances in which effective schools function to determine the extent to which school effectiveness may be attributed to context variables interacting with administrative tasks in the school.

Summary

Principals nationwide, whether in schools identified as successful or not, are expected to perform the (sometimes conflicting) roles of administrative manager and instructional leader. Activities which foster the improvement of instruction are performed by the principal or someone in the school or district, or possibly not at all. Researchers have also noted that conditions surrounding the school (context variables) have the potential to influence the behaviors of

the principal and the "effectiveness" of the school. This study, a nationwide replication of Stokes' 1984 research, Instructional Leadership Activities in Senior High Schools in Virginia, provides information about how elementary principals carry out their responsibilities and assign responsibilities to other personnel in schools judged to be effective by the United States Department of Education Elementary School Recognition Program of 1986. A consideration of various school (including principal and community) context variables has also been included in this investigation. Additionally, principals' distribution of time spent on the job, compared to their ideal use of time, is studied.

Purpose of the Study

The purpose of this study was to determine:

1. whether various instructional activities outlined in the literature are actually performed and the extent to which they are performed in effective elementary schools;

2. who is responsible for performing selected instructional activities in effective elementary schools;

3. whether the performance of selected instructional activities varies according to selected school context variables in effective elementary schools; and

4. how effective elementary school principals spend their time compared to how they would prefer to spend their time on nine major job responsibilities.

The following research questions were addressed by this study:

1. To what extent are selected instructional activities performed in effective elementary schools?

2. How are selected instructional activities distributed across various school and district personnel in effective elementary schools?

3. Are there differences in the extent to which selected instructional activities are performed in effective elementary schools based on selected school context variables?

4. How do principals in effective elementary schools spend their time and how would they prefer to spend their time across nine major job responsibilities?

Significance of the Study

Although several descriptions of what constitutes an effective school are currently available, they cannot be sold as recipes. The significance of individual variations among schools and the "messiness" and idiosyncratic nature of school improvement is the real story of school effectiveness research (Purkey & Smith, 1982:68). The majority of the literature on effective elementary schools points to the ef-

fective leader as a key ingredient for success, but it is unclear as to the exact role of the principal as instructional leader and the specific activities which characterize this role. Gilbert Austin (1979:12) cited four factors that distinguish effective schools from others in terms of the principal, including strong principal leadership and active principal participation in the classroom instructional program and in actual teaching. Few studies to date have been conducted on the performance of, responsibility for, and distribution of instructional activities by principals and other school personnel in effective elementary schools.

Principals frequently complain that lack of time is a major reason for their failure to more closely monitor and evaluate the school's instructional program and provide clear instructional leadership. In spite of accreditation standards in many states, including Virginia, insisting that the principal is responsible for the instructional leadership of the school and that forty percent of the combined time of the principal and assistant principal should be devoted to supervising instruction and curriculum development (State Department of Education, Richmond, VA, 1983:11), much time is consumed with routine administrative matters and maintaining the status quo. Less than one-fourth of a principal's time is generally reported as being spent on instructional leadership. It is important to determine whether, in fact, instructional activities are being per-

formed in effective elementary schools and, if so, who is responsible for performing them. This study was designed to provide further information to help make that determination.

The call for a consideration of context variables in judging why schools are successful has also been addressed through this study. With increasing evidence to suggest that actions of principals are shaped by a number of non-school factors including personal characteristics of the principal, district characteristics, and characteristics of the external social environment, an examination of context variables in effective elementary schools seemed warranted. Y. L. Lam (1985) asserted that efforts at understanding the impact of the external environment upon internal administration had taken on a greater urgency. Philip Hallinger and Joseph Murphy observed that the interaction among instructional leadership and other context variables--school level, school size, community context (suburban and rural), district office programs and support and faculty stability--also warranted further investigation (1983:4). While the research in these areas was limited, the findings suggested that these exogenous variables might be important and that the study of these factors might yield fruitful information to aid under-standing of principal behaviors (Bossert, Dwyer, et al., 1982:52). James Lipham wrote:

> Current research on the principalship should be ex-panded, giving serious, sustained attention to both basic and applied research on performance. This re-

search should analyze experimentally the situational, personal, and behavioral dimensions of effective leadership, as well as the career performance of principals who head such schools (1983:19).

It was hoped that the results of this study would provide insight into the instructional leadership role of the principal in effective elementary schools and provide data as to which instructional activities were thought to characterize instructional leadership, which activities were actually performed and by whom, and how these responsibilities were distributed. The study also examined whether specific context variables of the school impacted administrative behaviors. An instructional management model was selected as a conceptual framework for this study with the hope that results would prove useful in outlining specific activities for elementary principals. It was also hoped that results of this study would prove valuable to researchers of effective school programs; the United States Department of Education, which publishes its annual list of effective schools; school districts interested in assessing the success and characteristics of their own elementary schools; university training programs assessing elements of their curriculum for prospective principals; and school-based managers evaluating their leadership behaviors, especially those related to instruction.

Limitations of the Study

The limitations of this descriptive research study are:

1. This research study was based on the responses of elementary principals in schools judged to be effective by the 1985-86 Elementary Recognition Program sponsored by the United States Department of Education. Schools were selected from those which chose to voluntarily participate in the program.

2. The schools deemed to be effective by the United States Department of Education were selected according to a set of outcome measures and other criteria which researchers, in other studies, have argued may be invalid for determining the effectiveness of a school. The assumption underlying the process is that effective principals cause effective schools. It may be that the principals participating in this study appear to be effective because their schools have been judged successful.

3. Much of the principal demographic and school context information was reported by the school principal and may be subject to error.

4. The data-gathering procedure used in this study was a mail survey questionnaire and thus subject to nonresponse bias and low return rate by respondents.

Definition of Terms

Effective School

An effective school in this study is an elementary school with at least three consecutive grades of kindergarten through eighth grade designated in 1986 as effective by the United States Department of Education Elementary School Recognition Program. To be considered for this program, 75% or more of the students would have been at or above grade level in reading and math the three years preceding 1986; or the number of students who had achieved at or above grade level in math and reading had increased an average of 5% annually during the last three years, and 50% or more of the students had achieved at or above grade level in both areas in the last year; or dramatic improvement would have been shown toward this goal in the same time period. After meeting the initial test score criteria, the school was evaluated on the following criteria: school organization, building leadership, instructional program and curriculum content, school climate, the overall instructional program, community relations, efforts to make improvements and maintain high quality programs and student outcomes. (A copy of the nomination form from the United States Department of Education, including questions used to evaluate each of the above criterion, is included in Appendix B.) The number of schools selected was limited to the amount of Congressmen in the

United States House of Representatives, plus two, for any particular state.

Elementary Principal

An elementary principal is the administrative head of an elementary school.

Elementary School

An elementary school is a public facility with at least three consecutive grades of kindergarten through eighth grade in one building.

Elementary School Recognition Program

The United States Department of Education publishes an annual list of effective schools, alternating elementary and secondary schools annually. Schools from districts voluntarily participating in the program are nominated by Chief State School Officers and a private school group (525 total public and private nominations were received in 1986), are visited by a reviewer from the United States Department of Education and subsequently judged on a set of criteria. (See definition of effective school above and United States Department of Education nominating form in Appendix B.) This study utilized the 1986 lists of 272 effective schools, of which 212 were public.

Instructional Leadership

Instructional leadership refers to those activities a principal performs, or delegates to others, to promote growth in student learning. It generally focuses on setting schoolwide goals, defining the purpose of schooling, providing resources needed for learning to occur, supervising and analyzing teachers, coordinating staff development programs and creating collegial relationships with and among teachers. The instructional activities included on the questionnaire in this research study were identified as being appropriate for an instructional leader to perform in an extensive review of literature as well as a pilot questionnaire completed by 25 Fairfax County, Virginia, Public School Elementary Principals. (See Appendices C, D, and E).

School Location

The school location is taken from the nomination form completed in 1986.

School Size

The total number of students in the school as taken from the nomination form completed in 1986 was recorded as school size.

Student Socioeconomic Status

The student socioeconomic status is the percentage of

students enrolled in the school, as reported by the principal, from families receiving financial assistance from the federal welfare program Aid to Families with Dependent Children (AFDC).

School Turnover Rate

The annual percentage of students moving from the school, as reported by the principal, is the school turnover rate.

Organization of the Study

This research study is divided into five distinct chapters as follows:

Chapter 1 details the introduction, purpose and objectives, significance, limitations, definition of terms and organization of the study. A review of the literature organized according to the research questions outlined in Chapter 1, and including both principal instructional leadership activities and context variable discussions, is contained in Chapter 2. Chapter 3 presents the methods and procedures used for this descriptive survey research study, including a description of the research population, the formulation and piloting of the survey instrument, the data collection and data analysis procedures and a discussion of the conceptual framework for the study. In Chapter 4, the

responses to the survey instrument are analyzed and the results are reported. The fifth and concluding chapter summarizes the results of the study, including the purpose and justification for the study, a summary of selected literature, findings and conclusions, implications for practice and recommendations for further research, and an epilogue.

REVIEW OF SELECTED LITERATURE

Chapter 2 of this research is designed to summarize se-
lected literature considered pertinent to this study.   The
literature review is organized into the following five
sections to incorporate the research questions outlined in
Chapter 1:   (1) effective schools; (2) the principal as in-
structional leader;   (3) context--school, principal, and
community--variables; (4) principals' use of time; and (5) a
final summary.

Effective Schools Research

Elementary Recognition Program

The four research questions examined in this study were
designed to study elementary principals' instructional lead-
ership behavior in schools judged to be effective according
to the 1986 United States Department of Education Elementary
Recognition Program.   This program was begun in 1983 in order
to identify public and private schools rated as effective on
the following eight factors: quality of building leadership;
quality of school/community relations; quality of efforts to

make improvements and to maintain high quality programs; quality of school climate; quality of school organization; quality of instructional program and curriculum; quality of student outcomes, including character development; and quality of instruction (see nomination form in Appendix B). An individual school voluntarily participating in this program needed to show clear evidence that 75% of its students had achieved at or above grade level in reading and mathematics; or the number of students who achieved at or above grade level in mathematics and reading had increased by an average of 5% annually the last three years and in the last year 50% or more of the students had achieved above grade level in both areas.

Effective Schools Selection Criteria

Much research in the past two decades has focused on locating and examining effective (i.e., successful) schools; however, there is little consistency in schools selected as effective from year to year. Harry Vincenzi and James Ayrer (1985) asserted that emphasis in effective schools research has been on quantitative analyses which explore differences between schools rather than within schools. Many studies of effective schools suggest that mechanisms designed to assess individual student and school-wide performance can increase school effectiveness, but the effectiveness of educational

treatments, programs or technologies vary greatly from school to school. Steven Bossert, David Dwyer and others cite the following characteristics of successful schools:

1. A school-wide climate conducive to learning.
2. A school-wide emphasis on basic skills instruction.
3. The expectation among teachers that all students can achieve.
4. A system of clear instructional objectives for monitoring and assessing student performance (1983:35).

Successful schools, in attempting to reach their goals, have been characterized by frequent use of staff development and inservice training, programs with clearly stated curricular goals, and frequent employment of individualized instruction. Greater coordination of the curriculum content, sequence and materials across grade levels has been shown to sustain effective instruction, as has the alignment of curricular objectives, teaching materials, and testing programs.

Another debate in the effective schools literature centers around the methodology used to evaluate individual schools instead of, or in addition to, the outcome measures typically employed to judge a school as effective (e.g., test scores). School effectiveness studies have been clustered into four categories, each of which uses a different strategy to determine effectiveness: outlier studies, case studies, program evaluations, and other studies (Smith & Tucker, 1977:114). Outlier studies are based on the regression equation in order to statistically determine highly effective schools (positive outliers) and unusually ineffective schools

(negative outliers). Elementary school mean achievement scores are generally used in outlier studies, while controlling student socioeconomic factors. This body of research found better discipline and high staff expectations for student achievement in four of seven studies and an emphasis on instructional leadership by the principal in three of the studies. Stewart Purkey and Marshall Smith (1983:68) claimed that the weaknesses of outlier studies are small samples (2 to 12 schools), error identification of outlier schools, and inappropriate comparison of positive and negative outliers. Harry Vincenzi and James Ayrer (1985:128) cited two problems with outlier studies and effective schools in general--they often label as effective a set of characteristics that are highly suited to a certain type of school, and the type of data collected to determine effectiveness is difficult for school districts to collect.

Unusually viewing urban elementary schools, case studies vary in quality of methodology but the commonality of their findings increases their credibility. Brian Rowan cited five factors common to most of these studies:

1. Strong leadership by the principal or other staff member.
2. High expectations by the staff for student achievement.
3. A clear set of goals and emphasis for the school.
4. A schoolwide effective staff training program.
5. A system of monitoring student progress (1983:26).

Of the many landmark case studies on effective schools (i.e., Weber, 1971; Brookover & others, 1979; Brookover & Lezotte,

1979; Rutter & others, 1979; Venezky & Whitfield, 1979; California State Department of Education, 1980; Phi Delta Kappa, 1980; Glenn, 1981; Levine & Stark, 1981), Brookover and others, and Rutter and others stand out. Wilbur Brookover and others (1979) theorized in observing matched pairs of elementary schools that student achievement was strongly affected by the school social system composed of three variables--social inputs, or student body composition; social structure, such as school size and open or closed classrooms; and social climate. Michael Rutter conducted a longitudinal study in London, attempting to measure school outcomes in terms of students' in-school behavior, attendance, examination success and delinquency. Unfortunately, said Donald McKenzie, exemplary case studies such as these are only the nose of the camel (1983:8) because it is difficult to generalize these findings to other elementary schools.

Program evaluation studies are thought to be methodologically stronger than case and outlier studies and present findings consistent with these two other categories. Donald Trisman and others (1976) examined elementary reading programs nationwide; Armor and others (1976) looked at raising reading scores of inner city children; Madeline Hunter conducted three studies in 1979 through the Michigan Department of Education; and Doss and Holley (1982) evaluated Chapter I programs in Texas. Findings from these effective

schools studies showed that effective schools are character-
ized by high staff expectations and morale, a considerable
degree of control by the staff over instructional and train-
ing decisions in the school, clear leadership from the prin-
cipal or other instructional figure, clear goals for the
school, and a sense of order in the school.

The other category of effective schools research in-
cludes two main studies. James Coleman and others (1981)
performed a comparative study of public and private schools
and found private schools academically superior to public
schools. The National Institute of Education Safe School
Study (1978) sponsored by the United States Department of
Education was concerned with identifying elements that make
schools safe, nonviolent, orderly institutions. Although
academic effectiveness was not evaluated, many findings re-
garding the difference between safe schools and violent
schools were relevant to the discussion of effective schools.

The Principal as Instructional Leader

The principal's role in instructional leadership under-
lies the four research questions outlined in Chapter 1 of the
current study. The survey instrument was designed to examine
which instructional leadership activities are performed in
effective elementary schools; how much responsibility is as-
sumed by the school's instructional leader--the principal;

and how principals in effective schools reported spending their time on instructional leadership and other job responsibilities. A common statement in the effective schools literature is that the principal is a strong leader of instruction. Effective schools are thought to have effective leaders and the principal has emerged as a key factor in the success of a school (Berman & McLaughlin, 1978; Edmonds, 1979; Hall, 1979; Henthorn, 1980; Brookover, 1981). Further research continues to be done on the role of the principal, especially as instructional leader, in determining effective schools.

George Weber (1971) was one of the first researchers in this area. He identified four exceptional inner-city schools successful in reading gains and cited eight common characteristics, including strong principal leadership. School administrators in these schools set the tone for the school and assumed responsibility for instruction and allocation of resources to reach school goals. Arthur Blumberg and William Greenfield detailed seven characteristics of the instructional leader:

1. The propensity to set clear goals and have those goals serve as a continuous source of motivation.
2. A high degree of self-confidence and openness to others.
3. A tolerance for ambiguity.
4. A tendency to test the limits of the interpersonal and organizational system.
5. A sensitivity to the dynamics of power.
6. An analytic perspective.
7. An ability to be in charge of the job (1980:24).

Paul Edwards' study in Florida (1984) similarly found that principals of schools with more effective reading programs were more effective in the areas of personnel management, public relations and assuming ultimate responsibility for instructional leadership within the school. Joann Mazzarella (1977) agreed that good leadership is important to achieve effective schools.

Jean Wellisch and others (1978) studied leader behavior in nine elementary schools that had made significant gains in achievement. Four facets of instructional leadership-- instruction, communication about instruction, responsibility for instruction and coordination of the instructional program--were examined by asking questions of teachers in these schools. Teachers reported that principals felt strongly and had definite views about instruction; that teachers' performance was regularly reviewed and discussed; that more responsibility was attributed to the principal in making decisions concerning instruction, selecting basic ma- terials, planning programs for the entire school and in evaluating programs; and that the instructional program co- ordination (defined in terms of content, sequence of objec- tives and use of materials throughout all grades) was handled extensively by all principals (1978:220).

John Keedy (1987) observed that effective principals as instructional leaders contribute to school improvement by managing both programs and people. Ronald Edmonds (1979)

reviewed studies on effective principals and also found leadership to be a key factor. Instrumental, supportive and participative leadership by principals has been shown to be related to effective instructional programs (Mazzarella, 1977:46). Michael Rutter and others (1979) found schools to be successful where supervisors emphasized student achievement, set instructional strategies and provided an orderly atmosphere. These three leadership behaviors, along with coordinating instructional programs, frequently evaluating student progress and supporting teachers lend credence to school effectiveness research by showcasing interstudy consistency and providing direction for educators (Sweeney, 1982:352).

A study in 1979 by Guditus and Zirkel indicated that schools which performed in successful ways had principals who were expert instructional leaders, instead of administrative leaders or managers. Michael Cohen (1980) contended that differences in schools can be accounted for by the school principal, especially in regard to instructional matters. Schools that were successful in raising math scores had principals who gave first priority to, and took more responsibility for, decisions about the selection of basic instructional materials (Marcus, Wellisch, MacQueen, Duck, & Lee, 1976). Julian Prince (1984), reporting on the Outcome-based management program piloted in Tupelo, Mississippi, found that when the principal monitored the classroom in-

structional process often while checking to see that teachers used behaviors that research indicated were highly correlated to pupil learning, desired improvements in student achievement were produced. Van Cleve Morris and others observed:

> Working principals engage in instructional leadership more through interaction, by creating an atmosphere in which teaching and learning can thrive than through such direct methods as inservice training of teachers or classroom observation (1982:691).

Joan Shoemaker and Hugh Fraser (1981) reviewed ten studies and reported that assertive, achievement-oriented leadership was one of four characteristics common to effective schools. Similarly, Wilbur Brookover and Lawrence Lezotte (1975) found leaders in effective schools to be more assertive, more effective disciplinarians and more inclined to assume responsibility. David Clark and Linda Lotto (1980) maintained that the school program manager in effective schools did more: they framed goals and objectives, set standards of performance, created a productive working environment and obtained needed support. Instructionally effective principals also appeared to be concerned with good human relations within their schools. Schools were found to have well-defined systems of instructional objectives and orderly, purposeful and peaceful school climates, defined as the ways in which a principal influences the attitudes and beliefs of others in the school regarding student achievement (including establishing high expectations for students, establishing academic standards and incentives for learning, protecting

instructional time and promoting instructional improvement
and professional development). Creating a school climate
which is conducive to student learning is a fundamental part
of the principals' instructional management role (Bossert,
Dwyer, et al., 1982:42). In a review of more than 75 research
studies and reports, Caroline Persell and Peter Cookson
identified nine recurrent behaviors that good principals
display:

1. Demonstrating a commitment to educational goals;
2. Creating a climate of high expectations;
3. Functioning as an instructional leader;
4. Being a forceful and dynamic leader;
5. Consulting effectively with others;
6. Creating order and discipline;
7. Marshalling resources;
8. Using time well;
9. Evaluating results (1982:27).

David Dwyer has done extensive work in the area of in-
structional leadership by conducting interviews, shadowing,
site visits and behavior analysis of elementary principals.
He has argued that there are common acts of the principalship
and the success of these activities for instructional man-
agement hinges on the principal's capacity to monitor the
instructional system. His analyses are particularly relevant
to the current study in terms of research question three re-
lating to context variables and research question four ana-
lyzing how principals spend their time. The author
illustrated several lessons in understanding the principal's
contribution to instruction through his many hours of prin-
cipal observations:

1. Successful principals act with purpose.
2. Successful principals have a multi-faceted image of schools.
3. Successful principals use routine behaviors to progress incrementally toward their goals.
4. Principals engaged in the same kinds of behavior.
5. The form and function of principals' routine behaviors varies to suit their contexts and purposes (Dwyer, 1986:15).

This discussion highlights the fact that behaviors which observed principals engaged in were common and were used with similar frequency. Despite this uniformity of behaviors, the author especially noted the variation in their actions due to the shifting, uncertain, unpredictable environments in which they worked.

Although it is thought that strong instructional leadership facilitates school success, it is equally plausible that the perceptions of strong leadership result from the process of becoming a successful school. While a number of researchers have supported the view that strong leadership is a factor clearly associated with a school, a number of studies have confirmed the belief that principals have little to do with the effective delivery of instruction in schools (Martin & Willower, 1981; Howell, 1981; Morris, et al., 1982; Glatthorn & Newberg, 1983). Both Ellis (1975) and Lezotte (1980) found that the majority of principals in high and low achieving schools were not perceived to be the instructional leaders. The teaching staffs in six of ten effective schools in Ellis' study rated the principal low on leadership, atmosphere and expectations, while five of eight schools

thought to be ineffective rated principals high on leadership, atmosphere and reading emphasis. Teachers in ineffective schools in the Lezotte study reported greater staff cohesion and more instructional involvement by principals than teachers reported in effective schools.

In Gilbert Austin's 1979 study for the Maryland State Department of Education, teachers in high and low residual schools rated the quality of instructional leadership equally high. Dan Lortie (1980) described the principal's role itself as residual, consisting of what no one else is assigned to do. Likewise, Gersten, Carnine and Green (1982) maintained that most principals are not trained to be leaders or have too many other demands placed on their time. Principals, they argued, should ensure that someone or a team fulfills the instructional leadership functions.

Context Variables

Introduction

As early as 1951, Kurt Lewin maintained that leader behavior must be adapted to the situational demands of the school. James Coleman (1980) exhorted schools to strengthen school-community ties by creating and strengthening relationships among parents of children in the school through PTAs and a commitment by parents to school activities. He

called for future data-gathering to focus on family charac-
teristics, the school's relationship to the family, the com-
munity organization and the school's relationship to the
community.

Steven Bossert and others (1982:36) argued that little
is known about how the school context affects the instruc-
tional leadership role of the principal. A source of influ-
ence on principals is the social environment. Effective
leadership may well emerge as the result of principals'
abilities to tune their actions to the needs and givens in
their contexts. An agenda for further study might include
refinement of the generic list of activities and of the ele-
ments of the holistic instructional context. Another impor-
tant step would be to determine the relative merit of various
actions under specific contextual conditions (Dwyer,
1987:187). A 1982 study by Salley, McPherson and Baehr
identified a number of factors as having effects on princi-
pals' work activities--school size, the shape of the admin-
istrative hierarchy, characteristics of staff and students,
the principal's background and the socioeconomic context of
the school.

The current study has attempted to provide insight into
principals' instructional leadership activity, and has viewed
this activity within the context of the individual school
situation. Several pieces of school, student and principal
information were collected in order to address research

question three, as outlined in Chapter 1. Relevant litera-
ture relating to the specific context variables included in
the study are discussed below.

PTA Representation

Schools are increasingly reaching out to parents through
newsletters, home visits, recreation nights and open houses
(Crowson & Porter-Gehrie, 1981:37). Effective principals
have been very effective in facilitating communication be-
tween the school and the community in various ways: holding
meetings and conferences, building parent-teacher groups and
by becoming highly integrated into the school community
themselves (Berman & McLaughlin, 1979; Reinhardt, et al.,
1979; Wilson, 1981). The primary purpose for such contact
is to gain community support for school goals and priorities
(Venezky & Winfield, 1979; Reinhardt, et al., 1979; Wilson,
1981). Whereas the effective principal may go so far as to
send parents a memo about how they might reinforce the
achievement of school goals with their children at home, the
typical principal may find such behavior too risky (Leithwood
& Montgomery, 1982:330). Arthur Blumberg and William
Greenfield (1980:178) saw elementary principals viewing par-
ents (and PTA subgroups) as having an important influence
upon their behavior in the principalship.

Candace Poindexter (1983) found lack of parent support a main obstacle to establishing an effective school. Other studies reported, however, that there is little evidence for strong relationships between the amount of parent contact and successful school achievement (Brookover, et al., 1979; Edmonds, 1979; Clark, et al., 1980; Purkey & Smith, 1982). Gilbert Austin's (1978) Maryland State Department of Education study found that principals of high achieving elementary schools had more active PTAs, a higher percentage of members and higher attendance at PTA meetings. Ronald Edmonds (1979) observed that PTA meetings in more effective schools were attended by a larger proportion of families. David Clark, Linda Lotto and Mary McCarthy's 1984 analysis of effective elementary schools concluded that successful schools reported greater interest by parents in their children's education and greater involvement by parents in school affairs.

The 1987 National Association of Elementary School Principals (NAESP) <u>Study of the Elementary School Principalship</u> surveyed principals as to the attitudes of parents toward their schools and its programs and found that principals reported 46.1% of parents were highly supportive and involved, 52.5% supportive but having little involvement. Suburban school principals indicated the highest percentage of all localities of highly involved and supportive parents (59.6%), compared to only 37.1% of parents in this category in rural schools, 43.1% in urban schools and 44.3% in small

town schools. Schools of less than 400 students were reported to have had the higher percentage of parents described as supportive but little involved (55.8%, as compared to 49.8% and 51.1% in schools with 400 to 600 students and more than 600 students, respectively). In response to the question on the NAESP survey of whether schools had a parents' advisory council that is sometimes involved with curriculum issues, principals reported 56.7% of their schools had such a group, 43.3% did not, and schools with more than 600 students and urban schools reported the highest percentages of these advisory groups.

Student Turnover (Transiency) Rate

Candace Poindexter (1983) pointed to a high transiency (turnover) rate as one obstacle to establishing a successful school. Michael Kean's 1979 study of fourth graders in Philadelphia found that student turnover rate did not affect reading achievement for fourth graders. The State of New York Office of Education Performance Review (1974), although studying only two schools, observed a lower student turnover rate at the high achieving school. Wilbur Brookover and others (1975) matched five pairs of Michigan elementary schools on student socioeconomic status, student racial composition and community type and concluded that community

stability level was positively related to student achieve-
ment.

School Size

William Greenfield and Gary Yukl (1985) noted that one
aspect, among others, of the situation of schools which needs
to be included in future research is differences in the size
of the school. A 1983 study by Salley, McPherson and Baehr
identified school size among a number of factors which impact
on the principal by influencing the amount of time he/she is
able to devote to various work activities. A panel headed
by Dale Mann and Judith Lawrence (1983) concluded that big
elementary schools diminish achievement, albeit slightly.
John Goodlad (1983) asserted that elementary schools should
be relatively small to be most effective, or when large,
broken into houses of 100 or so students.

In 1985, Y. L. Lam used a 40-item School External Con-
straints instrument to examine 217 Manitoba schools and
scrutinize how principals in schools of various sizes and
settings perceived the impact of external constraints.
School size was shown to be a significant factor in the con-
straints arising from policy interpretation and implementa-
tion, social values, and second language program delivery.
Sizes of the schools seemed to be responsible for variations
of pressure originated from policy, social values, accommo-

dations of ethnic composition of students and language prob-
lems in the school.

Summarily, research on school size continues to be in-
conclusive as to the impact on student achievement. There
is some limited evidence that smaller school size promotes
student achievement (Guthrie, 1980; Anderson, 1982). Studies
have indicated that in smaller schools it is easier to main-
tain order and establish schoolwide climate emphasizing
achievement (Gottfredson & Darger, 1979; Furtwengler, 1984)
and that in these smaller schools, teachers may feel more
satisfied with their working conditions and have a greater
opportunity to participate in decision-making (Bridges &
Hallinan, 1978; Morris, 1982). The Bureau of School Programs
Evaluation of the New York State Education Department (1976)
found, on the other hand, that schools achieving below ex-
pectancy (on third and sixth grade actual mean achievement
reading and math scores) averaged smaller school enrollments
than schools achieving above expectancy, while schools
achieving at expected levels averaged larger school enroll-
ments. Vallina (1978) observed that ten high achieving (in
reading) schools and ten low achieving (in reading) schools
did not differ significantly in pupil enrollment.

School Location

Philip Hallinger and Joseph Murphy (1985) asserted that interactions among instructional leadership and other context variables, including community context (school location), warranted further investigation. In an early nationwide study, Fetters, Collins and Smith (1968) concluded that overachieving schools were more likely to be located in smaller cities or residential areas of larger cities, while underachieving schools were more likely to be located in industrial suburbs, inner parts of large cities and rural areas. Gilbert Austin's (1978) study of outlier schools for the Maryland State Department of Education reported that high achieving schools were more often in rural or suburban areas.

School location was found to be an important factor accounting for the varying nature of external environmental impacts by being related to administrative perceptions of how intense the external constraints are upon the operation of the school. Urban and suburban school principals perceived greater pressure from factors outside of the school than small town and rural schools (Lam, 1985). James Coleman (1981) asserted that schools in strong communities (usually suburban) tended to be more successful with children than schools from weak or disorganized communities (urban ghettos). Y. L. Lam observed:

The recent trend towards decentralization of decision-making might mean further polarization of control among different interest groups in the urban community while in more complacent rural settings, decentralization may lead to a monopoly of control in the hands of professional educators. In view of this disparity of wealth across the regions, one can easily accept the observation that lack of support would have a greater impact upon rural resources (Lam, 1985:65).

Principal's Education and Experience

A number of authors (Rowan, 1983; Goodlad, 1984; Hallinger & Murphy, 1985; Dwyer, 1986) have argued that further research into effective schools should look at the principal's training and experience. It is undetermined whether a principal's role as instructional leader may be affected by his/her years spent as a classroom teacher, years as a principal in a successful school building or level of schooling. The 1974 State of New York Office of Education Performance Review observed that the principal in the high achieving school had been in the school a greater number of years than the principal in the low achieving school. The California Effectiveness Study (1977) of 21 pairs of elementary schools found principals in higher achieving schools also had more experience at their schools. The same study reported no significant differences between schools in terms of the principal's highest degree earned. Vallina (1978) similarly concluded that principals in more successful schools had been at their schools longer, but no significant

difference existed among schools in either the principals'
amount of education, their experience as principals or as-
sistant principals, or the number of principalships they had
held.

Michael Kean, et al. (1979) concluded that principals'
previous administrative status, degree status, prior teaching
experience, tenure in the school, or years as a principal
were not positively related to fourth grade reading growth.
In the 1978 Maryland State Department of Education study,
high achieving schools' principals had been in their schools
longer, although low achieving schools' principals had more
teaching experience before becoming principals and had earned
more credits past their last degree. Principals in high
achieving schools had been principals longer and more were
on tenure than low achieving schools' principals; more prin-
cipals of high achieving schools had elementary principal
certification than principals of low achieving schools.

The 1987 Study of the Elementary School Principalship
surveyed 830 principals and found 68% held a Master's degree,
20.2% possessed a six-year certificate and 9.7% had a Doc-
tor's degree. Females had more teaching experience than
males before becoming principals; and principals in small
towns and rural areas, as well as in larger schools, had less
teaching experience than other school principals. The mean
number of years experience in this study was 12 years, with
rural principals having the most experience of any location

and females having less years experience than males. Over ninety-three percent of principals reported currently holding an elementary principal certification.

Student Socioeconomic Status

In the late 1960s and early 1970s, many researchers conducted large scale statistical studies which found that home and family variables associated with socioeconomic status (SES) showed a much higher relationship to student performance than such factors as dollars spent, staff preparation, availability of instructional materials, the schools' physical plant or other factors (Coleman, 1966; Averch, 1971; Jencks, et al., 1972; Bridge, Judd, & Mooch, 1979). George Weber (1971) was among the earlier researchers to argue that schools did make a difference in the achievement of children from different socioeconomic backgrounds. More recent studies have emphasized the examination of specific school processes and behaviors associated with student attitude and achievement. These have collected information by schools, grouped schools by SES and examined administrative and instructional processes in high and low achieving schools within similar SES categories to discover what may account for achievement differences (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; California Department of Education, 1980; Maryland State Department of Education, 1978;

Rutter, et al., 1979). These studies paid attention to race, SES and home background factors in attempting to answer the questions of whether schools can be effective for black and poor children and whether schools can compensate for differences of family background and race.

Ronald Edmonds (1978, 1979) also found that schools do make a difference in achievement for poor and minority students. A Phi Delta Kappa study (1980) reported academic performance significantly correlated with SES. Wilbur Brookover's 1975 study of matched pairs of Michigan elementary schools observed higher achieving schools scoring significantly better than lower achieving schools on all twelve of the variables investigated. The Maryland State Department of Education Study (1978) concluded that high achieving pupils came from more advantaged homes and had a more stable family life, while low achieving pupils were more often non-white, disadvantaged, or from blue-collar homes. Shirley Jackson found three factors which distinguished effective from less effective low-income elementary schools in Washington, D.C.:

1. The principals' leadership style and support of teachers.
2. The teachers' role in instruction.
3. Staff development programs (1983:68).

Several studies have used the percentage of students in a school from families in the Aid to Families with Dependent Children (AFDC) program as the measure of school

socioeconomic status. Michael Kean and others (1979) con-
cluded that neither AFDC percentage nor the student's family
income were positively correlated with fourth grade reading
growth in twenty-five Philadelphia elementary schools. Tamar
Aui-Itzhak and Nara Butler-Por (1985), using AFDC as the sole
predictor of academic achievement, studied 58 schools and
maintained that this measure is needed to help determine if
a school is effective or ineffective.

In probably the most comprehensive study to date on in-
structional leadership and student socioeconomic status,
Hallinger and Murphy (1986) used data from the California
Assessment Program and identified seven schools which met
their effectiveness criteria for a period of three years.
They found that school SES was associated with the type of
instructional leadership exercised by principals in effective
schools. Effective instructional leadership was said to be
sensitive to school SES. Principal instructional leadership
in high SES effective schools focused more on technological
functions (such as coordinating the curriculum, supervising
and evaluating instruction and monitoring student progress)
than on climate functions, and utilized more indirect than
direct activity in carrying out these functions. Principals
in low SES schools actively complemented both technological
and climate functions, and complemented indirect activity
with forceful direct activity in carrying out their instruc-
tional leadership functions. Lower SES school principals had

to ensure that their schools became the source of higher expectations for students so that these principals exercised instructional leadership by creating and developing schoolwide norms and by managing the instructional program in addition to carrying out the technological functions.

In the higher SES schools, the tasks of the principals in the climate dimension differed from the lower SES principals. The higher SES principals had the responsibility of sustaining existing norms rather than creating new ones. They had to ensure that school expectations were congruent with the high expectations of the parents in the community. Low SES school principals had to ensure that the school overcame societal and school norms that communicate low expectations to the students. The principals in the low SES schools needed to develop organizational routines and structures that both created and sustained high expectations, such as frequent and concrete reward systems. Higher SES school principals did not need to rely on reinforcers or reward systems. The instructional leadership role of high SES school principals seemed to be one of sustenance rather than creation, ensuring that teachers build upon student skills and maintain their belief in students' ability to succeed.

Principals in high SES schools actively coordinated the curriculum, but did not exert strong control over classroom instruction. Low SES schools observed principals focusing on coordinating and controlling instructional practices. All

of the principals were seen as coordinators, developing policies to create schoolwide curricular structures. A major difference existed in the extent to which principals influenced classroom instruction through direct activity. Principals in the lower SES schools were more forceful in asserting themselves in making instructional decisions and in intervening in classrooms where teachers were not meeting their expectations. In higher SES schools, principals tended to lead more from the background, actively coordinating the curriculum, but not exercising as much control as lower SES principals.

Principals' Use of Time

Nancy Pitner (1982) found that principals in effective schools tended to make more frequent observations of classroom instruction, whereas previous work activity studies using Mintzberg-type procedures showed principals avoiding close inspection of classroom instruction. A 1980 survey of elementary principals by Hill, Wuchitech and Williams for the United States Department of Health, Education and Welfare found a majority of respondents reporting they spent less time supervising instruction in 1980 than five years earlier. The principals also reported playing the instructional leadership role differently. They were more bound to a schedule, less able to interact spontaneously with teachers and stu-

dents and more rushed in the interactions that did take place. The environments they reported working in made it difficult to concentrate on instructional issues as much as they would like. Similarly, Hughes (1983) found principals reporting a wide discrepancy between how they spent their time and how they would prefer to spend their time.

Several studies have, in fact, analyzed the uses of elementary principals' time and found between 15% and 25% of total time spent on instructional support, strategies and program development (Hager & Scarr, 1986:39; Kmetz & Willower, 1982:66). James Scrivener, in the Alaska School Effectiveness Project (1982:87), observed that 75% of elementary school principals' time was spent on management-related issues, 25% on leadership. He also found that 86% of the items on the principals' desk referred to managing, only 14% to instruction (Scrivener, 1979:54).

The Educator Opinion Poll (1984) conducted by the Education Research Service found elementary principals spending too much time on required paperwork, with insufficient time available for observation of classes and conferences with teachers. Kent Peterson (1977) observed that less than five percent of the principal's time was actually spent observing classroom instruction. David Dwyer's observations of principals in their schools (1987:68) revealed that well over half of principals' time is devoted to communicating and the bulk of the remainder falls into the categories of schedul-

ing, allocating resources and organizing; monitoring instruction; and governing, or decision making with regard to policy. The soon-to-be-released 1987 Study of the Elementary School Principalship, conducted by the National Association of Elementary School Principals, found principals spending 31% of their time on the supervision and evaluation of teachers and nonteaching staff; 17% on discipline and student management; 11% on curriculum development; 6% on student evaluation and placement; 9% on parent and community contacts; 8% on managing the school facility; 6% on administering the budget; 9% on duties assigned by the central office; and 2% on other duties.

Richard Gorton and Kenneth McIntyre's 1978 study found effective (senior high) school principals ranking curriculum and instructional leadership fifth of nine functional areas during their work year. The nine functional areas used by Gorton and McIntyre were utilized in the current study in order to address research question four, examining how effective elementary school principals spent their time. Work activity studies (Pitner, 1982; Peterson, 1978; Sproull, 1979; Hartley, 1987) have shown principals spend little time working with teachers on instructional issues and that their work is varied and fragmented, thus providing little support for the contention that principals are dynamic, programmatic leaders (Bossert, Dwyer, et al., 1982:57).

Some research has shown that principals in effective schools tend to make more frequent observation of classroom instruction (Hallinger, Murphy, et al., 1983:84), but other studies have argued that principals have little to do with the effective delivery of instruction to schools (Martin & Willower, 1981; Morris, et al., 1982; Glatthorn & Newberg, 1984). Wayne Stegman and Alec MacKenzie (1985) found that successful school principals practiced effective time management by delegating responsibility effectively and by scheduling time to work without interruption. These principals also set clear goals for meetings, avoided unnecessary meetings and used weekly and monthly calendars. The amount of time devoted to managing the instructional program, as opposed to other managerial responsibilities, is regarded as essential if principals are to be effective in their schools.

Summary

The literature review in this chapter was designed to parallel the research questions for the current study outlined in Chapter 1. Areas examined included research on effective schools, principals as instructional leaders, context variables, and principals' use of time.

Elementary schools included in the Department of Education Elementary School Recognition Program in 1986 were used as the sample in the study. Results are inconclusive as to

the exact ingredients of successful schools but most effective schools studies point to high expectations of staff and strong leadership by the principal as being important factors in student achievement. The discussion on the principal as instructional leader incorporates the first two research questions in the study. The multitude of studies in this area do not agree on which elements of the principalship are most important in determining the success of a school, but leadership is felt to be essential. Setting clear goals, being closely involved in selecting instructional materials and communicating with others about instruction were major factors in the principal's instructional leadership role impacting a school's success. Several authors have argued for a team approach to accomplishing instructional leadership in the school.

The next section of the chapter discussed pertinent literature to research question four dealing with context variables in the effective elementary schools in the survey. Studies on PTA involvement point to higher parent participation in higher achieving schools; neither school turnover rate nor school size has been conclusively found to affect student achievement; schools in rural or suburban areas have been found to have the more successful schools; principal training and experience has not been shown to positively impact on a school's effectiveness; and SES has been shown to

have an effect both on student achievement and principal
leadership behavior in different income schools.

The final part of the chapter reviewed studies pertain-
ing to the principal's use of time and found most studies
indicating less than a quarter of principals' actual time
spent on instructional matters. Principals reported spending
less time on instructional matters than five years ago and
indicated a wide discrepancy between their actual use of time
and ideal use of time. The third research question addressed
principals' distribution of actual and ideal time on a number
of job responsibilities.

CHAPTER 3

METHODS AND PROCEDURES OF THE STUDY

The purpose of this chapter is to outline the methods and procedures used to guide the current research study. The study draws on the methodology of Stokes' 1984 examination of Instructional Leadership Activities in Senior High Schools in Virginia. The Far West Laboratory model of the principal's role in instructional management is used as a conceptual framework for the current research. This chapter is divided into the following seven sections: (1) the conceptual framework of the study; (2) the research method employed in the study; (3) the research objectives of the study; (4) a description of the population; (5) development and use of the instrument; (6) data gathering procedures; and (7) data analysis procedures.

Conceptual Framework of the Study

There is disagreement in the literature between seeing the strong principal as the factor clearly associated with effective schools versus the idea that principals have little to do with the effective delivery of instruction. In light of this debate, the Far West Laboratory for Educational Re-

search and Development, under the direction of Steven Bossert, has developed a useful model for viewing principals as programmatic leaders and understanding the role of principals as instructional leaders. This model has been used as a conceptual framework for the current study.

The Far West model of the instructional management role of the principal presents a framework for examining the interconnections among features of the school's organizational milieu and explaining how specific management practices actually affect children's schooling experiences. The premise is that principals' activities and the success of those activities for the creation or maintenance of potent instruction in schools depends largely on factors such as:

1. the nature of principals' instructional contexts;
2. the givens posed by the pressures and opportunities generated by the community and by the district and other nested institutional systems;
3. the school climate;
4. the realities of the instructional organization;
5. the needs of the students; and
6. the principals' own beliefs and experiences (Bossert, Dwyer and others, 1982:37).

The model recognizes the complexity of the instructional management role of principals and accommodates these factors (see outline of model in Appendix A).

The authors at the Far West Laboratory regard the formulation of this model as the first step in a program of research and development aimed at modeling the social processes and structures which lead to successful schooling experiences for children. The Lab's contention is that current research

and practice have not identified clear relationships between what a principal does and the concrete learning experiences children have in school. An examination of the elements outlined above and their interrelationships should prove helpful, the authors contend, for the improvement of school level practices that enhance student learning.

Principals can understand and influence the varied elements of their organizations through the performance of routine activities. Observations of elementary school principals support the model of the principal's role in instructional management. These principals attempted, through their routine activities, to bring to life their overarching visions, while at the same time monitoring their systems to keep their visions relevant. The current study uses the Far West model of instructional leadership in order to deduce a set of behaviors from the functional descriptions of effective school processes already available. This set of behaviors is the list of activities taken from select literature and confirmed through a pilot questionnaire as characterizing instructional leadership.

Steven Bossert, David Dwyer and others at The Laboratory point out that no one leadership style for the principal has been found to promote successful schools and that the instructional management role must be viewed in a holistic context. Their view is that the principal occupies a key position that bridges the major elements of the instructional

context. These elements interconnect with each other to af-
fect student outcomes. In the context of the current study,
the Far West model components of student outcomes, instruc-
tional organization, and instructional climate are criteria
of effective schools included in the Department of Education
Elementary Recognition Program. The purpose of the current
study is twofold in terms of this model:

1. It focuses on examining the Far West dimension of
   "Principals' Routine Behaviors" by attempting to
   verify empirically the specific behaviors per-
   formed in the principals' role of instructional
   leader; and
2. It explores the relationship between the "Commu-
   nity" dimension, which comprises the context vari-
   ables of the current study, and the principals'
   activities and student learning experiences (see
   Appendix A).

The dimension of "Institutional Context" is not addressed in
the current study and only the "Professional Experiences"
component of "Beliefs and Experiences" is included because
of the difficulty in measuring the other components of "Per-
sonal History" and "Philosophy of Schooling" of this dimen-
sion.

The "Community" dimension is the context of principal
management--specifically, the sources of influence on the
principal. These include personal characteristics: gender,
training and experiences; district characteristics: the de-
gree of flexibility/constraint as a result of district rules
and policies and constraints of informal culture of the
school district; and the characteristics of the external so-

cial environment: district finances, parent support and pressure, presence of minority populations and legal constraints, as well as geographic location. The context variables examined in the current study include the personal characteristics of the principal and the external social environment characteristics.

Robert Stokes' 1984 study, Instructional Leadership Activities in Senior High Schools in Virginia was a descriptive research study intended to examine the instructional leadership role of the senior high school principal and his/her administrative staff and the degree to which other individuals assumed instructional leadership responsibility. The current study sought to replicate this earlier research by exploring the instructional leadership role of elementary principals in effective schools, but in doing so differed in several respects. While Stokes looked at size, location and staffing as variables which might affect the leadership function, school socioeconomic status, school turnover rate, principal experience, PTA representation, school size and school location were examined as context variables in the current study. A different list of instructional leadership activities than that in the Stokes study was included on a questionnaire which was piloted and subsequently mailed to elementary rather than high school principals; and the current study utilized a nationwide sample rather than principals in the state of Virginia.

Research Method Employed in the Study

In attempting to address the four research questions and achieve the purpose of the study, the descriptive survey method of research was used. Earl Babbie explains:

> Descriptive surveys are frequently conducted for the purpose of making descriptive assertions about some population: discovering the distribution of certain traits or attributes. In this regard, the researcher is not concerned with why the observed distribution exists, but merely what that distribution is. The sample survey provides a vehicle for discovering such distributions. The distribution of traits among a carefully selected sample of respondents from among the larger population can be measured, and the comparable description of the larger population is inferred from the sample (1973:58).

The primary purpose of this type of study was description rather than explanation of differences and was not directed toward hypothesis testing.

According to Ary, Jacobs and Razavieh, most surveys are basically inquiries into the status quo whose purpose is to gather information about variables rather than information about individuals. The authors add:

> Survey questions are usually designed to provide information about variables rather than to relate variables to one another, although information gathered in surveys may point out relationships between variables (1972:288).

Descriptive surveys may also be conducted to measure opinion, achievement (Ary, Jacobs & Razavieh, 1972:289) or other psychological or sociological constructs (Kerlinger, 1973:411).

The current study was organized, then, using the descriptive survey method. Four research questions were formulated, as stated in Chapter 1, and a survey instrument was developed. Following administration of the survey to effective elementary school principals, responses obtained from the instrument were analyzed in order to describe the instructional leadership behavior of principals and other instructional personnel surveyed.

Research Objectives of the Study

The study was conducted to collect information about principals in schools judged to be effective by the United States Department of Education Elementary Recognition Program in 1986. The purpose of the survey was to investigate the instructional leadership role of elementary principals and their school and district staffs. The extent to which selected activities were performed in these schools and the distribution of responsibility for performing them, as well as an examination of school context variables and principals' use of time were also addressed by the study. The research questions in this study were designed to determine:

1. To what extent selected instructional activities are performed in effective elementary schools;
2. How selected instructional activities are distributed across various school and district personnel in effective elementary schools;
3. The differences in the extent to which selected instructional activities are performed and respon-

sibilities distributed in effective elementary schools based on selected context variables;

4. How effective elementary principals spend their time and how would they prefer to spend their time on nine major responsibilities.

Description of the Population

The population studied was all 212 public elementary schools and their principals included on the 1986 United States Department of Education Elementary School Recognition Program list. These schools were judged to be effective based upon a specific set of criteria (see Definition of Terms--Chapter 1). Names and addresses for these schools and principals were obtained from the United States Department of Education, Washington, DC. Principals responding to the survey indicating that they were not principal at the school when the school was nominated in 1986 were not included in the analysis of data.

Development and Use of the Instrument

In order to answer the four research questions in the study, a questionnaire was developed. The original questionnaire consisted of forty-four specific instructional behaviors thought to characterize the instructional leadership role in elementary schools. The list of behaviors was formulated through a literature review intended to determine

those instructional activities thought to be performed by principals in effective elementary schools. Specifically, the following sources were relied upon to develop this instructional leadership activity (behavior) list: <u>Effective School, Effective Principal</u> (Lipham, 1981); <u>The Principalship: Foundations and Functions</u> (Lipham & Hoeh, 1974); <u>Leadership to Improve Schools</u> (Doll, 1972); <u>The Effective Principal</u> (Blumberg & Greenfield, 1980); <u>Principalship: Concepts, Competencies and Cases</u> (Lipham, Rankin & Hoeh, 1985); "Principals in Instructionally Effective Schools" (Clark & Lotto, 1982); "The Role of the Elementary School Principal in Program Improvement" (Leithwood & Montgomery, 1982). A complete list of the instructional activities included on the survey and their exact sources in the literature is found in Appendix C.

The first item on the survey instrument asked subjects to indicate whether or not they were principals in their present school building during the time of the nomination for the Elementary Recognition Program. Any principal who was not present at the time the school was judged to be effective was not included in the research analysis inasmuch as they could not have impacted on the school as an instructional leader in any way. To answer research questions one and two of the study, Part B of the questionnaire asked principals to first indicate whether each activity was being performed in their school and, if so, to then distribute ten points

across five categories of school personnel--principal, assistant principal, classroom teacher, central office staff and other school staff (clerical staff, support staff, resource teachers and department chairmen). This latter information was requested in order to determine the distribution of responsibility for performing the instructional activities by school personnel in effective schools.

In order to address research question three, Part A of the survey instrument included five questions pertaining to the principal's personal experience and eight additional questions requesting information on school context variables. In addition to the list of instructional activities on the questionnaire, nine categories of major job responsibilities for school principals were included as item 12 on Part A of the survey, in order to collect data to answer research question four--principals' actual and ideal use of time. The job tasks were duplicated from Gorton and McIntyre's 1978 study of senior high school principals for the National Association of Secondary School Principals.

The initial questionnaire, with a cover letter and instructions, was mailed on September 12, 1987, to twenty-five elementary school principals in Fairfax County, Virginia (see Appendix D). This pilot group of principals was asked to complete the forty-four instructional activity items on the instrument, to provide background information, and to distribute the time they spend on their jobs. They were also

asked to provide feedback about the survey; the amount of time required to complete it, the clarity of directions, the clarity of wording of the items, and the survey format itself. Fifteen pilot principals returned completed surveys indicating an average of thirty to forty minutes to complete the survey.

The pilot group indicated no special difficulty with understanding the wording or meaning of the instructional activities listed and felt that the activities included were characteristic of a principal's instructional leadership responsibility. Thus, all forty-four items were included in the final questionnaire. However, principals in the pilot study felt that time spent on major job tasks should be distributed based on one hundred percent of their time, rather than ranked from one to ten, and the format of the nine categories with regard to actual and ideal time spent should be changed (see pilot and final questionnaires, Appendices D and E). In addition, questions on grades in the school, number of students in the school, and number of years as a principal at the current school were omitted from the final questionnaire since this information could be obtained from the United States Department of Education nomination forms (see Appendix B). To further establish the utility of the questionnaire, the revised instrument was administered in mid-October to ten selected Fairfax County, Virginia principals. Six responding principals in this second administration of

the instrument indicated no concerns or unclear items and concurred with the initial pilot group concerning the amount of time required to complete the survey.

Data Gathering Procedures

The survey instrument containing an introductory letter and instructions was mailed on October 31, 1987, to the 212 public elementary principals in schools judged effective by their inclusion in the 1986 United States Department of Education Elementary Recognition Program. Included in the letter was an assurance that confidentiality of responses would be maintained. The questionnaire was designed so that it could be folded and returned as a stamped, self-addressed mailer. Each principal was assigned a control number so that a follow-up survey could be mailed if necessary. Principals were requested to return the completed instrument within two weeks, by November 15, 1987.

By the requested return date, eighty principals (38%) had returned the questionnaire. A follow-up letter mailed on November 23, 1987 (see Appendix E) brought responses from an additional forty-two principals to increase the return rate to approximately 58 percent. Of the total number of 122 completed questionnaires, twenty-four questionnaires had either incomplete data (15 surveys) or the respondent had not been principal of the school during the time the school was

selected as effective (nine surveys), resulting in 98 usable questionnaires or a usable percentage of 47 percent.

A test for non-response bias was done between February 2, 1988 and February 10, 1988, to determine if any pattern of differences existed between respondents and non-respondents. A random sample of ten percent (eleven principals) of the non-responding school principals was interviewed by telephone while at their workplace. Personal experience and school/community information was collected for all eleven interviewees. Five instructional activity items were selected randomly from Part B of the survey and each principal was asked to complete them verbally. An analysis comparing responses from the telephone interviews with information from the respondents who returned mail questionnaires revealed that there were no systematic differences between the two groups of respondents.

Data Analysis Procedures

Ary, Jacobs and Razavieh explain:

Statistical procedures are basically methods of handling quantitative information in such a way as to make that information meaningful . . . by enabling the researcher to describe and summarize his observations (1972:91).

Data collected in the mail survey were filed on an Appleworks spreadsheet and analyzed using descriptive statistics. Data were reported in text as well as tabular form by means, fre-

quencies and percentages. These types of statistics are useful for interpreting data collected in descriptive survey research.

The first research question was analyzed by computing frequencies and percentages of responses to Part B, items 1 to 44, columns 1 and 2 of the survey instrument. In these columns, the responding principal indicated a yes or no to whether the corresponding instructional activity was performed in their school.

Research question two was analyzed by calculating mean scores for responses to Part B, items 1 to 44, columns 3 to 7. The principal was asked to distribute ten points across five categories of personnel for those items in which column 1 had been checked yes, indicating that instructional activity was performed in their school. Means were calculated for each category of personnel in order to determine the extent of participation of other school employees in the performance of instructional leadership activities.

An analysis of research question three was performed by computing frequencies, means and percentages for responses to Part A, items 1 to 11 and reporting these separately for each of the six principal and school context variables. An examination of responding schools with respect to context variables was done by comparing the interval means for each variable with both the total means and national sample means.

Research question four was analyzed by computing means for responses to Part A, item 12 of the questionnaire. Principals were asked to distribute 100% of their time on nine selected school tasks according to how they spend their time and how they would prefer to spend their time. Differences between the two means were calculated in order to determine whether principals were satisfied with their present work time allotment.

The results of the data analysis are discussed in detail with accompanying tables in Chapter 4, "The Results of the Study", which follows.

CHAPTER 4

RESULTS OF THE STUDY

In this fourth chapter, the responses of public school elementary principals to the mail survey questionnaire are analyzed. The questionnaire was designed to examine the instructional leadership role of principals through an analysis of forty-four activities discussed in the literature as being performed in elementary schools. The study is important in attempting to determine the extent to which these activities are being performed at all in effective elementary schools and to whom the responsibility for performing them is distributed; whether principals differ in the performance of instructional leadership activities according to selected school context variables; and how principals spend their time and would like to spend their time on the job.

The questionnaire was mailed to the population of 212 American public elementary school principals whose schools were judged to be effective by inclusion in the 1986 United States Department of Education Elementary School Recognition Program. Results of the study reported in this chapter are organized into four sections as follows: (1) introduction; (2) a demographic profile of the respondents; (3) an analysis

of responses to the questionnaire divided according to re-
search questions, and (4) a summary of the results.

Introduction

Demographic data for schools participating in this study
included the geographic location and size (number of stu-
dents) of the school and school district; school address,
principal's name and number of grades in the school; the
number of instructional and other staff assigned; the size
of the school; the number of years the principal had been at
this school; and the school's student racial makeup, percent
of students in special education, percent of low income and
number of immigrant students. These data were obtained
through the Office of Educational Research and Improvement,
U. S. Department of Education in Washington, DC. Additional
information on school (student) turnover rate, school
socioeconomic status, number of PTA meetings, percentage of
students represented by parents at PTA meetings, principal's
race and principal's highest degree were requested on the
questionnaire in order to address the school context vari-
ables in research question three.

Forty-four activities said to characterize an elementary
principal's instructional leadership role were identified in
the literature and included on a questionnaire. The survey
was mailed to principals in elementary schools determined to

be effective by the United States Department of Education Elementary Recognition Program of 1986. The survey questionnaire was returned by 122 of the 212 elementary school principals, for a return rate of 57.5%. After discarding 24 responses which were deemed to be unusable, the response rate was calculated to be 47 percent.

Demographic Profile

Principals

As indicated in Table 1, the demographic characteristics of the ninety-eight respondents to the instructional leadership survey profile a group of principals that was 98% Caucasian and 60% male, two-thirds (68.4%) of whom were 45 or older and 60% of whom had been principals for ten years or more. Slightly less than one-third (31.6%) of the responding principals were between the ages of 33 to 44; almost one-fourth (21.4%) were 55 or older. Over one-third (39.8%) of respondents had ten to 19 years experience; nearly one quarter (23.4%) had 6 to 9 years principal experience; and the remaining third was divided fairly evenly between one to five years (15.3%) and more than 20 years (21.4%). The average number of years experience for all principals was 13.1. Information supplied to the U.S. Department of Education by principals indicated an average tenure in these effective schools of 11 years. More than three-fourths (70.4%) held a

masters as their highest degree, 19.4% held the doctorate, and the remaining 8.2% had obtained a masters plus or a six-year certificate.

A comparison of the above data with numbers obtained in the Study of the Elementary School Principalship conducted in 1987 by the National Association of Elementary School Principals found a higher percentage of females and a much higher percentage of white principals in the current study (see Table 1). Principals in the current study were also found to be slightly older than those included in the 1987 national survey. And principals in schools judged effective by the 1986 Elementary School Recognition Program had more experience and a larger number had higher degrees than principals in the NAESP sample.

Data obtained from the United States Department of Education for the 212 schools and principals indicated a close similarity to the 98 respondents and schools in the current study (see Table 2). Mean total student enrollment was virtually identical for both lists of schools. The mean percentage of white students was lower in the 212 schools, and the mean percentage of black and other students was slightly lower in the 98 schools responding to the current study. The distribution of schools by geographic location was also nearly identical in both groups of schools. Mean principal experience in the 212 schools was considerably lower than the 98 responding schools. The percentage of low income students

Table 1. Demographic Profile of Principals Responding
          to Instructional Leadership Survey and Na-
          tional Association of Elementary Principals'
          Study

Variable	Study Group Frequency N=98	Percent	National Sample[1] Percent
Gender			
Male	59	60.20	79.80
Female	39	39.80	20.20
Race			
Caucasian	96	97.96	89.80
Black	1	1.02	4.40
Asian	1	1.02	0.00
Other	0	0.00	5.80
Age			
≤ 44	31	31.63	42.10
45-54	46	46.94	39.70
55 or older	21	21.43	18.20
Years as Principal			
1-5	15	15.31	26.90
6-9	23	23.47	19.10
10-19	39	39.80	36.00
Over 20	21	21.43	17.90
Total Mean		13.13 years	11.00 years
Highest Degree			
Bachelor's	0	0.00	2.10
Masters	71	72.45	68.00
Six Year Certificate or Masters plus	8	8.16	20.20
Doctorate	19	19.39	9.70

[1]Source: Study of the Elementary School Principalship
(NAESP), 1987.

Table 2. Demographic Data Comparison of Schools Identi-
          fied as Effective by 1986 USDOE Elementary Re-
          cognition Program with Schools Identified as
          Effective by USDOE Elementary Recognition Pro-
          gram Responding to Instructional Leadership
          Survey

Variable	Responding Schools (N=98)	All Schools (N=212)[1]
School Size		
Total Mean	545.42	549.96
Racial Comparison by Percentage		
White	82.80	75.96
Black	9.80	14.22
Other	7.40	9.82
Percentage of Schools by Location		
Large City %	10.38	6.12
Medium City %	17.45	16.33
Small Town %	41.98	41.84
Suburban %	24.49	18.87
Rural %	11.22	11.32
Student Socioeconomic Status	13.51[2]	22.00[3]
Mean Years Principal's Experience	13.10	7.7

[1] Source: United States Department of Education Elementary
Recognition Program, 1986.
[2] Percentage of students in the school from families re-
ceiving Aid to Families with Dependent Children reported
by principals on Instructional Leadership Survey.
[3] Percent of students from low income families as reported
by principals on United States Department of Education
(USDOE) Elementary Recognition Program nomination form.

was higher for all schools in the Elementary Recognition
Program than for schools included in the current study.
However, data reported by principals on the 1986 Elementary
Recognition Program nomination form were for students from
low income families in the school district, while data re-
ported by responding principals in the current study were for
percentage of students from families receiving Aid to Fami-
lies with Dependent Children (AFDC).

Elementary Schools

The elementary schools whose principals responded to the
survey displayed a wide range of school characteristics. As
reported in Table 3, almost seventy (68.4%) percent of these
schools did not have an assistant principal assigned to their
building, close to half (43.9%) had a student enrollment of
400 to 699. Both of these characteristics compare closely
with the national NAESP data. Twenty-three percent of these
schools had a student enrollment under 400; nearly sixteen
percent had an enrollment of 700 and over. The current study
included a higher percentage of larger schools than the na-
tional study sample.

The total mean enrollment for all schools in the study
was 545.4 students. The mean student population in these
schools was overwhelmingly white (82.8%), less than ten per-
cent (9.8%) black, with large and medium city schools having
the largest percentage of blacks enrolled (16.5% and 15.0%,

Table 3. Demographic Profile of Schools Whose Principals Responded to Instructional Leadership Survey and National Association of Elementary Principals' Study

Variable	Study Group Frequency N=98	Percent	National Sample[1] Percent
School Size			
0-399	23	23.47	41.1[1]
400-699	59	60.20	43.6[1]
700+	16	16.33	15.1[1]
Total Student Enrollment	$\overline{m}$ = 545.42		$\overline{m}$ = 472.0[1]
Racial Composition by Percentage			
White	$\overline{m}$ = 82.80		$\overline{m}$ = 76.0[1]
Black	$\overline{m}$ = 9.80		$\overline{m}$ = 10.0[1]
Other	$\overline{m}$ = 7.40		$\overline{m}$ = 14.0[1]
Percentage of Schools by Location			
Large city %	6	6.12	6.9[1]
Medium city %	16	16.33	16.0[1]
Suburban %	41	41.84	24.7[1]
Small town %	24	24.49	31.0[1]
Rural %	11	11.22	21.5[1]
Schools With Assistant Principals			
Yes	31	31.63	32.4[1]
No	67	68.37	67.6[1]
Percentage of Students Who Walk to School			
0-9%	30	31.25	
10-24%	19	19.79	
25-49%	15	15.62	
50-74%	21	21.88	
75-100%	11	11.46	
$\overline{m}$ percentage	96	30.53	39.4

(continued)

Table 3 (continued)

Variable	Study Group Frequency N=98	Percent	National Sample[1] Percent
Percentage of Students Receiving AFDC			
0-10%	54	60.67	
11-20%	19	21.35	
21%+	16	17.98	
$\bar{m}$ percentage	89	13.51	12.6
Percent of Students Represented at PTA Meetings			
0-29%	33	36.67	
30-59%	27	30.00	
60-100%	30	33.33	
$\bar{m}$ percentage	90	43.2	NA
Number of PTA Meetings			
0-3	13	13.27	
4-6	41	41.84	
7-9	29	29.59	
10+	15	15.31	
$\bar{m}$ number mtgs.	98	6.54	NA
Percentage Student Turnover Rate			
0-9%	40	42.55	
10-19%	33	35.11	
20%+	21	22.34	
$\bar{m}$ percentage	94	13.46	NA

[1]Source: Study of Elementary School Principalship, 1987.
[2]Source: Digest of Educational Statistics, 1987.
[3]Source: United States Department of Commerce, Bureau of Census, October, 1986.

respectively). One-fourth (24.5%) of the schools were lo-
cated in small towns, only 6% in large cities, 16% in medium
cities, 11% in rural areas, and the majority, 41%, located
in suburban areas. A comparison of schools in the current
study with the 1987 NAESP national study demonstrated close
similarity in the percentage of large and medium city
schools, but found a higher percentage of suburban schools
and lower percentage of rural schools in the current study.

Context Variables

Elementary schools surveyed in this study held an aver-
age of 6.5 PTA meetings per school year with 44.9% of the
schools convening seven or more (up to 12) meetings per year
(Table 3). About 15 percent of the schools held ten or more
PTA meetings annually; 13.3% had three or fewer meetings.
According to the president of the National Congress of PTAs
(phone conversation with Ann Kahn, 10/25/88), the estimated
average number of PTA meetings held annually (nationwide) is
between four and five per school year. It is believed that
the schools in the current study held more PTA meetings than
the typical school.

Slightly more than a third (36.7%) of the schools re-
ported less than thirty percent of the student body repres-
ented by parents at the average PTA meeting; less than
one-third (30.0%) reported between 30 to 59 percent repre-
sentation by parents; another third of the schools reported

60 to 100% of the students represented by parents at PTA meetings. The mean PTA representation for all schools was 43.7%. No national data were available for comparison with the PTA representation reported in the current study.

Two-thirds (66.6%) of these schools reported that 50% or more of the students enrolled in the school arrive by bus; a third (33.4%) of the schools reported that 50% or more of the students arrive on foot. The mean percentage for all schools of students who walked to school was 30.5%, which was lower than the national average of 39.4% of students who walk to school. The largest number of schools (31.3%) reported more than 90% of the students walked to school. Most of these schools did not report a high percentage of low income students; 60.7% of the schools reported having ten percent or less of their students from families receiving Aid to Families with Dependent Children (AFDC). Almost a fourth (21.4%) of the schools reported a percentage of AFDC students between 11 and 24 percent; the remaining 18% of schools reported over 21% of the total school enrollment from families receiving AFDC. The mean AFDC percentage for schools responding to this study was 13.51%. National data for the percentage of families below the poverty level was 12.6%, according to the 1986 Bureau of the Census from the United States Department of Commerce, which compares very closely with school populations in the current study.

Finally, more than 75% of the schools reported a student turnover rate of less than 20% per year; 21 schools, or 22.3%, reported a 20 percent or higher turnover rate. The largest category (42.6%) of responding elementary schools reported a student turnover rate of less than ten percent. The mean turnover rate for all responding schools was 13.5%.

Analysis of Responses to the Questionnaire

Research Question 1: Performance of activities

The first research question examined the extent to which selected instructional leadership activities were performed in the responding elementary schools. The ninety-eight principals responding to the instructional leadership activities survey indicated that nearly all of the activities listed in the instrument were performed in their school buildings (see Table 4). Of the forty-four activities, eighteen of them (41%) were reported by principals to have a performance rate of 100%; another six activities (13%) were reported to have a performance rate of 99%. In all, 31 of the 44 activities (77%) were reported to have a performance rate of 95% or greater. Performance of eight additional activities was reported in over 90% of the schools.

Only two of the instructional leadership activities were carried out by less than 90% of the students, according to

Table 4. Percent and Number of Principals Reporting Instructional Activities Were Carried Out in Their Effective Schools

Activity Number	Activity	Yes	No	Percent
1	Clarifying objectives of school to instructional staff.	98	0	100.00
2	Implementing changes or new courses in school program.	96	2	97.96
3	Maintaining changes or improvements in instructional program.	98	0	100.00
4	Participating in team meetings of instructional staff about instructional matters.	98	0	100.00
5	Altering school climate to promote staff morale and professional growth.	97	1	98.98
6	Involving parents in children's learning.	98	0	100.00
7	Allocating materials, equipment and facilities to accomplish school's instructional goals.	98	0	100.00
8	Monitoring achievement of individual student, staff and school goals.	98	0	100.00
9	Providing a system for reporting student performance to parents.	97	1	98.98
10	Providing specific concrete inservice activities for teachers and other staff.	98	0	100.00
11	Facilitating communication between school and community.	98	0	100.00
12	Facilitating communication within the school.	98	0	100.00
13	Studying and interpreting trends in society that demand curricular changes.	89	9	90.82
14	Directing assessment of the needs of learners that are unique to school and community.	91	7	92.86

(continued)

Table 4 (continued)

Activity Number	Activity	Yes	No	Percent
15	Integrating goals and objectives of the school with needs of the learners.	96	2	97.96
16	Conducting a formal assessment of the adequacy of current programs for meeting objectives and learner needs.	84	14	85.71
17	Examining and interpreting alternative programs, procedures and structures for improving the instructional program.	95	3	96.94
18	Utilizing information and research in formulating viable alternatives for change.	93	5	94.90
19	Involving others in the development of instructional alternatives.	95	3	96.94
20	Allocating and assigning staff and space to accomplish instructional goals.	98	0	100.00
21	Examining and recommending instrumentation for evaluating program processes and outcomes.	87	11	88.78
22	Collecting, organizing and interpreting data comparing present students at the school with previous students.	88	10	89.80
23	Soliciting and coordinating volunteer services in the school.	96	2	97.96
24	Meeting with individual instructional staff about instructional matters.	98	0	100.00
25	Meeting with individual students on discipline matters.	98	0	100.00
26	Meeting with individual instructional staff members about teaching proficiency.	97	1	98.98

(continued)

Table 4 (continued)

Activity Number	Activity	Yes	No	Percent
27	Involving the instructional staff in writing performance-based objectives.	88	10	89.80
28	Visiting classrooms to observe instructional techniques and use of resources.	98	0	100.00
29	Demonstrating effective instructional techniques and strategies to instructional staff.	95	3	100.00
30	Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.	98	0	100.00
31	Leading inservice training programs for instructional personnel.	97	1	98.98
32	Organizing and implementing a schedule for student instruction.	98	0	100.00
33	Developing an annual budget for the school.	92	6	93.88
34	Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.	98	0	100.00
35	Specifying activities required to achieve the district's goals and objectives.	93	5	94.90
36	Generating alternative activities for reducing any differences between actual performance and desired goals of instructional program.	91	7	92.86
37	Determining procedures and schedules for schoolwide standardized testing.	91	7	92.86
38	Collecting and displaying research information and instructional materials for perusal by instructional staff.	92	6	93.88

(continued)

Table 4 (continued)

Activity Number	Activity	Yes	No	Percent
39	Developing school-community relations procedures for accomplishing instructional goals.	94	4	95.92
40	Developing, implementing and monitoring rules for student behaviors and responsibilities.	98	0	100.00
41	Planning, implementing and monitoring extracurricular instructional programs.	90	8	91.84
42	Finding nonteaching time for instructional staff.	95	3	96.94
43	Showing strong knowledge of and participating in classroom instructional activities.	97	1	98.98
44	Participating in the selection and recruitment of instructional personnel.	97	1	98.98
		Total Mean		94.98

the respondents. The instructional leadership activities with rates of performance of 89% or less as reported by these responding elementary school principals were activity 16, "Conducting a formal assessment of the adequacy of current programs for meeting objectives and learner needs" (85.7%) and activity 21, "Examining and recommending instrumentation for evaluating program processes and outcomes" (88.8%). The grand mean for the performance of instructional activities for all principals responding to the survey was 94.98%, indicating that principals perceived that the activities included on the survey were carried out in these effective schools.

Research Question 2: Distribution of activities

Research question two looked at how surveyed instructional leadership activities were distributed across various school and district personnel in elementary schools. As illustrated in Tables 5 and 6, while there was some variation from activity to activity in the distribution of responsibility across various school personnel, the principal assumed a major responsibility in almost all cases. Using total means, the principals claimed primary responsibility (more points were allocated to the principal than to any other category) for 40 of the 44 instructional leadership activities in schools where assistant principals were not as-

Table 5. Means for Distribution of Instructional Leadership Activities Across Categories of School Personnel in Schools With Assistant Principals (N = 31)

Activity Number	Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
1	Clarifying objectives of school to instructional staff.	100.00	5.73	2.11	1.06	.55	.58
2	Implementing changes or new courses in school program.	96.77	4.08	1.82	1.90	1.57	.67
3	Maintaining changes or improvements in instructional program.	100.00	3.92	2.24	2.58	.71	.97
4	Participating in team meetings of instructional staff about instructional matters.	100.00	4.06	1.97	2.94	.42	.68
5	Altering school climate to promote staff morale and professional growth.	100.00	5.11	2.15	1.77	.23	.74
6	Involving parents in children's learning.	100.00	3.31	1.79	4.00	.32	.58
7	Allocating materials, equipment and facilities to accomplish school's instructional goals.	100.00	5.11	2.18	1.19	1.19	.71
8	Monitoring achievement of individual student, staff and school goals.	100.00	3.89	1.98	2.65	.87	.61
9	Providing a system for reporting student performance to parents.	97.00	2.92	1.08	3.50	2.17	.33
10	Providing specific concrete inservice activities for teachers and other staff.	100.00	3.85	1.60	1.32	2.55	.69
11	Facilitating communication between school and community.	100.00	5.10	1.68	2.13	.55	.55
12	Facilitating communication within the school.	100.00	5.35	2.16	1.58	.19	.68
13	Studying and interpreting trends in society that demand curricular changes.	93.55	4.31	1.55	1.34	2.38	.41

(continued)

Underlining indicates largest portion of responsibility assigned for each activity.

Table 5 (continued)

Activity Number	Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
14	Directing assessment of the needs of learners that are unique to school and community.	96.77	3.57	1.70	2.27	1.47	1.00
15	Integrating goals and objectives of the school with needs of the learners.	100.00	3.55	1.84	3.16	.71	.74
16	Conducting a formal assessment of the adequacy of current programs for meeting objectives and learner needs.	90.32	3.29	1.61	2.64	1.71	.75
17	Examining and interpreting alternative programs, procedures and structures for improving the instructional program.	100.00	4.16	1.87	2.16	1.23	.65
18	Utilizing information and research in formulating viable alternatives for change.	97.00	3.77	1.47	1.43	1.53	.38
19	Involving others in the development of instructional alternatives.	97.00	3.62	1.92	1.90	1.63	.93
20	Allocating and assigning staff and space to accomplish instructional goals.	100.00	6.00	1.61	.94	1.06	.35
21	Examining and recommending instrumentation for evaluating program processes and outcomes.	93.55	3.81	1.53	1.24	2.69	.72
22	Collecting, organizing and interpreting data comparing present students at the school with previous students.	87.10	3.48	1.89	1.07	2.74	.85
23	Soliciting and coordinating volunteer services in the school.	100.00	3.87	2.23	1.81	.77	1.32
24	Meeting with individual instructional staff about instructional matters.	100.00	5.35	2.39	.84	.84	.58
25	Meeting with individual students on discipline matters.	100.00	2.95	3.89	2.45	.10	.68

(continued)

Table 5 (continued)

Activity Number	Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
26	Meeting with individual instructional staff members about teaching proficiency.	97.00	5.73	2.47	.67	.87	.20
27	Involving the instructional staff in writing performance-based objectives.	87.10	3.89	2.56	1.70	1.15	.70
28	Visiting classrooms to observe instructional techniques and use of resources.	100.00	5.45	3.32	.32	.52	.39
29	Demonstrating effective instructional techniques and strategies to instructional staff.	97.00	3.40	2.10	2.17	1.00	1.43
30	Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.	100.00	6.00	1.71	1.13	.61	.55
31	Leading inservice training programs for instructional personnel.	100.00	3.52	1.71	1.90	2.03	.90
32	Organizing and implementing a schedule for student instruction.	100.00	4.45	1.97	2.87	.26	.48
33	Developing an annual budget for the school.	87.10	5.56	.67	1.41	1.96	.44
34	Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.	100.00	6.87	1.94	.16	.94	.10
35	Specifying activities required to achieve the district's goals and objectives.	97.00	4.97	1.70	1.60	1.10	.70
36	Generating alternative activities for reducing any differences between actual performance and desired goals of instructional program.	87.10	4.30	2.07	2.00	1.04	.74

(continued)

Table 5 (continued)

Activity Number	Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
37	Determining procedures and schedules for schoolwide standardized testing.	94.00	2.62	3.59	.76	2.52	1.52
38	Collecting and displaying research information and instructional materials for perusal by instructional staff.	94.00	4.38	1.62	.97	1.83	1.17
39	Developing school-community relations procedures for accomplishing instructional goals.	97.00	5.28	1.65	1.43	1.07	.57
40	Developing, implementing and monitoring rules for student behaviors and responsibilities.	100.00	3.53	2.60	2.81	.45	.58
41	Planning, implementing and monitoring extracurricular instructional programs.	94.00	3.38	2.41	2.66	.48	1.07
42	Finding nonteaching time for instructional staff.	93.55	5.34	2.34	.86	1.10	.38
43	Showing strong knowledge of and participating in classroom instructional activities.	97.00	3.73	2.00	2.97	.83	.53
44	Participating in the selection and recruitment of instructional personnel.	97.00	5.47	1.23	.87	2.17	.27
	Grand Mean		4.36	1.98	1.80	1.18	.68

Table 6. Means for Distribution of Instructional Leadership Activities Across Categories of School Personnel in Schools Without Assistant Principals (N = 67)

Activity Number	Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
1	Clarifying objectives of school to instructional staff.	100.00	6.45	N/A	1.58	1.43	.55
2	Implementing changes or new courses in school program.	98.51	4.30	N/A	3.42	1.68	.68
3	Maintaining changes or improvements in instructional program.	100.00	4.45	N/A	3.61	1.25	.69
4	Participating in team meetings of instructional staff about instructional matters.	100.00	4.25	N/A	4.01	.81	.94
5	Altering school climate to promote staff morale and professional growth.	99.00	6.06	N/A	2.89	.50	.55
6	Involving parents in children's learning.	100.00	3.90	N/A	4.90	.33	.88
7	Allocating materials, equipment and facilities to accomplish school's instructional goals.	100.00	5.67	N/A	1.90	1.64	.82
8	Monitoring achievement of individual student, staff and school goals.	100.00	4.57	N/A	3.73	.97	.75
9	Providing a system for reporting student performance to parents.	100.00	3.34	N/A	4.09	2.03	.57
10	Providing specific concrete inservice activities for teachers and other staff.	100.00	4.45	N/A	2.00	2.67	.90
11	Facilitating communication between school and community.	100.00	5.60	N/A	2.88	.96	.60
12	Facilitating communication within the school.	100.00	6.36	N/A	2.60	.19	.85
13	Studying and interpreting trends in society that demand curricular changes.	89.55	4.62	N/A	1.68	3.03	.65

(continued)

Underlining indicates largest portion of responsibility assigned for each activity.

Table 6 (continued)

Activity Number Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
14 Directing assessment of the needs of learners that are unique to school and community.	91.04	4.20	N/A	2.85	1.70	1.25
15 Integrating goals and objectives of the school with needs of the learners.	97.01	4.03	N/A	4.17	.88	.92
16 Conducting a formal assessment of the adequacy of current programs for meeting objectives and learner needs.	83.58	3.96	N/A	2.30	2.23	.89
17 Examining and interpreting alternative programs, procedures and structures for improving the instructional program.	95.52	4.25	N/A	2.72	2.11	.92
18 Utilizing information and research in formulating viable alternatives for change.	94.03	4.49	N/A	2.27	2.41	.83
19 Involving others in the development of instructional alternatives.	97.01	4.29	N/A	3.08	1.48	1.15
20 Allocating and assigning staff and space to accomplish instructional goals.	100.00	7.18	N/A	1.03	1.43	.34
21 Examining and recommending instrumentation for evaluating program processes and outcomes.	86.57	3.98	N/A	2.02	3.19	.83
22 Collecting, organizing and interpreting data comparing present students at the school with previous students.	91.04	5.38	N/A	1.15	2.25	1.25
23 Soliciting and coordinating volunteer services in the school.	97.01	4.60	N/A	3.25	.35	1.80
24 Meeting with individual instructional staff about instructional matters.	100.00	6.42	N/A	1.93	.78	.88
25 Meeting with individual students on discipline matters.	100.00	5.43	N/A	3.96	.07	.54

(continued)

Table 6 (continued)

Activity Number	Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
26	Meeting with individual instructional staff members about teaching proficiency.	100.00	8.27	N/A	1.07	.39	.27
27	Involving the instructional staff in writing performance-based objectives.	91.04	4.39	N/A	3.11	1.89	.59
28	Visiting classrooms to observe instructional techniques and use of resources.	100.00	8.07	N/A	.72	.78	.43
29	Demonstrating effective instructional techniques and strategies to instructional staff.	97.01	4.29	N/A	2.94	1.46	1.31
30	Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.	100.00	6.52	N/A	1.73	1.00	.79
31	Leading inservice training programs for instructional personnel.	98.51	3.92	N/A	2.38	2.59	1.09
32	Organizing and implementing a schedule for student instruction.	100.00	5.64	N/A	3.37	.46	.52
33	Developing an annual budget for the school.	97.01	5.58	N/A	1.52	2.29	.65
34	Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.	100.00	8.69	N/A	.18	1.04	.09
35	Specifying activities required to achieve the district's goals and objectives.	94.03	4.92	N/A	2.54	2.00	.54
36	Generating alternative activities for reducing any differences between actual performance and desired goals of instructional program.	95.52	4.59	N/A	3.41	1.33	.66

(continued)

Table 6 (continued)

Activity Number / Activity	Percent of Schools Performing Activity	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
37 Determining procedures and schedules for schoolwide standardized testing.	92.54	3.63	N/A	1.02	3.92	1.44
38 Collecting and displaying research information and instructional materials for perusal by instructional staff.	94.03	4.65	N/A	1.60	2.60	1.14
39 Developing school-community relations procedures for accomplishing instructional goals.	95.52	5.23	N/A	2.14	1.84	.80
40 Developing, implementing and monitoring rules for student behaviors and responsibilities.	100.00	4.87	N/A	3.90	.49	.75
41 Planning, implementing and monitoring extracurricular instructional programs.	91.04	4.77	N/A	3.85	.54	.85
42 Finding nonteaching time for instructional staff.	98.51	6.56	N/A	1.48	1.88	.59
43 Showing strong knowledge of and participating in classroom instructional activities.	100.00	4.63	N/A	3.94	.72	.67
44 Participating in the selection and recruitment of instructional personnel.	100.00	6.33	N/A	.99	2.37	.34
Grand Mean		5.18		2.54	1.50	.79

signed, and 41 of the 44 instructional leadership activities in schools where assistant principals were assigned.

While principals assumed primary responsibility for the performance of activities, instructional leadership reported by principals to be a shared responsibility across all school personnel. Principals assumed less than half of the total responsibility for the performance of a majority of these activities. The grand means were 4.36 in schools with assistant principals and 5.18 in schools without. Fifty percent or more of responsibility for the performance of an activity was claimed by principals on only 15 of the 44 activities (34.1%) in schools with assistants; in schools with one administrator, principals assumed at least half of the responsibility on 18 of the 44 activities (40.9%). In either schools with assistant principals or schools without, twenty-nine and twenty-six different activities, respectively, found the principal assuming a smaller responsibility than the classroom teacher, central school staff and other school staff combined. While principals did claim primary responsibility for most activities, results of this survey indicated a shared, team approach to the performance of instructional leadership activities.

The central office staff was reported to have a larger role in districts where surveyed schools did not have an assistant principal. In schools having assistant principals, the classroom teacher was assigned more responsibility for

performance of an activity than was the assistant principal on eighteen activities. In both groups of schools, other school staffs (including clerical staff, support staff, resource teachers and department chairs) were seen as having a limited role in the performance of these instructional leadership activities, assuming no more than 18% of the responsibility for any activity. Overall, other school staffs were assigned less than 10% of the responsibility for carrying out the instructional task on 66% of the activities surveyed.

It would appear from the results of this study that in schools where assistant principals are assigned, they provide both relief for the principal and support for the classroom teacher for the performance of instructional activities. Assistant principals and classroom teachers shared secondary responsibility almost equally. Grand means for the 31 schools with assistant principals indicated responsibility for all activities distributed by principal, 43.6%; assistant principal, 19.8%; classroom teacher 18.0%; central office staff, 11.8%; and other school staff, 6.8%. Schools without assistant principals divided responsibility as follows, according to grand means: principal, 51.8%; classroom teacher, 25.4%; central office staff, 15.0%; and other school staff, 7.9%.

The thirty-one schools with assistant principals had principals claiming the largest responsibility for activity 34 (6.87), "Evaluating and recommending instructional staff

for continued employment, reassignment, promotion or dismissal"; activity 20 (6.00), "Allocating and assigning staff and space to accomplish instructional goals"; and activity 30 (6.00), "Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc." The sixty-seven effective schools without assistant principals had principals claiming the largest responsibility for activity 34 (8.69), "Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal"; activity 26 (8.27), "Meeting with individual instructional staff members about teaching proficiency"; and activity 28 (8.07), "Visiting classrooms to observe instructional techniques and use of resources" (see Table 7).

Assistant principals in schools where assigned assumed less than one-fourth of the responsibility for 39 of the 44 instructional leadership activities surveyed. The activities with the largest means were activity 25 (3.89), "Meeting with individual students on discipline matters"; activity 28 (3.32), "Visiting classrooms to observe instructional techniques and use of resources"; and activity 40 (2.60), "Developing, implementing and monitoring rules for student behaviors and responsibilities." Only on activity 25 ("Meeting with individual students on discipline matters") was the assistant principal assigned the highest responsibility for any activity. On activity 37, "Determining pro-

Table 7. Comparison of Instructional Leadership Activities With Highest Means for Categories of Personnel in Schools With and Without Assistant Principals

		Principal			
		With Assistant Principal		Without Assistant Principal	
Activity Number	Activity	Rank	Value	Rank	Value
34	Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.	1	6.87	1	8.69
30	Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.	2.5	6.00	6	6.52
20	Allocating and assigning staff and space to accomplish instructional goals.	2.5	6.00	4	7.18
26	Meeting with individual instructional staff members about teaching proficiency.	4.5	5.73	2	8.27
1	Clarifying objectives of school to instructional staff.	4.5	5.73	7	6.45

		Assistant Principal			
		With Assistant Principal		Without Assistant Principal	
Activity Number	Activity	Rank	Value	Rank	Value
25	Meeting with individual students on discipline matters.	1	3.89	NA	NA
28	Visiting classrooms to observe instructional techniques and use of resources.	2	3.32	NA	NA
40	Developing, implementing and monitoring rules for student behaviors and responsibilities.	3	2.60	NA	NA
37	Determining procedures and schedules for schoolwide standardized testing.	4	2.59	NA	NA
27	Involving the instructional staff in writing performance-based objectives.	5	2.56	NA	NA

(continued)

Table 7 (continued)

Classroom Teacher

Activity Number	Activity	With Assistant Principal		Without Assistant Principal	
		Rank	Value	Rank	Value
6	Involving parents in children's learning.	1	4.00	1	4.90
9	Providing a system for reporting student performance to parents.	2	3.50	3	4.17
15	Integrating goals and objectives of the school with needs of the learners.	3	3.16	2	4.09
43	Showing strong knowledge of and participating in classroom instructional activities.	4	2.97	6	4.01
4	Participating in team meetings of instructional staff about instructional matters.	5	2.94	4	3.96

Central Office

Activity Number	Activity	With Assistant Principal		Without Assistant Principal	
		Rank	Value	Rank	Value
22	Collecting, organizing and interpreting data comparing present students at the school with previous students.	1	2.74	10	3.92
21	Examining and recommending instrumentation for evaluating program processes and outcomes.	2	2.69	2	3.19
10	Providing specific concrete inservice activities for teachers and other staff.	3	2.55	4	3.03
37	Determining procedures and schedules for schoolwide standardized testing.	4	2.52	1	2.67
13	Studying and interpreting trends in society that demand curricular changes.	5	2.38	3	2.60

(continued)

Table 7 (continued)

Activity Number	Activity	Other School Staff			
		With Assistant Principal		Without Assistant Principal	
		Rank	Value	Rank	Value
37	Determining procedures and schedules for schoolwide standardized testing.	1	1.52	2	1.80
29	Demonstrating effective instructional techniques and strategies to instructional staff.	2	1.43	3	1.44
23	Soliciting and coordinating volunteer services in the school.	3	1.32	1	1.31
38	Collecting and displaying research information and instructional materials for perusal by instructional staff.	4	1.17	7	1.25
41	Planning, implementing and monitoring extracurricular instructional programs.	5	1.07	16	1.25

cedures and schedules for schoolwide standardized testing,"
the principal and assistant principal shared responsibility
equally with the central office staff. The grand mean for
assistant principal responsibility was 1.98; thus, assistant
principals were assigned responsibility for nearly 20% of the
total for performing administrative instructional leader-
ship.

The classroom teacher was seen as having a significant
role in the performance of many instructional leadership ac-
tivities. They were assigned the largest responsibility of
all personnel in both one and multi-administrator schools for
activity 6 (4.00), "Involving parents in children's learn-
ing", and activity 9 (3.50), "Providing a system for report-
ing student performance to parents." Additionally, classroom
teachers were assigned primary responsibility for activity
15 (4.17), "Integrating goals and objectives of the school
with the needs of the learners," in schools not having as-
sistant principals. Teachers were assigned 20% or more re-
sponsibility for performing an activity on 17 of the 44 items
listed in schools with assistants and on 29 of the 44 activ-
ities in schools without assistants.

Mean distribution results from Table 5 indicated that
the responsibility of central office staff for carrying out
instructional leadership activities was viewed by the prin-
cipal as limited, varying from a low of 1% (.10 on activity
25, "Meeting with individual students on discipline matters")

to a high of 27% (2.74 on activity 22, "Collecting, organizing and interpreting data comparing present students at the school with previous students") in the 31 schools with assistant principals. According to Table 6, the range was from .07 on activity 25, "Meeting with individual students on discipline matters," to 3.92 on activity 37, "Determining procedures and schedules for schoolwide standardized testing," in the 67 schools staffed without assistants. In total, central office staffs were assigned less than 10% of the responsibility for the performance of 21 of the 44 activities. The largest responsibility for central office staff in survey schools without assistants, and in fact the only activity in which this category of personnel was given primary responsibility, was assigned for activity 37 (3.92), "Determining procedures and schedules for schoolwide standardized testing." Relatively large responsibility was also assigned for activity 21 (3.19), "Examining and recommending instrumentation for evaluating program processes and outcomes"; and activity 13 (3.03), "Studying and interpreting trends in society that demand curricular changes." Principals in schools with assistant principals seemed to echo the perception of other principals without assistants that central office support in fulfilling the instructional leadership role was limited.

Other school staff, including clerical staff, support staff,   resource   teachers   and   grade   level

chairmen/coordinators, were assigned less than 10% of the 10 total points distributed for each activity on 39 of the 44 instructional leadership activities in schools with assistant principals and on 36 of the 44 activities in schools without assistant principals. Clearly, the role of school-based staff outside of the classroom was reported as being minimal in this group of effective elementary schools. The largest amount of responsibility was assigned for activity 37 (1.52 with assistant/1.44 without assistant), "Determining proce- dures and schedules for schoolwide standardized testing." The next largest mean point total was assigned for performing activity 29 (1.43 with assistant/1.31 without assistant), "Demonstrating effective instructional techniques and strat- egies to instructional staff" and activity 23 (1.32 with assistant/1.80 without assistant), "Soliciting and coordi- nating volunteer services in the school."

Table 7 also compares the highest means for various categories of personnel in schools with assistant principals and schools without assistant principals. Principals assumed the largest responsibility for activities dealing with staff evaluation and supervision, allocating and assigning staff and space, and disseminating instructional information to staff and parents. Assistant principals were assigned greatest responsibility for student discipline and class ob- servations; classroom teachers for involving and reporting to parents and matching learner needs and objectives; and

central office staff for analyzing student data, providing program evaluation instrumentation and providing staff in-services. Other school staff was assigned the largest responsibility for coordinating schoolwide standardized testing, demonstrating effective instructional strategies to instructional staff and coordinating volunteer services in the school. Activity 37 dealing with schoolwide standardized testing was the activity most evenly distributed among all categories of personnel, perhaps due to the emphasis in schools on evaluating student achievement via scores on standardized tests.

For all categories of personnel, activities ranked by highest means were consistent whether an assistant principal was present or not. The two exceptions were the principal's higher priority for disseminating information to staff and parents (activity 30) when an assistant is present, and an absence of this activity when an assistant is not assigned; and the higher priority of utilizing data to compare present students with previous students (activity 22) for central office staff in schools assigned assistant principals. The instructional leadership activities with the three highest means for classroom teachers and other school staff categories were identical. This analysis indicated a basic consistency of instructional leadership activity emphasis in responding elementary schools, whether an assistant was on the staff or was not.

Research Question 3: School context variables

Research question three asked if there were differences in the extent to which selected instructional activities were performed in elementary schools based on selected context variables--school location, percentage of children repres- ented by parents at PTA meetings, school size, school turn- over rate, student socioeconomic status (percentage of students from families receiving Aid to Families with De- pendent Children) and principal experience. Data analysis related to research question one found principals reporting that nearly all of the 44 identified instructional activities were being carried out in all of the schools, resulting in too little variation to make worthwhile an analysis of the effects of context variables on the distribution of respon- sibility for the performance of the those instructional ac- tivities. A further analysis of the distribution of responsibility related to performance of the (two) lowest reported instructional leadership activities is found in Ap- pendix G. No significant findings were generated as a result of that analysis.

School Location

An examination of Table 8 reinforced several widely documented trends with respect to school location. Medium and large city schools had the highest student enrollments

Table 8. Context Variable Comparison of Schools by School Location

Variable	N	All Schools (N = 98)		Large City (N = 6)		Medium City (N = 16)		Small Town (N = 24)		Suburb (N = 41)		Rural (N = 11)	
Principal Gender													
Male	59	60.20	79.8[1]	16.70	73.5[1]	50.00	73.5[1]	58.30	84.7[1]	68.30	80.7[1]	72.70	79.8[1]
Female	39	39.80	20.2[1]	83.30	26.5[1]	50.00	26.5[1]	41.70	15.3[1]	31.70	19.3[1]	27.30	20.2[1]
Principal's Highest Degree													
Master's	69	70.41	68.0[1]	83.30	62.8[1]	68.75	62.8[1]	83.33	74.8[1]	58.54	64.0[1]	81.82	68.8[1]
Six Year Cert. or Master's Plus	10	10.20	20.2[1]	16.67	16.5[1]	12.50	16.5[1]	8.33	19.6[1]	12.20	19.2[1]	0.00	26.7[1]
Doctorate	19	19.39	9.7[1]	0.00	18.1[1]	18.75	18.1[1]	8.33	4.4[1]	29.27	14.3[1]	18.18	2.3[1]
Principal's Age													
≤ 44	31	31.63	42.7[1]	33.33	36.4[1]	25.00	36.4[1]	41.67	45.4[1]	29.27	34.1[1]	27.27	57.1[1]
45-54	46	46.94	39.1[1]	33.33	38.5[1]	43.75	38.5[1]	37.50	37.1[1]	48.78	47.7[1]	72.73	31.4[1]
55 and over	21	21.43	18.2[1]	33.33	25.2[1]	31.25	25.2[1]	20.83	17.5[1]	21.95	18.2[1]	0.00	11.5[1]
Mean Years Principal's Experience		13.13	11.0[1]	14.33	11.0[1]	14.00	11.0[1]	11.50	10.0[1]	13.68	13.0[1]	12.73	8.0[1]
Total Student Enrollment		545.72	472.0[1]	745.83	550.0[1]	616.50	550.0[1]	515.00	439.0[1]	507.20	518.0[1]	544.27	379.0[1]
Racial Composition by Percentage													
White		82.80	76.0[1]	78.17	55.0[1]	72.75	55.0[1]	78.38	81.0[1]	89.71	82.0[1]	83.82	84.0[1]
Black		9.80	10.0[1]	16.50	24.0[1]	15.00	24.0[1]	14.75	8.0[1]	4.10	5.0[1]	9.00	6.0[1]
Other		7.40	14.0[1]	5.33	21.0[1]	12.25	21.0[1]	16.87	11.0[1]	6.19	13.0[1]	7.18	10.0[1]
Percentage of Students Who Walk to School		30.53	39.4[2]	29.17	NA	27.12	NA	35.30	NA	32.55	NA	18.91	NA
Percentage of Students Receiving AFDC		13.51	12.6[3]	14.00	NA	15.64	NA	23.19	NA	7.19	NA	13.27	NA
Percentage Assigned an Assistant Principal		31.63	32.4[1]	50.00	47.3[1]	50.00	47.3[1]	12.50	27.5[1]	31.70	38.1[1]	12.90	17.4[1]
Percentage of Students Represented by Parents at PTA Meetings		43.70	NA	45.80	NA	67.75	NA	38.21	NA	40.03	NA	29.56	NA

(continued)

Table 8 continued

Variable	N	All Schools (N = 98)	Large City (N = 6)	Medium City (N = 16)	Small Town (N = 24)	Suburb (N = 41)	Rural (N = 11)
Number of PTA Meetings		6.54 NA	8.33 NA	6.31 NA	6.04 NA	7.17 NA	4.64 NA
Percentage Student Turnover Rate		13.46 NA	13.67 NA	15.94 NA	14.88 NA	12.64 NA	10.50 NA

[1]Source: Study of the Elementary School Principalship, 1987
[2]Source: U. S. Department of Education Center for Statistics, 1987
[3]Source: U. S. Bureau of the Census, Current Population Reports, 1986

Note. Large City/Medium City data not disaggregated in NAESP study.

and large city schools had the highest percentage of black students of any location. Medium city schools had the highest mean percentage of students represented by parents at PTA meetings. Schools in this study located in rural areas had the lowest PTA representation of any location, the fewest meetings, the lowest student turnover rate and fewer walkers (probably due to greater distances from school). While having a mean PTA representation comparable to the total mean for all locations, schools in large cities held the most PTA meetings. Suburban schools enrolled the smallest mean number of students and had the lowest AFDC and turnover rates of all geographic areas, as well as the highest percentage of whites and fewest blacks. Small towns had the highest percentage of students walking to school and, surprisingly, a much higher percentage of students from AFDC families--more than three times that of suburban schools and almost twice the rate of rural and large city schools.

Schools in all locations reported more female principals than the national average. While the largest percentage of female principals was found in medium and large city schools, the ratio of male to female principals was more than two to one in suburban and rural schools. Years of experience as a principal did not vary by location. Suburban principals held the largest number of doctoral degrees of principals in all locations, while large city principals who responded held no doctorates. The principals in small towns and rural schools

tended to be younger, while suburban school principals were older.

Percentage of Children Represented by Parents at PTA Meetings

Table 9 shows a comparison of responding schools grouped by the percentage of children represented by parents at PTA meetings. No comparable national data for PTA representation were found in the research. Analysis of the data revealed that as the percentage of students represented by parents at PTA meetings increased, the percentage of female principals assigned to these schools also increased. Parent PTA representation and the number of PTA meetings showed an inverse relationship; the number of PTA meetings decreased as the representation by parents increased. As the percentage of students represented by parents at PTA meetings increased, the percentage of white students decreased, while the percentage of black students increased.

School Size

Data for elementary schools grouped by school size (Table 10) and compared on selected context variables showed some interesting patterns. Larger schools were more likely to have female principals; that is, the percentage of female principals increased and the percentage of male principals decreased as school size increased. Principals also were older and more experienced as the school size increased. As

Table 9. Context Variable Comparison of Schools by Percentage of Students Represented by Parents at PTA Meetings

Variable	N	All Schools (N=90)	Percentage of Students Represented by Parents at PTA Meetings		
			0-29% (N=33)	30-59% (N=27)	60-100% (N=30)
Principal Gender					
Male	54	60.20	66.67	59.26	53.33
Female	36	40.00	33.33	40.74	46.67
Principal's Highest Degree					
Master's	62	68.89	69.70	70.37	66.67
Six Year Cert. or Master's Plus	9	10.00	9.09	24.75	6.66
Doctorate	19	21.11	21.21	11.11	26.67
Principal's Age					
≤ 44	28	31.11	39.39	33.33	20.00
45-54	42	46.67	39.39	51.85	50.00
55 and over	20	22.22	21.21	14.81	30.00
Mean Years Principal's Experience	90	13.08	12.21	12.15	14.87
Percentage of Schools by Location					
Large City %	5	5.56	3.03	11.11	3.33
Medium City %	15	16.60	0.00	14.81	36.67
Small Town %	24	26.67	33.33	22.22	23.33
Suburban %	37	41.11	51.52	37.04	33.33
Rural %	9	10.00	12.12	14.81	8.33
Total Student Enrollment		549.96	512.33	579.70	564.57
Racial Composition by Percentage					
White		82.07	85.21	80.74	79.80
Black		10.08	4.36	14.70	12.20
Other		7.85	10.43	4.56	8.00
Percentage of Students Who Walk to School		30.26	28.76	32.42	30.03

(continued)

Table 9 (continued)

Variable	N	All Schools (N = 90)	Percentage of Students Represented by Parents at PTA Meetings		
			0-29% (N = 33)	30-59% (N = 27)	60-100% (N = 30)
Percentage of Students Receiving AFDC		13.12	13.48	12.42	13.35
Percentage Assigned an Assistant Principal	28	31.11	35.70	32.10	32.10
Percentage of Students Represented by Parents at PTA Meetings		44.13	12.91	40.81	81.47
Number of PTA Meetings		6.61	7.06	6.89	5.87
Percentage Student Turnover Rate		13.11	13.12	16.11	10.40

Table 10. Context Variable Comparison of Schools by School Size

Variable	N = 98	All Schools	Less than 400 Students (N = 23)	National Sample	400-699 Students (N = 59)	National Sample	More than 700 Students (N = 16)	National Sample
Principal Gender								
Male	59	60.20	69.57	77.9[1]	62.79	82.1[1]	50.00	80.3[1]
Female	39	39.80	17.90	22.1[1]	37.21	17.9[1]	50.00	19.7[1]
Principal's Highest Degree								
Master's	69	70.41	69.57	70.6[1]	71.19	66.9[1]	75.00	65.6[1]
Six Year Cert. or Master's Plus	10	10.20	13.05	20.5[1]	8.47	19.4[1]	6.25	21.0[1]
Doctorate	19	19.39	17.39	7.8[1]	20.34	11.7[1]	18.75	11.8[1]
Principal's Age								
≤ 44	31	31.63	47.83	46.5[1]	28.81	38.1[1]	18.8	43.6[1]
45-54	46	46.94	34.78	35.9[1]	47.46	43.3[1]	62.4	37.6[1]
55 and over	21	21.43	17.39	17.7[1]	23.73	18.7[1]	18.8	18.8[1]
Mean Years Principal's Experience	98	13.13	11.39	11.0[1]	13.64	13.0[1]	13.75	12.0[1]
Total Student Enrollment		545.42	315.30	276.0[1]	537.22	485.0[1]	906.44	806.0[1]
Racial Composition by Percentage								
White		82.80	87.26	82.0[1]	83.34	77.0[1]	74.34	64.0[1]
Black		9.80	7.96	6.0[1]	8.47	10.0[1]	11.56	18.0[1]
Other		7.40	4.78	12.0[1]	8.19	13.0[1]	14.10	18.0[1]
Percentage of **Schools by Location**								
Large City %	6	6.12	0.00	5.0[1]	6.78	3.7[1]	12.50	15.1[1]
Medium City %	16	16.33	13.04	16.0[1]	15.25	17.7[1]	25.00	19.9[1]
Small Town %	24	24.49	30.43	24.7[1]	25.42	33.1[1]	12.50	38.0[1]
Suburban %	41	41.84	47.83	31.0[1]	40.68	30.1[1]	37.50	24.7[1]
Rural %	11	11.22	8.70	21.5[1]	11.87	15.4[1]	12.50	12.4[1]

(continued)

Table 10 (continued)

Variable	N = 98	All Schools	Less than 400 Students (N = 23)	National Sample	400-699 Students (N = 59)	National Sample	More than 700 Students (N = 16)	National Sample
Percentage of Students Who Walk to School		30.53	34.48	NA	28.10	NA	30.00	NA
Percentage of Students Receiving AFDC		13.51	13.41	NA	10.03	NA	19.69	NA
Percentage Assigned an Assistant Principal	31	31.63	6.50	6.3[1]	23.72	35.5[1]	87.56	74.1[1]
Percentage of Students Represented by Parents at PTA Meetings		43.70	46.45	NA	41.19	NA	38.31	NA
Number of PTA Meetings		6.54	5.61	NA	6.59	NA	8.31	NA
Percentage Student Turnover Rate		13.34	12.43	NA	12.54	NA	15.94	NA

[1] Source: Study of the Elementary School Principalship, 1987

might be expected, the larger the school size, the more likely it was that an assistant principal was assigned to the school. As school size increased, student turnover rate and the percentage of black and other students increased. The number of students represented by parents at PTA meetings decreased, however, at an increased number of meetings.

A comparison of context variables for schools in the current study indicated some variation from data reported in the NAESP national study. The national sample did not show an inverse relationship between principal gender and school size, principal's highest degree and school size. National data did indicate a higher percentage of assistant principals as school size increased, similar to the current study. White and black student mean percentages showed a stronger relationship with school size in the national study than in the current study; national NAESP data found that white enrollment decreased significantly and black enrollment increased significantly as school size increased.

School Turnover Rate

When schools responding to this study were grouped by intervals of student turnover rate (Table 11), principal gender and student turnover rate showed an inverse relationship; the higher the student turnover rate, the more likely a female principal was assigned to the school. Principals experience decreased as the student turnover rate increased.

Table 11. Context Variable Comparison of Schools by Student Turnover Rate

Variable	(N=95)	All Schools	Turnover 0-9% (N=41)	Turnover 11-19% (N=33)	Turnover 20+% (N=21)
Principal Gender					
Male	58	61.05	70.73	54.55	52.38
Female	37	38.95	29.27	44.45	47.62
Principal's Highest Degree					
Master's	67	70.53	75.61	57.58	80.95
Six Year Cert. or Master's Plus	9	9.47	7.32	12.12	9.52
Doctorate	19	20.00	17.07	30.30	9.52
Principal's Age					
≤ 44	30	31.58	26.83	27.27	47.62
45-54	45	47.37	48.78	57.58	28.57
55 and over	20	21.05	24.39	15.15	23.81
Mean Years Principal's Experience	95	13.12	14.46	12.91	10.81
Percentage of Schools by Location					
Large City %	6	6.32	4.88	9.09	4.76
Medium City %	16	16.84	14.63	18.18	19.05
Small Town %	24	25.26	24.39	21.21	33.33
Suburban %	39	41.05	46.34	39.39	33.33
Rural %	10	10.53	9.76	12.12	9.52
Total Student Enrollment		546.45	547.27	559.94	523.67
Racial Composition by Percentage					
White		82.49	81.98	82.88	82.90
Black		9.96	8.98	11.36	9.67
Other		7.55	9.04	5.76	7.43

(continued)

Table 11 (continued)

Variable	All Schools (N = 95)	Turnover 0-9% (N = 41)	Turnover 11-19% (N = 33)	Turnover 20 + % (N = 21)
Percentage of Students Who Walk to School	31.32	27.18	28.88	43.65
Percentage of Students Receiving AFDC	13.67	8.32	10.94	28.53
Percentage Assigned an Assistant Principal	31.58	50.00	36.70	13.30
Percentage of Students Represented by Parents at PTA Meetings	44.24	42.67	51.34	35.00
Number of PTA Meetings	6.49	6.95	5.76	6.76
Percentage Student Turnover Rate	13.48	5.05	13.12	30.52

The percentage of students who walked to school increased as
the student turnover rate increased. The percentage of stu-
dents from families receiving Aid to Families with Dependent
Children (AFDC) increased as student turnover rates in-
creased. And, surprisingly, the number of schools assigned
an assistant principal was inversely correlated with student
turnover rate, schools with the highest turnover rate were
least likely to have assistant principals assigned.

Student Socioeconomic Status

Table 12 analyzed data of schools grouped by percentage
of children from families receiving Aid to Families with De-
pendent Children (AFDC) and supported several widely held
school demographic patterns regarding advantaged and disad-
vantaged community schools. The analysis revealed that as
the percentage of students from AFDC families increased
(lower socioeconomic schools), the percentage of black stu-
dents increased, the percentage of white students decreased
and schools were slightly larger. Both student turnover rate
and the percentage of students walking to school increased
as AFDC percentage increased. Principal's experience de-
creased in poor schools (higher AFDC percentage), as did the
percentage of students represented by parents at PTA meetings
and the number of PTA meetings held.

A comparison of data grouped by AFDC percentage with
NAESP demographic data indicated that lower AFDC schools in

Table 12. Context Variable Comparison of Schools by Percentage of Children from Families Receiving Aid to Families with Dependent Children (AFDC)

			Percentage of Children From AFDC Families		
Variable	All Schools (N = 89)	0-10 (N = 54)	11-20 (N = 19)	21+ (N = 16)
	(N = 89)				
Principal Gender					
Male	53	59.55	61.11	52.63	62.50
Female	36	38.95	38.89	47.37	37.50
Principal's Highest Degree					
Master's	59	70.53	57.41	89.47	68.75
Six Year Cert. or					
Master's Plus	11	9.47	12.96	10.53	12.50
Doctorate	19	20.00	29.63	0.00	18.75
Principal's Age					
≤ 44	27	31.58	29.63	31.58	31.25
45-54	44	47.37	44.44	57.89	56.25
55 and over	18	21.05	15.73	10.53	12.50
Mean Years					
Principal's Experience	89	13.39	14.52	13.11	9.94
Percentage of					
Schools by Location					
Large City %	6	6.32	5.56	5.26	12.50
Medium City %	14	16.84	14.81	21.05	12.50
Small Town %	24	25.26	14.81	42.11	31.25
Suburban %	39	41.05	55.56	15.79	25.00
Rural %	10	10.53	9.26	15.79	18.75
Total Student					
Enrollment		539.17	528.65	552.32	559.06
Racial Composition by Percentage					
White		82.01	87.98	75.05	70.12
Black		10.21	4.48	17.74	20.62
Other		7.78	7.54	7.21	9.26

(continued)

Table 12 (continued)

Variable	(N = 95)	All Schools (N = 95)	Percentage of Children From AFDC Families		
			0-9% (N = 41)	11-19% (N = 33)	20+% (N = 21)
Percentage of Students Who Walk to School		31.08	27.72	30.21	44.27
Percentage of Students Receiving AFDC		13.51	2.74	17.11	45.56
Percentage Assigned an Assistant Principal	27	30.34	29.63	31.58	31.25
Percentage of Students Represented by Parents at PTA Meetings		42.83	46.18	43.88	29.36
Number of PTA Meetings		6.69	7.04	6.47	5.75
Percentage Student Turnover Rate		13.55	10.30	16.39	21.12

the current study were a higher percentage of suburban lo-
cations and had higher mean white student enrollment than the
total mean for all schools.

Principal Experience

An analysis of Table 13 indicated several patterns be-
tween schools when grouped according to intervals for the
context variable of years experience as a principal. Prin-
cipals with the most years of experience were predominantly
male, older and were assigned to higher socioeconomic commu-
nities with a smaller mean percentage of black students. A
comparison of data from the current study grouped according
to the years of principal experience with national NAESP
data, where available, indicated little difference between
means.

A strong positive relationship was noted between years
of principal experience and principal gender; the more years
of experience as a principal, the more likely a principal was
male. The more experienced a principal was, the higher de-
gree status the principal was likely to possess and the older
s/he was likely to be. As principal experience increased,
the percentage of students represented by parents at PTA
meetings and the total student enrollment increased. The
likelihood of a school to be assigned an assistant principal
decreased slightly as years of principal experience in-

Table 13. Context Variable Comparison of Schools by Years of Principal Experience

Variable	N = 98	All Schools	1-4 (N = 10)	National Sample	5-14 (N = 48)	National Sample	15+ (N = 40)	National Sample
					Years of Principal Experience			
Principal Gender								
Male	59	60.20	60.00	59.6[1]	45.83	78.0[1]	77.50	95.6[1]
Female	39	39.80	40.00	40.4[1]	54.17	22.0[1]	22.50	4.4[1]
Principal's Highest Degree								
Master's	69	70.41	80.00	71.4[1]	70.83	65.4[1]	67.50	70.2[1]
Six Year Cert. or Master's Plus	10	10.20	20.00	18.5[1]	10.42	21.3[1]	7.50	21.3[1]
Doctorate	19	19.39	0.00	8.7[1]	18.75	11.3[1]	25.00	8.5[1]
Principal's Age								
≤ 44	31	31.63	80.00	66.5[1]	45.83	56.5[1]	2.50	8.1[1]
45-54	46	46.94	20.00	27.1[1]	45.83	36.6[1]	55.00	51.5[1]
55 and over	21	21.43	0.00	6.4[1]	8.33	6.8[1]	42.50	40.5[1]
Percentage of Schools by Location								
Large City %	6	6.12	10.00	5.9[1]	6.25	7.7[1]	12.50	6.7[1]
Medium City %	16	16.33	10.00	17.2[1]	14.58	15.1[1]	12.50	16.7[1]
Small Town %	24	24.49	50.00	18.3[1]	25.00	22.5[1]	31.25	32.2[1]
Suburban %	39	41.84	30.00	32.5[1]	37.50	30.7[1]	25.00	29.6[1]
Rural %	10	11.22	0.00	26.0[1]	16.67	24.1[1]	9.52	14.8[1]
Total Student Enrollment		545.42	464.50	441.0[1]	536.73	490.0[1]	574.95	479.0[1]
Racial Composition by Percentage								
White		82.80	86.50	75.0[1]	81.04	75.0[1]	84.00	77.0[1]
Black		9.80	10.90	8.0[1]	12.04	12.0[1]	6.83	10.0[1]
Other		7.40	2.60	17.0[1]	6.92	13.0[1]	9.17	13.0[1]

(continued)

Table 13 (continued)

Variable	N = 98	All Schools	Years of Principal Experience					
			1-4 (N = 10)	National Sample	5-14 (N = 48)	National Sample	15 + (N = 40)	National Sample
Percentage of Students Who Walk to School		30.53	25.70	NA	32.50	NA	29.48	NA
Percentage of Students Receiving AFDC		13.51	20.20	NA	13.95	NA	10.53	NA
Percentage Assigned an Assistant Principal	31	30.34	30.00	29.8[1]	25.00	34.3[1]	40.00	31.8[1]
Percentage of Students Represented by Parents at PTA Meetings		43.70	25.80	NA	43.07	NA	51.11	NA
Number of PTA Meetings		6.54	6.70	NA	6.65	NA	6.38	NA
Percentage Student Turnover Rate		13.46	11.25	NA	17.73	NA	10.37	NA

[1] Source: Study of the Elementary School Principalship, 1987

creased. More experienced principals were half as likely to be in poorer schools as principals with less experience.

Summary

An analysis of data in light of the school context variables supported many widely documented demographic patterns of elementary schools. Schools in the study with the lowest AFDC percentage (i.e., higher socioeconomic status) were frequently suburban managed by older, slightly more experienced, more educated principals and were characterized by lower turnover rates, and moderate PTA representation at schools holding the most meetings. Schools in medium sized cities reported the highest parent PTA representation of students and the highest student turnover rate and, in common with large city schools, had the largest total and percentage of black student enrollment. Rural schools reported the lowest parent representation at PTA meetings in the lowest socioeconomic schools (highest AFDC percentage). Principals with less experience were most likely to be female, while principals with the most years experience were assigned to schools with the lowest AFDC percentage (highest socioeconomic status), highest parent PTA representation and lowest student turnover rate.

For data grouped by percentage of students represented by parents at PTA meetings, a positive relationship was observed between percentage of students represented by parents

at PTA meetings and the percentage of female principals as-
signed to the schools. An inverse relationship was noted
between the percentage of students represented at PTA
meetings and both the number of PTA meetings held and the
percentage of white students enrolled. Data grouped by
school size found that larger schools were more likely to
have female principals. Principals were older and more ex-
perienced as school size increased. Urban schools (medium
and large cities) had larger student enrollments, while sub-
urban and small town schools had smaller enrollments. As
school size increased, percentage of black and other students
increased, student turnover rate increased slightly, the
likelihood of an assistant principal being assigned to the
school increased dramatically, and the number of PTA meetings
increased. An inverse relationship was noted between school
size and the percentage of students represented by parents
at PTA meetings.

When data were grouped in terms of student turnover
rate, as student turnover rate increased, the likelihood of
a female principal being assigned to the school increased,
as did the percentage of students who walked to school. The
percentage of students from AFDC families increased where the
likelihood of the school being assigned an assistant princi-
pal decreased. As student turnover rates increased, princi-
pals experience decreased.

Data grouped by AFDC percentage revealed that as the percentage of students from AFDC families increased (poorer schools), the following also increased; the percentage of black students enrolled, school size, student turnover rate, and the percentage of students walking to school. Conversely, as AFDC percentage increased the following decreased; the percentage of white students, years of principal experience, the percentage of students represented by parents at PTA meetings, and the number of PTA meetings held.

As principal experience increased, the percentage of male principals increased sharply and the principals held higher degrees. The percentage of students represented by parents at PTA meetings increased and total student enrollment increased as principal experience increased. The more experience a principal had the more likely they were assigned an assistant principal and the least likely they were assigned a more disadvantaged (higher AFDC percentage) school.

Research Question 4: Principals' use of time

Principals in elementary schools responding to this instructional leadership activities survey indicated that they spend the largest block of their on the job time (23.6%) on personnel matters, including supervising, evaluating, advising and recruiting (see Table 14). The next largest amount of time was reported to be devoted to program development

Table 14. Percent Distribution of Actual and Preferred Time Spent by Elementary School Principals on Selected School Tasks

School Task	Actual Time (%)	Actual Rank	Ideal Time (%)	Ideal Rank	Difference in Means	Percent Difference	National Sample (%)[1]	National Rank
Program Development	16.76	2	23.47	2	6.71	+40.00	11	4
Personnel	23.62	1	24.66	1	1.04	+4.40	31	1
School Management	13.97	3	8.61	3	-5.36	-38.37	14	3
Student Activities	7.56	7	8.49	4	.93	+12.30	6	7
Student Behavior	9.38	4	6.67	8	-2.71	-28.82	17	2
Community	8.30	5	8.24	5	-.06	-.01	9	5.5
District Office	8.13	6	4.84	9	-3.29	-40.47	9	5.5
Professional Development	5.36	9	7.13	6	1.77	+33.02	NA[2]	--
Planning	5.54	8	7.08	7	1.54	+27.80	NA[2]	--
Other	1.38	10	.82	10	-.56	-40.58	2	8
TOTAL	100.00		100.00				99[2]	

[1] Source: 1987 Study of the Elementary School Principalship, (NAESP).
[2]Total does not add to 100% because activities in NAESP school task categories do not match exactly with activities in categories in the current study.

(16.8%), which included instructional leadership as well as curriculum development. Principals reported the third largest amount of time (14%) spent on school management--weekly calendar, office matters, school budget and memos. Thus, over half (54.4%) of responding principals' total time was spent on these three areas. Additionally, principals reported spending the other half of their time on student behavior (9%), community affairs (8%), and dealing with central office matters (8%). The remainder was split between professional development, annual and long-range planning and miscellaneous matters.

Also from Table 14, total means indicated that, based on school task rankings, principals overall seemed to be satisfied with how they actually spent their time and how they would ideally spend their time on selected job tasks. The top three rankings (accounting for 55% of their total time) for both actual and ideal time were reported to be personnel matters, program development, and student management.

These findings compared closely to the 1987 national principal study on all but four administrative task areas. Respondents in the current study reported spending considerably more time than the national average on program development (17% versus 11%)--which includes instructional leadership. Principals indicated less time spent on personnel matters (24% versus 31%)--including supervision and

evaluation of staff--and on student behavior (9% versus 17%)--including discipline, attendance and meetings with teachers about students. On all other tasks, the amounts of time allotted by each survey group were very similar, specifically school management, student activities, community, district office matters and other categories. In the areas of planning and professional development one can assume that principals in the current study spent more time than the national average. These two tasks were not included in the 1987 NAESP study, but since only one percent remains after distributing time for all other tasks, one can safely assume that more time must be spent on these tasks by current respondents than by NAESP study respondents.

Summary of the Results

A summary of the above research questions produces the following results:

1. Principals of responding elementary schools were mostly white, 60% male, generally middle-aged (2/3 were over 45 years of age), experienced (13.1 years average), and had been in their schools about six years. Eighty percent held a masters degree, 68% did not have an assistant principal. In comparison to the 1987 NAESP study, responding principals were more often white, older, twice as likely to have been female, had more years experience as a principal and had at-

tained more education than the national average. Schools in this study, in comparison to the 1987 NAESP study, enrolled a higher percentage of white students and were larger. Similarities were found in the number of assistant principals assigned to buildings, the percentage of schools by location and the percentage of low income families, with the exception that the current study found a higher proportion of suburban school principals responding to the survey. Comparisons of data in the current study with national data indicate schools in the current study with more students bused to school.

2. Similar to the findings of Stokes' 1984 study, all of the (44) instructional leadership activities were reported as being carried out in a majority of the schools responding to the survey; total mean for performance of all activities was 95% (94.98%). The activities with the lowest reported performance rates were still reported to be performed by at least 85% of principals.

3. The principals claimed primary responsibility for 40 (or 41, depending upon whether or not an assistant principal was assigned to their school) instructional leadership activities. Assistant principals (where they existed) were assigned secondary responsibility; classroom teachers tertiary responsibility. Teachers were assigned secondary responsibility in schools without assistant principals. Other school staff were seen as having a limited role in performing instructional leadership activities. Instructional leader-

ship was found to be a shared, team responsibility in most schools responding to the survey across most of the items examined.

4. An analysis of responding schools grouped by school context variables supported many widely documented demographic patterns of elementary schools and furnished insight into the diverse situational characteristics operating in these schools. Suburban schools in the study had the lowest AFDC percentage (i.e., higher socioeconomic status), were managed by older, more experienced, more educated principals and were characterized by low student turnover rates, fewer students walking to school, higher parent PTA representation of students at the most meetings, and the smallest total student enrollments. Medium city schools reported the highest parent PTA representation of students and student turnover rate of any location and, similar to large city schools, had the largest percentage of total and black student enrollment. Small town respondents reported the youngest principals with the lowest mean years of experience as well as the lowest parent PTA representation in the lowest socioeconomic schools.

5. As parent representation of students at PTA meetings increased, the percentage of female principals increased, while the number of PTA meetings decreased. Large school size was found to have an inverse relationship with the percentage of students walking to school. A positive corre-

lation was noted between increasing school size and the number of female principals, the principal's highest degree, student turnover rate and the likelihood of being assigned an assistant principal. City schools had larger enrollments; suburban and small town schools had smaller enrollments.

As student turnover rate increased, an increase was also observed in the likelihood of having a female principal in the school, the percentage of student walkers and the percentage of low income families. The assignment of an assistant principal was found to be less likely as student turnover rate increased. Student turnover rate was inversely related to principal experience. Data grouped by AFDC percentage revealed that the poorer the school community (higher percentage of AFDC students), the greater percentage of black students in the school, the larger school size, higher student turnover rate, and higher percentage of students walking to school. An inverse relationship was observed between increased AFDC percentage and the percentage of white students, years of principal experience, percentage of students represented at PTA meetings and the number of PTA meetings held.

As principal experience increased, the number of male principals, the degree status of the principal, the percentage of students represented by parents at PTA meetings, total student enrollment and the number of assistant principals also increased. The more experience the principal had, the

least likely they were to be assigned to a poorer (high AFDC percentage) school.

6. A comparison of data collected in the current study grouped by school context variables with NAESP data indicated small variations between means. A higher percentage of female principals were found in schools in the current study. Schools with the lowest mean turnover rate and the lowest AFDC percentage in the current study were managed by principals with higher mean years experience and a higher percentage of doctorates.

7. Principals reported most of their time spent on personnel matters, second most on program development (including instructional leadership) and third on school management. They expressed a desire to spend more time on program development and planning, and less on school management, student behavior and district office matters. These findings compared favorably with the 1987 national principal study on all but four administrative task areas; respondents in the current study reported spending considerably more time than the national average on program development and district office matters, but less time on personnel matters and student behavior. Overall, responding principals seemed satisfied with the way they spent their time based on their rankings of actual and ideal time for job tasks.

CHAPTER 5

SUMMARY AND CONCLUSION

The fifth and concluding chapter summarizes the results
of this research study. It is divided into the following
seven sections: (1) introduction, including the purpose of
and justification for the study; (2) summary of related lit-
erature; (3) survey of research methods and procedures; (4)
summary of findings; (5) conclusions; (6) implications for
practice and recommendations for further research; and (7)
epilogue.

Introduction

A current debate in the effective schools research is
whether principals create successful schools or successful
schools create principals with successful reputations. If
principals do create schools which are viewed as successful
according to some measure, what do principals do to institute
and maintain this successful condition? Inherent in this
discussion is the principals' balance between instructional
leadership and effective school management. This study was
devised to determine whether various instructional activities
were carried out in effective elementary schools and who was

responsible for carrying them out. In addition, the study examined several school context variables in an attempt to determine if principals' instructional leadership behavior was different in diverse settings. Finally, principals were asked to analyze the time that they spent on major job responsibilities as compared to the time they would like to spend on these areas to determine if there was any discrepancy between actual principal time usage and ideal principal time usage.

In order to determine which instructional activities were performed in the elementary schools studied, a review of the literature on instructional leadership was conducted. A number of sources were used to formulate a list of activities for a survey to address the following research questions:

1. To what extent are selected instructional activities performed in effective elementary schools?
2. How are selected instructional activities distributed across various school and district personnel in effective elementary schools?
3. Are there differences in the extent to which selected instructional activities are performed in effective elementary schools based on selected school context variables--school location, percentage of children represented by parents at PTA meetings, school size, school turnover rate, student socioeconomic status and principal experience?
4. How do principals in effective elementary schools spend their time and how would they prefer to spend their time across nine major responsibilities?

The body of literature on effective schools and instructional leadership points to a strong instructional

leader as a key component for success. The principal's leadership and attention to the quality of instruction are said to be necessary ingredients to promote school effectiveness. However, the literature remains unclear as to the exact role of the principal as an instructional leader in effective elementary schools, as well as to the specific activities which characterize this role. In fact, while research attempts at the Far West Laboratory for Educational Research and Development, and by Phillip Hallinger and Joseph Murphy, have examined activities which characterize instructional leadership, little effort has been made to study the distribution of responsibility for various school personnel in performing these instructional activities. Additionally, there have been few studies which examine the activities of effective elementary school principals as instructional leaders and the distribution of instructional leadership responsibility in these schools. Also lacking in the literature is an analysis of elementary principals' time spent on school tasks.

It was hoped that the results of this study would provide insight into the instructional leadership role of the principal in effective elementary schools by providing data on which instructional activities are actually performed, by whom and how these responsibilities are distributed. It was further hoped that information on school context variables of the school, principal and community might prove useful in

studying and explaining effective schools. Study results could be valuable to researchers of effective school programs, the United States Department of Education School Recognition Program, school districts and principals interested in assessing the success and characteristics of their own programs and instructional leadership; and university programs evaluating components of their curriculum for training prospective school leaders. The findings could also provide insight into the extent to which variations within the school and community might influence the principal's instructional leadership role in effective schools.

Summary of Selected Literature

A review of effective schools literature finds many researchers evaluating schools based on a set of criteria, determining their leaders to be effective, and identifying the principal as a key player. Various leadership behaviors have been cited for effective principals, among them setting instructional priorities and coordinating the instructional program. Additional research suggests that the principals' time is varied and fragmented and that principals have little to do with the delivery of instruction. But a more global debate centers around what factors, or outcome measures, are employed to determine a school's effectiveness. School effectiveness studies can be seen as falling into one of four

categories, each with a different strategy to assess school effectiveness: outlier studies, case studies, program evaluations, and other studies.

Literature on the role of the principal as instructional leader is far from unanimous in its conclusion, but generally asserts that strong instructional leadership is important for a school to succeed. Although research has no formula for specifying the components of the principal's instructional leadership role, the school principal is generally thought to engage in some of the following behaviors:

1. emphasizing student achievement and evaluating student progress;
2. coordinating instructional programs and setting instructional strategies;
3. making frequent use of staff development and in-service training;
4. communicating a vision of the school's purpose;
5. creating a climate of high expectations;
6. using time well;
7. being forceful and dynamic;
8. creating order and discipline;
9. consulting effectively with others.

Several authors have maintained that most principals are not trained to be leaders or have too many other demands placed on their time; therefore, instructional leadership should be a team approach in which critical support functions are carried out by those most able to perform them.

Time analyses of principals have found them ranking curriculum and instructional leadership fifth of nine functional areas during their work year and spending between 15% and 25% of their time on instructional leadership. Studies

have typically indicated that principals are dissatisfied
with the way they allocate time to major job responsibilities
and would prefer to spend more time on instructional support
functions.

Researchers increasingly point to the impact of
situational demands on the school principal in studying
leadership behavior. It is widely argued that the instruc-
tional management role must be viewed in a holistic context.
Effective instructional leadership may emerge as the result
of the principals' abilities to tune their actions to their
environments. Studies have found that principals of high
achieving schools had more active PTAs, a higher percentage
of members, and higher attendance at PTA meetings. There are
few studies and little consensus on school turnover rate as
a factor in school effectiveness, although it has been found
to negatively impact on student achievement. School size is
viewed as having an effect on principal's work activities and
studies have indicated that schools with small enrollments
make it easier to maintain order and establish a schoolwide
climate emphasizing achievement. Higher achieving schools
have been found most often in suburban or rural areas. It
has not been determined how a principal's role as instruc-
tional leader is related to the number of years s/he has been
a principal or the highest degree s/he has earned. Several
researchers have reported that student socioeconomic status
(i.e., AFDC percentage) is associated with the type of in-

structional leadership exercised by principals in effective schools and that this variable is the best predictor of academic achievement. Principals in high socioeconomic schools have been observed to actively coordinate the curriculum indirectly, not by exerting strong, direct control over classroom instruction. Lower socioeconomic schools found principals focusing on coordinating and controlling instructional practices through direct contact with teachers and in classrooms.

Summary of Research Methods and Procedures

This research study utilized a descriptive survey method in order to meet the objectives outlined. Descriptive studies provide a framework for gathering data needed to accomplish the study's purpose. In part, this study sought to update the literature and replicate Stokes' 1984 work. The model of instructional leadership developed by Steven Bossert, David Dwyer and others at the Far West Laboratory for Educational Research provided a conceptual framework for this study. A survey instrument with selected instructional leadership activities and a list of major job functions generated from the literature was developed and subsequently mailed to the 212 elementary principals in public schools judged to be effective by the 1986 United States Department of Education Elementary Recognition Program.

A pilot questionnaire was mailed to 20 elementary principals in Fairfax County, Virginia in August, 1987. Several modifications were made as a result of subsequent conversations with respondents and comments noted on these surveys. Pilot principals were asked to assess the clarity of survey vocabulary, directions, format, and to indicate the length of time required to complete the instrument. All 44 of the instructional activities surveyed on the pilot were retained for inclusion in the final survey as a result of respondent feedback. As a result of pilot respondents' critiques, several items designed to collect information on school context variables were changed. The format and directions were also revised for the final survey instrument.

Names and addresses and some school context data for the list of elementary principals and their schools were obtained from the United States Department of Education in Washington, DC. Surveys were mailed with a cover letter to 212 principals in November, 1987. Principals were requested to furnish school and principal background as well as additional context variable information and to indicate whether each of the instructional activities was performed in their effective schools. If principals replied that an activity was performed, they were then asked to distribute ten points across five categories of school personnel to indicate who had the responsibility for performing an activity. The survey then asked administrators to analyze how they spent their time on

the job and how they would ideally distribute their time across nine major job tasks. The initial response rate was 38% and after a followup letter, a usable response rate of 47% was obtained. Those respondents who indicated that they were not principals at the time of the 1986 Elementary Recognition Program selection were not included in the data analysis.

A random telephone survey was conducted of ten percent (11 principals) of the nonrespondents. Nonrespondents were asked to provide context information and also indicate whether five randomly selected instructional activity items were performed and how they were distributed. The telephone survey revealed no systematic differences between the instructional leadership activity performance and school context information of respondents and nonrespondents.

Survey instrument responses were analyzed using an Appleworks spreadsheet, and simple descriptive statistics of means, frequencies and percentages were utilized to report the data. Data were then presented in both tabular and textual formats to summarize the results. The performance rate for each of the 44 instructional activities was reported in percentages. School context variable data were grouped by average mean intervals and compared to a national sample, where national data were available, to assess similarities or differences between the two groups of principals and the schools they serve. Total means were computed for each cat-

egory of personnel to determine their level of responsibility for performing instructional activities. Mean percentages were found for each job task in principals' distribution of actual time spent and distribution of preferred time.

Summary of Findings

School and Principal Background Information

Principals of responding elementary schools were mostly white, 60% male, generally middle-aged (2/3 were over 45 years of age), had 13.1 years experience, and had been in their schools about 6 years. Eighty percent held a Master's degree, 68% did not have an assistant principal. In comparison to the 1987 NAESP study, responding principals were more often white, older, twice as likely to have been female, had more years experience as a principal, and had attained a higher educational degree than the national average. Schools in this study, in comparison to the 1987 NAESP study, were very similar in student racial composition and total enrollment (although they were 10% larger and had 10% more white students), the number of assistant principals assigned to buildings and the distribution of schools by location. Schools studied were slightly wealthier and more likely to be suburban than the national average. A greater percentage of students were bused to schools in this study than the national data.

Research Question One

Similar to the findings of Stokes' 1984 study, all of the (44) instructional leadership activities were reported as being carried out in a majority of the schools responding to the survey; total mean for performance of all activities was 95% (94.98%). The activities with the lowest reported performance rates were still reported to be performed by at least 85% of principals.

Research Question Two

Principals claimed primary responsibility for 40 instructional leadership activities (or 41, depending upon whether or not an assistant principal was assigned to their school). Assistant principals were assigned secondary responsibility, classroom teachers tertiary responsibility. Teachers were assigned higher responsibility in schools without assistant principals. Central office staff was assigned fourth greatest responsibility. Other school staff was seen as having a limited role in performing instructional leadership activities. Principals assumed the largest responsibility for activities dealing with staff evaluation and supervision, allocating and assigning staff and space, and disseminating instructional information to staff and parents. Assistant principals were assigned primary responsibility for student discipline and class observations; classroom teachers for involving and reporting to parents and matching learner

needs and objectives; and central office staff for analyzing student data, providing program evaluation instrumentation and providing staff inservices. Instructional leadership was found to be a shared, team responsibility in schools responding to the survey, with responsibility more evenly distributed across categories of personnel than in Stokes' study of senior high school principals.

Research Question Three

An analysis of responding schools grouped by school context variables supported many widely documented demographic patterns of elementary schools and furnished insight into the diverse situational characteristics operative in these schools. Suburban schools in the study had the lowest AFDC percentage (i.e., higher socioeconomic status), were managed by older, more experienced, more educated principals and were characterized by low student turnover rates, fewer students walking to school, large parent PTA representation of students at the most meetings, and the smallest total student enrollments. Medium sized city schools reported the highest parent PTA representation of students and student turnover rate of any location and, similar to large city schools, had the largest percentage of total and black student enrollment. Small town respondents reported the youngest principals with the lowest mean years of experience as

well as the lowest parent PTA representation in the lowest socioeconomic schools.

As parent representation of students at PTA meetings increased, the percentage of female principals increased, while the number of PTA meetings decreased. Large school size was found to have an inverse relationship with the percentage of students represented by parents at PTA meetings. A positive correlation was noted between increasing school size and the number of female principals, the percentage of black and other students, student turnover rate and the likelihood of being assigned an assistant principal. City schools had larger enrollments; suburban and small town schools had smaller enrollments.

As student turnover rate increased, an increase was also observed in the likelihood of having a female principal assigned to the school, the percentage of student walkers and the percentage of low income families. The assignment of an assistant principal to the school was less likely as student turnover rate increased. Student turnover rate was inversely related to principal experience. Data grouped by AFDC percentage revealed that the poorer the school community (higher percentage of AFDC students), the greater percentage of black students in the school, the larger school size, higher student turnover rate, and higher percentage of students walking to school. An inverse relationship was observed between increased AFDC percentage and the percentage of white students,

years of principal experience, percentage of students represented at PTA meetings and the number of PTA meetings held.

As principal experience increased, the number of male principals, the degree status of the principal, the percentage of students represented by parents at PTA meetings, total student enrollment and the number of assistant principals also increased. The more experience the principal had, the least likely they were to be assigned to a poorer (high AFDC percentage) school.

A comparison of data collected in the current study grouped by school context variables with NAESP data indicated small variations between means. A higher percentage of female principals were found in schools in the current study. Schools with the lowest mean turnover rate and the lowest AFDC percentage in the current study were managed by principals with higher mean years experience and a higher percentage of doctorates.

Research Question Four

Principals reported most of their time spent on personnel matters, secondly on program development (including instructional leadership) and third on school management. They expressed a desire to spend considerably more time on program development and planning, and less on school management, student behavior and district office matters. These findings

compared closely to the 1987 national principal study on all but four administrative task areas. Respondents in the current study reported spending considerably more time than the national average on program development and district office matters, but less time on personnel matters and student behavior. Overall, respondents seemed satisfied with the way they spent their time, ranking the bulk of their actual and ideal on the job time in the same order for the top three job tasks.

Conclusions

Elementary school principals responding to this study differed on demographics from national averages. They consisted of a group that was nearly all white, a bit older with more experience, and held a higher percentage of advanced degrees than national means. Although two-thirds of the respondents were male, this population of principals was twice as likely to be female than the national average and principals with the least experience were just as likely to be male as female. The best chance of being a female in effective elementary schools was in urban areas. The presence of a greater number of younger principals points to a change in the traditional demographic patterns of American school administrators. The comparison of effective schools in the current study with national means indicated that the schools

studied were not representative of schools nationwide. Schools in this study were larger, had more white students and were more frequently suburban.

Based on their responses that nearly all (95%) of the instructional activities surveyed were performed in their buildings, and that they assumed the primary responsibility for performing them, one could argue that these principals were characterized by an ability to tune their leadership behavior to the needs and givens in their contexts. Principals seemed to indicate that those activities were an integral part of their schools' curriculum. Principals in these schools can be viewed as instructional coordinators who provide leadership to the instructional program through a team approach. Instructional leadership by this group of principals seemed to be characterized in part by involving various school personnel (as well as district staff) in performing instructional leadership activities. Their assumption of the largest responsibility for activities dealing with staff evaluation and supervision, allocating and assigning staff and space, and disseminating instructional information to staff and parents seemed to confirm their conflict over the dual roles of manager and instructional leader. They perhaps are able to effectively manage both people and programs, as Wellisch had observed that successful principals do, by assigning responsibility for instructional leadership functions to other personnel in the school.

Classroom teachers were assigned a great deal of responsibility for the success of the instructional program, especially in relation to involvement with students, reporting student progress to parents and matching learner needs and objectives. This might indicate a trust by the principal of the competence of the instructional staff for helping to coordinate the instructional program, especially in terms of involving parents. Even though schools in this study tended to be a higher percentage of high income communities than the national average, principals studied seemed to have assumed the role observed by Hallinger and Murphy of principals in high SES schools; that is, actively coordinating the curriculum from the background but not exerting strong control over specific classroom instruction.

The assistant principal, most often assigned in suburban schools, was an integral part of this instructional leadership in providing relief to both the principal and the classroom teacher. Principals assigned assistants the bulk of responsibility for student discipline and class observations, thus allowing themselves more time for evaluation and supervision and instructional leadership, among other tasks. Similar to Stokes' findings for senior high school assistant principals, the current study found elementary assistants assigned secondary responsibility for instructional leadership activities, but almost never being given primary responsibility. This shared approach would enable the

principal to assume more of the role of change agent in order to keep on top of the needs of their schools, their school climates and their school systems. Lower income schools with the highest turnover rates were assigned the smallest number of assistant principals, illustrating the paradox in school staffing policies--support staff is often assigned to the most stable (wealthier) communities, usually based on school size instead of being assigned to less advantaged schools where they are needed the most.

An analysis of school context variables revealed several interesting patterns and seemed to confirm David Dwyer's ob- servations of successful principals that despite a uniformity of behaviors, there was possibly still a variation in prin- cipals' leadership actions due to their shifting, uncertain environments. Since PTA representation by parents was greatest in schools having the least meetings, and conversely PTA representation was the lowest in schools holding the most meetings, one might argue that schools would increase parent involvement and best serve student needs by limiting this demand on parents. Schools studied were estimated to have more frequent PTA meetings than the national average. Higher PTA representation seemed to coincide with a higher socioeconomic (low AFDC) and more stable (low turnover rate) community, usually suburban. This lends credibility to the argument that generally schools with more resources and more white students have greater parent involvement, are the

highest achieving and thus have a greater advantage over poorer, minority schools. The overall mean PTA representation found almost half of students in all schools represented at meetings by parents, which would seem to indicate a high degree of parental involvement in these effective schools.

The finding in the literature which indicates that higher achieving schools are usually in suburban or rural areas was supported by the demographics of schools responding to this study, with schools in these locations accounting for over half of the group. Principals with schools having the smallest student enrollments, surprisingly in suburban schools, were the most frequent respondents to the survey, due perhaps to more assistance from staff, which allows principals more time for other tasks. Larger schools, usually in urban areas, were found to have the highest turnover rates and were more likely to have a female principal. These female principals, with less experience, were more likely to be assigned schools with high turnover rates and more walkers, located in lower income communities. On the other hand, male principals, who were older with more experience and higher degrees, were placed in higher income schools, usually in suburban locations. This phenomenon points to a need for school districts to reexamine staffing assignments so that the more experienced, educated people are placed in schools where their expertise could be utilized to a greater

degree. Thus, the principals (usually female) with the least experience have to pay their dues in the most disadvantaged schools.

Surprisingly, small town schools were the poorest and rural schools had the lowest parent PTA representation of any location. As has been observed in other research studies, results confirmed that the lowest socioeconomic schools generally had the lowest parent involvement and highest student turnover rates, in addition to the largest percentage of black students. Results of the trend analysis highlighted the obstacles of the minority poor in our nation's schools. Student turnover rate and socioeconomic status were observed to have an inverse relationship with each other, but since all schools in the study were judged to be effective, it is difficult to determine whether student mobility and SES actually affect student achievement. Perhaps something else was at work in the schools studied in order for them to be effective; perhaps, as Edmonds and many others have observed, strong principal leadership, high expectations and/or a monitoring system tied to instructional objectives. Results of this study seemed to indicate that the success of a school, in terms of both parent involvement and student achievement, is a function of a principal who assumed a large share of the responsibility of instructional leadership activities and involves the rest of the school staff as a team, rather than a function of racial composition, school size or location,

school socioeconomic status, principal characteristics or any other context variables.

Included on the 1986 list of effective schools were several outlier schools reporting a large percentage of black students, extremely high turnover rates and/or a community with a very low socioeconomic status. Inasmuch as these schools were judged effective in spite of these presumed hurdles, one could assert, despite national reports to the contrary, that schools can be effective for black and poor students. However, due to the small number of schools possessing characteristics not thought to be associated with effective schooling, one might for the most part conclude that the Department of Education Elementary Recognition Program merely recognizes schools which one would expect to be judged effective--mostly white, suburban, higher income, lower student turnover schools. The burden for researchers thus becomes how to evaluate and recognize schools which are effective in spite of having characteristics of less advantaged schools (i.e., high student turnover, high AFDC percentage, high minority student population). Schools which deserve recognition by overcoming the context variables which appear to doom so many students to failure are the schools to examine to evaluate the principal's ability to impact the effectiveness of the school.

Despite many findings in the literature on effective schools that frequent monitoring of student performance by

the principal is one characteristic that enhances student achievement, principals in the current study assigned a low priority to visiting classrooms and participating in classroom instructional activities, attributing a bulk of this responsibility to their assistant principals. This leads one to question whether high visibility by the principal in the classroom is an important component of instructional leadership, since both principal and teacher philosophies differ as to the extent of principal involvement. Results of this study would indicate that principals in these effective schools may be effective not necessarily by active classroom participation, but instead by effectively delegating management responsibilities.

The analysis of principals' time spent on major job tasks supported principals' perceptions that they see part of their roles as being instructional leaders, but also acknowledged that their time is fragmented and not as much time as they would like is spent on this role. They do not perceive themselves, however, as having little to do with instruction. In fact, these effective principals reported spending more time than the national average on the instructional leadership task as well as considerably less time on personnel matters and student behavior, and nearly identical amounts of time on community and central office matters. Whereas senior high principals in Gorton and McIntyre's study ranked instructional leadership fifth of nine major job

tasks, and NAESP results revealed principals ranking this area third, principals in the current study ranked this task second and indicated an ideal use of their time spent on instructional leadership also ranked second. One could therefore conclude that principals were able to devote less time than principals nationwide to student discipline (assigned largely to the assistant principal) and the supervision of staff perhaps because of the positive school climate, strong organization, and competent, dedicated staff that helped determine school effectiveness. Principals were also able to manage these areas effectively because of their ability to assign part of this responsibility to other school personnel. Overall, principals in this study seemed to be content with how they are spending their time, in contrast to previous time management studies finding discontentment by principals over their time utilization. Elementary principals in the current study seemed to have indicated that they are doing what they feel they should be doing with their time, perhaps in an effort to provide instructional leadership.

The findings of the current study closely parallel Stokes' results, although the latter work surveyed senior high school principals instead of elementary principals. In addition, principals in Stokes' study were not in schools judged to be effective or ineffective. Results from Stokes found principals claiming a larger share of the responsibility for most activities and distributing the remainder of the

responsibilities less equitably to other personnel than principals from schools in the Elementary Recognition Program of 1986. Principals in the surveyed effective schools seemed to be involved, democratic instructional leaders who share ownership in the curricular program with parents, teachers and other staff members. Classroom teachers especially were assigned a large, secondary responsibility for performing instructional activities, which might explain in part the high achievement of students in these schools. Despite a less than ideal amount of time for program development, planning and professional development, these principals were able to assess their schools within the contexts given and help to provide leadership to create successful learning environments. Their ability to set goals for their schools and allow for change was one of the key elements in their success.

Implications for Practice and Recommendations for Further Study

Results of this study have shown that nearly all of the instructional activities surveyed were reported by principals as being performed in effective schools on the 1986 United States Department of Education Elementary Recognition Program list. Responses indicated that while the principal assumed the primary responsibility for most activities, performance

of all activities was a shared endeavor among the administrative, classroom teacher, central office and, minimally, the other staff in the school. Relationships were noted between schools based on a comparison of several school context variables and the schools surveyed included all types of schools. Principals reported spending a large portion of time devoted to instructional leadership among their various job tasks and overall seemed satisfied with their distribution of time on the job.

This study has a number of important implications for social utility. School districts and elementary principals across the nation could employ these results in order to assess school management, especially principals' instructional leadership activities, and reexamine how they assign principals with different background characteristics to schools with different demographic characteristics. Colleges and universities offering training institutes and degree programs for school-based administrators may wish to include surveyed instructional behaviors as an important component for monitoring and evaluating school instructional programs and restructure principal training programs to be sure to include aspects of time management, personnel management and selection, and human relations. Researchers into effective schools and effective principals may utilize these data to assess the efficacy of program evaluation methods for determining which schools are effective, evaluate the validity of

the criteria used to determine school effectiveness in this recognition program, seek to recognize more disadvantaged schools as being effective, investigate further why the disadvantaged (outlier) schools on this list are so effective and gain further insight into the instructional leadership role of the effective school principal. The United States Department of Education may find this data analysis, especially the context variable discussion, helpful in further assessing their Elementary Recognition Program. Educational researchers might further analyze the data collected for school and principal background information and context variables, especially school turnover rate, socioeconomic status, parent PTA representation and school location. And finally, the Far West Laboratory for Educational Research and Development and other theorists and researchers could examine principals' instructional behavior in various situational contexts.

Recommendations for further research which could follow from this study include:

1. Surveying the behaviors of other school personnel, i.e., assistant principal, teacher, central office staff, etc., to compare with the principals' reported instructional leadership behavior in an attempt to evaluate the validity of self-reported data.

2. Performing an ethnographic study of a sample of these effective school principals to verify their responses

as to their instructional activity, behavior and role and to observe which behaviors, if any, make them effective instructional leaders, especially in schools possessing outlier characteristics.

3. Conducting a national random sample of elementary schools not included in the United States Department of Education Recognition Program to compare these school principals' and staffs' instructional activity behavior.

4. Analyzing, in depth, some of the outlier schools included on this effective schools list to determine why they are successful given the presence of various context variables generally associated with less effective schools.

5. Examining the 1990 Elementary School Recognition Program list to see if any of the schools included in this survey were judged effective again, and conducting a longitudinal study into the success of these schools.

6. Developing a survey to focus on principals' perceptions and views about their own instructional leader and/or administrative manager role.

7. Performing further statistical analysis of the data collected by this questionnaire in order to investigate other aspects of the effects of context variables on individual successful schools and effective instructional leadership, by defining the characteristics of outlier schools and comparing these to other schools studied.

8. Analyzing principals' time spent on major job tasks according to school context variables.

9. Evaluating the criteria used in the Department of Education Elementary Recognition Program in hopes of recognizing a more diverse array of schools, especially those more disadvantaged than most of those recognized in this recognition program.

Epilogue

It is felt that this descriptive research study has provided some insight into the instructional leadership role of elementary school principals in schools viewed as effective. A post hoc analysis of the results confirms the value for the researcher of the framework and methods used, and also reveals several things which could have been differently were this study to be replicated. The selection of instructional activities through the literature proved invaluable, although increased validity may have resulted from using an existing survey. The examination of school and principal background data, as well as information on context variables, was shown to be useful in gaining a profile of effective schools and their principals and attempting to understand the situational environments in which these schools function. Similarly, the time analysis for major job tasks, especially when compared to national data, proved helpful in

analyzing principals' use of time and the constraints imposed on the school manager. An examination of the role of other school personnel in instructional leadership responsibility confirmed the notion of a team approach to managing instruction in effective schools.

The results of this study might have had more impact if classroom teachers had been administered the same survey to compare their views of the principal's instructional leadership role with the principal's views. The return rate might have been higher if the instrument had been shorter; specifically, less principal and school background data and, despite its merit, the omission of the time distribution analysis. The study would have also been improved if the criteria for school effectiveness used by the Elementary Recognition Program could have been thoroughly analyzed, although the program evaluation methodology which this recognition program employs is thought to be more reliable than that used in case or outlier studies. The ultimate desire for this study would have been to conduct interviews with principals at school site visits of effective elementary schools in order to completely evaluate principals' use of time and instructional leadership behavior and examine closely the outlier schools included on the 1986 recognition list. And ideally the study should have been completed closer to schools' inclusion in the 1986 program.

There have been questions raised in the literature on effective schools as to whether effective schools are effective as a result of hard work and initiative on the part of administrators and staff, or whether labelling a school as effective merely glorifies preexisting conditions. A feasible answer to these questions could be obtained through an ethnographic study of a group of schools and administrators with diverse characteristics over a period of time. Complicating the attempt at concluding that these schools are effective as the result of principal leadership is the fact that principals in the current study are nearly always white and are most often from wealthier, suburban schools. This fact points to a possible bias in selection criteria for the Elementary Recognition Program as well as a reinforcement of the belief that, generally speaking, poorer, minority schools are typically not characterized by high student achievement and are thus not acknowledged in program evaluation lists such as this one.

A comparison of the results of the current study with Stokes' study reveals that instructional activities are performed in schools judged to be effective as well as schools which have not been judged to be effective (Stokes). There would thus seem to be a fairly high degree of agreement as to what instructional activities are carried out and who (the principal) is the major player. But other elements must be at work, then, if any differences in instructional leadership

exist from school to school. If one can accept the premise that much of what the school does to promote achievement is within the principal's power to control, then the involvement of the principal in coordinating classroom instruction, in establishing a positive school climate and in providing strong leadership that results in student achievement gains are perhaps part of what separates the elementary principals in the effective schools studied from schools which are not considered effective. Elementary principals included in the 1986 United States Department of Education Elementary Recognition Program see themselves as instructional leaders; are content, for the most part, with doing what they feel to be important on their jobs; and involve all school personnel as a team in the instructional behaviors. Inasmuch as there are schools included on this list which possess a range of characteristics thought to negatively impact student achievement (outlier schools), something else may be at work in these schools which promotes student achievement, high teacher expectations, good building organization and school climate. Perhaps it _is_ the strong leadership by the principal which helps determine the school's effectiveness, and not the school being effective which determines the principal's effectiveness.

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APPENDIX A. FAR WEST LABORATORY MODEL OF THE PRINCIPAL'S ROLE IN INSTRUCTIONAL MANAGEMENT
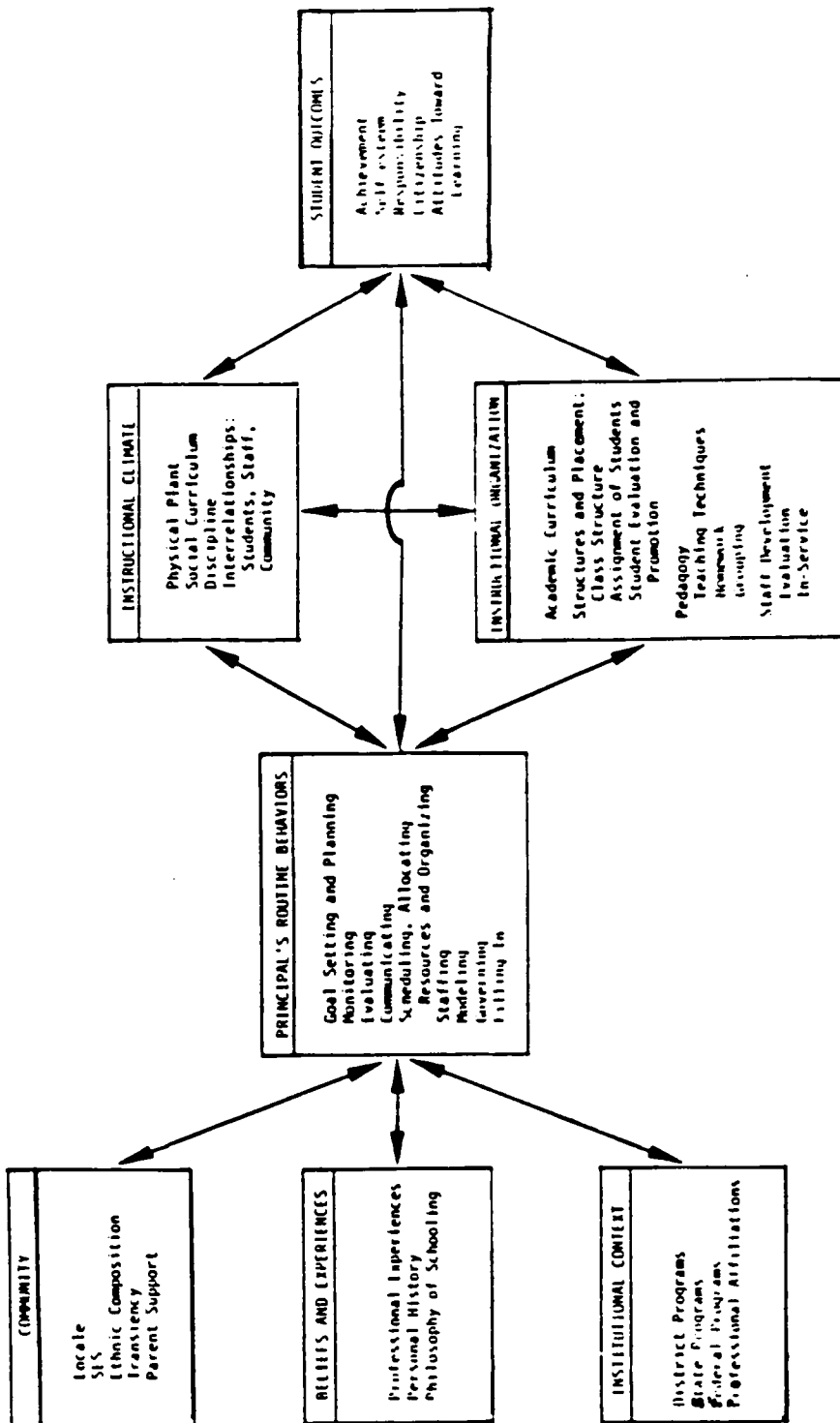
FIG. 1. The principal's role in instructional management

Appendix A. Far West Laboratory Model of the
Principal's Role in Instructional Management 171

APPENDIX B. 1985-86 UNITED STATES DEPARTMENT OF EDUCATION ELEMENTARY SCHOOL RECOGNITION PROGRAM NOMINATION FORM

U. S. DEPARTMENT OF EDUCATION
1985-86 ELEMENTARY SCHOOL RECOGNITION PROGRAM

The purpose of the Elementary School Recognition Program is to identify and call attention to a national group of unusually successful public elementary schools. For a school to be recognized, there must be clear evidence that virtually all its students are developing a solid foundation of skills in reading, writing, and mathematics. In addition, there must be evidence that school programs, policies and practices foster the development of sound character, democratic values, ethical judgement, and self-discipline. Instructional programs should be organized to provide students--appropriate to age and grade level--knowledge of literature, history, geographic, science, economics and other subjects that the state and school system deem important. There should be strong leadership and an effective working relationship between the school and the parents of its students and with others in its community. The school should have an atmosphere that is orderly, purposeful, and conducive to learning. The school should demonstrate attentiveness to the quality of instruction, the professionalism of teachers, and the lasting importance of knowledge for students and staff alike. Finally, for a school to be recognized there must be a strong and efficacious commitment to educational excellence for all its students, together with a record of progress in sustaining its best features and solving its problems.

ELIGIBILITY CRITERIA

For this program, an elementary school is any school that includes at least three grades between K-8 and has its own administrator. The elementary components of K-12 and 1-12 schools are eligible for consideration. Middle schools are eligible, providing that they have not participated in the Secondary School Recognition Program.

A school must also meet one of the following criteria:

　　During each of the last three years, 75% or more of the
　　students must have achieved at or above grade level in
　　mathematics and reading.*

_____

* Schools which have experienced an enrollment change of 15% or more, excluding the first grade, in one or more of the last three years will be eligible if 65% or more of the students achieved at or above grade level during the year in which enrollment changed.

Appendix B. 1985-86 United States Department of
Education Elementary School Recognition Program
Nomination Form

<center>or</center>

During each of the last three years, the number of students who achieved at or above grade level in mathematics and reading must have increased by an average of 5% annually, and in the last year 50% or more of the students must have achieved at or above grade level in both areas.

State or school district definitions of what constitutes achievement "at grade level" should be used to determine whether a school is eligible for consideration. Schools from districts or states in which there are no definitions of achievement at grade level are not eligible for consideration.

QUALITY INDICATORS

Once it has been determined that a school is eligible, the following criteria will guide the selection of schools for recognition:

1. QUALITY OF SCHOOL ORGANIZATION
2. QUALITY OF BUILDING LEADERSHIP
3. QUALITY OF INSTRUCTIONAL PROGRAM AND CURRICULUM, INCLUDING CHARACTER DEVELOPMENT
4. QUALITY OF INSTRUCTION
5. QUALITY OF SCHOOL CLIMATE
6. QUALITY OF SCHOOL/COMMUNITY RELATIONS
7. QUALITY OF EFFORTS TO MAKE IMPROVEMENTS AND TO MAINTAIN HIGH QUALITY PROGRAMS
8. QUALITY OF STUDENT OUTCOMES

There are no specific standards to be met in the eight areas listed here. Rather, the quality of each school will be judged in the context of how well its program are tailored to local circumstances, and its success in meeting local needs.

Review panels may consider for recognition, in special circumstances, a school that does not meet all the eligibility criteria provided compelling evidence of school quality and effectiveness is presented in the nomination form.

REVIEW PROCESS

1. Chief State School Officers (CSSOs) are responsible for nominating schools for their states for consideration at the national level. Each CSSO may nominate a number of schools equal to the number of members of the United States House of Representatives who represent his or her state plus two. Nomination forms will be due in the Department of Education by February 7, 1986.

2. At the national level, nomination forms will be reviewed by a panel of laypersons who are recognized as educational leaders. No Federal officials will serve on the panel. The panel will recommend to the Secretary a group of schools to receive site visits.

   Note: No geographic or numerical formulae will be used to guide the selection of schools for site visits.

3. Site visits will be conducted from March 17-May 23. Each site visit will last two days and will include meetings with parents, teachers, building support personnel, and district administrators. Site visitors will prepare a written report on each visit and the reports will be forwarded to the review panel. (Site visit reports will be available to schools, upon request, once the recognition process is completed.) Site visits will be conducted by individuals who have (1) extensive experience in elementary schools; (2) experience in long-term school improvement projects; (3) experience and/or training in organizational evaluation and/or qualitative research.

4. The Assistant Secretary for Civil Rights will review current OCR files to determine whether the schools that remain under consideration after the site visits are in compliance with Federal civil rights standards.

   Schools where, in the opinion of the Assistant Secretary, there is clear evidence of violations will not be given further consideration for recognition.

5. Site visitors and review panel members will meet to discuss each school visited. Following those discussions the review panel will determine which schools to recommend to the Secretary for recognition.

6. The Secretary will announce the names of the schools to be recognized in June.

7. Representatives from each school recognized will be invited to Washington for a national recognition ceremony. At that time, each school will receive a flag specially designed for the recognition program.

INSTRUCTIONS FOR COMPLETING THE NOMINATION FORM

The nomination form is divided into four sections. Sections I and II seek a variety of demographic information about the school and its community. The third section includes items for use in determining whether or not a school meets the student achievement eligibility criteria. The last section invites descriptions of school policies, programs, practices, and outcomes.

Most of the items are open-ended. It is important to provide complete descriptions of school programs, policies, and practices. It is also important to be as concise as possible. The total submission may not exceed 18 pages, excluding the two cover sheets. Packages that exceed the page limit will be ineligible for consideration and materials appended to packages will not be considered. Forms may not be reformatted in any way, although Section IV may be retyped to allow for differences in the space needed by schools to answer individual questions.

Forms must be typed on one side of the page only and print size should not be reduced.

Principals are strongly urged to invite a team of individuals, including at least one parent, to assist in preparing the nomination form. Spaces for the names of all those who participated in completing the form appear on the second cover sheet.

Finally, please note that the cover sheet for this form requires the signatures of the principal, the district superintendent, and the president of the local school board. These signatures indicate that each of the three individuals has reviewed the content of the nomination form, including the statement of eligibility, and has determined that it is accurate.

Code _____

ELEMENTARY SCHOOL RECOGNITION PROGRAM

COVER SHEET

School Name _____ District _____

Principal's Name (Mrs. Miss Ms. Mr. Dr.) _____

Address _____ County _____

        _____

        _____

Telephone Number ( )_____ Congressional District _____

I have reviewed the information contained in this form and,
to the best of my knowledge, it is accurate.

_____ Date _____
(Principal's Signature)

****

Superintendent's Name (Mrs. Miss Ms. Mr. Dr.) _____

Address _____

        _____

        _____

Telephone Number ( )_____

I have reviewed the information contained in this form and,
to the best of my knowledge, it is accurate.

_____ Date _____
(Superintendent's Signature)

Appendix B. 1985-86 United States Department of
Education Elementary School Recognition Program
Nomination Form

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*****************************************************************
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School Board President's Name (Mrs. Miss Ms. Mr. Dr.)
_____

Address _____

        _____

        _____

Telephone Number (   )_____

I have reviewed the information contained in this form and,
to the best of my knowledge, it is accurate.

_____ Date _____
(School Board President's Signature)

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*****************************************************************
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Names of the people who assisted in preparing this
form

Name   Position/Title

_____

_____

_____

_____

I. SCHOOL DISTRICT CHARACTERISTICS

1. Number of students enrolled in the district:
    _____

2. Number of residents in the district: _____

3. Number of schools in the district: _____ Elementary
    Schools _____ Junior High/Middle schools _____ High
    Schools _____ Total

4. District Classification: (Select one only)

    ___ Large City (population more than 500,000)
    ___ Medium City (population 150,000-500,000)
    ___ Small Town (population less than 150,000)
    ___ Suburban
    ___ Rural (population less than 2,500 or less than
        1,000 people per square mile)

5. Percentage of students in the district from low in-
    come families: ___%. Please indicate how this
    number was determined.

6. Please describe any significant changes that have
    occurred in the last 3-5 years in the character-
    istics described in items 1-5.

II. SCHOOL CHARACTERISTICS

1. Total school enrollment: _____
    Grade Span: _____

2. Number of students enrolled at each grade level:
    K_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____
    8_____

3. Racial/ethnic composition of the students in your
    school:

    ___% American Indian or Native Alaskan
    ___% Asian or Pacific Islander
    ___% Hispanic
    ___% Black, not Hispanic Origin
    ___% White, not Hispanic Origin

4. Does your school have a sizable group of recent im-
    migrants or refugees? ____ If yes, please describe.

5. Percent of students in your school from low income
    families: ___%. Please indicate how you determined
    this number.

6. Percentage of students who require special education
    services: ___%. Please indicate the type(s) of
    services required and the number(s) who require and
    receive them.

7. Please describe any significant changes that have
    occurred in the last 3-5 years in the character-
    istics described in items 1-6. (e.g. significant
    changes in student enrollment)

8. Please indicate the number of staff in each of the
    following positions:

	Full-Time	Part-Time
Administrators	_____	_____
Classroom Teachers	_____	_____
Teacher Aides	_____	_____
Counselors	_____	_____
Subject Area Specialists		
(e.g. reading specialists)	_____	_____
Library and Other Media		
Professionals	_____	_____
Social Workers	_____	_____
Security Officers	_____	_____
Food Service Personnel	_____	_____
Clerical Staff	_____	_____
Custodians	_____	_____

9. Describe your teacher turn-over rate. How many
    first year teachers did you hire in each of the last
    three years?

10. How long has the principal been in his/her position?
   _____

11. What are the primary educational needs of children served by your school? How were they determined?

12. Please describe any other school characteristics of which the reviewers should be aware.

III. ELIGIBILITY CRITERIA

IF YOUR SCHOOL IS SELECTED FOR A SITE VISIT, THE INFORMATION SUMMARIZED IN THIS SECTION MUST BE AVAILABLE FOR INSPECTION BY THE SITE VISITOR.

1. How is student achievement at grade level defined in your district? Please list all tests and other evaluation instruments used in the definition, and indicate specific standards (e.g., 50th percentile, placement in classroom textbooks, etc.) used to determine whether a student is achieving at grade level. Indicate if the instrument or methods used differ from one grade to the next.

2. Use this space to indicate the percentage of students performing at or above grade level in each of the last three years for all elementary grade levels included in your school. (Do not include data for pre-K, or K, or any category of special education students for whom the evaluation instruments are not appropriate to measure their achievement.)

	1982-83 % at or above grade level	1983-84 % at or above grade level	1984-85 % at or above grade level
Mathematics	_____ %	_____ %	_____ %
Reading	_____ %	_____ %	_____ %

3. Provide any additional information that may be useful in determining your school's eligibility. If your school has compelling evidence of unusual success but does not meet all the eligibility criteria, present evidence and discuss.

IV. QUALITY INDICATORS

The items in this section are intended to gather information
about the ways the eight indicators of quality are reflected
in the programs, policies, and practices of your school.

As appropriate, you should highlight the ways that various
programs, policies, and practices have been designed and im-
plemented to meet the needs of the students served in your
school. Whenever possible responses should include specific
examples and the number of participants or children served.

1. QUALITY OF SCHOOL ORGANIZATION

    a. Please describe your school's mission statement or
        educational philosophy. How was it developed and how
        is it communicated to students? Parents? Teachers?
        Other members of the community?

    b. Describe how your school is organized (including
        placement, class size, and grouping practices) to
        reflect student needs and school philosophy. (Please
        include information about preventive or remedial
        programs, bilingual education, special education,
        and programs for the gifted and talented.)

2. QUALITY OF BUILDING LEADERSHIP

   a. Describe ways in which the principal or other build-
      ing leaders inspire teachers, parents, and students
      to accomplish the school's mission and demonstrate
      skills that enable the school to reach its goals.

   b. Describe how the building leaders convey high expec-
      tations for teachers and students.

   c. Describe how building leaders involve teachers in
      decision making regarding the organization and oper-
      ation of the school?

3. QUALITY OF INSTRUCTIONAL PROGRAM AND CURRICULUM INCLUDING CHARACTER DEVELOPMENT

    a. What are the essential school-wide instructional goals in English (literature, reading, writing, oral language development), mathematics, science, history, geography, the arts, economics, and other subjects that the State and school system deem appropriate? How were these goals identified?

    b. How does the instructional program ensure that children are developing the basic skills and the higher order cognitive skills necessary to function effectively in our society?

c. How does the instructional program provide for a firm foundation of knowledge about our nation's culture (e.g. a familiarity with leading figures - past and present, folklore, ideas, traditions, principles, values, and central institutions of American society)?

d. How do school programs, practices, and policies foster the development of sound character, democratic values, ethical judgement, and the ability to work in a self-disciplined and purposeful manner?

4. QUALITY OF INSTRUCTION

   a. Describe prevalent instructional techniques, strate-
      gies, and approaches used in your school. Describe
      how they relate to curricular objectives and
      research-based principles of learning.

   b. What procedures exist to evaluate and improve the
      quality of instruction provided by teachers? How
      often are teachers observed and evaluated? What
      feedback mechanism exists to provide for instruc-
      tional improvement? How does your school recognize
      and reward teacher efforts?

   c. Describe programs and other opportunities for staff
      development. To whom are these made available? De-
      scribe how staff needs are determined, when programs
      take place, and how they are evaluated. How much
      time and other resources are allocated to staff de-
      velopment?

d. Describe procedures for measuring and monitoring
    student progress. How are students and parents in-
    formed of progress and what practices facilitate ap-
    propriate adjustments in classroom instruction?

e. Describe the school policy on homework. What proce-
    dures exist to ensure that the policy is carried out?

f. What strategies are used on a school-wide and class-
    room basis to maximize efficient use of time avail-
    able for instruction?

5. QUALITY OF SCHOOL CLIMATE

    a. Describe the climate of your school. What has been
        done to create and sustain this climate?

    b. Summarize your school's overall approach to disci-
        pline. Describe any special procedures or programs
        used to maintain order and discipline throughout your
        school. What factors contribute most to order in
        your school?

    c. Describe school practices or activities designed to
        foster school pride and high morale among students,
        staff, and community. In which aspects of school
        live do students, staff and community take the
        greatest pride?

6. QUALITY OF SCHOOL COMMUNITY RELATIONS

    a. Describe strategies used to ensure that parents and
        other members of the community understand what the
        school expects of them and to ensure that school
        staff understand what parents and community members
        expect in return.

    b. Describe opportunities for parents to be involved in
        the instructional program of their children.

c. Describe the volunteer program in your school. In what other ways does the community provide support for your school?

d. What opportunities exist for parents to participate in and affect important decisions about their children's education?

e. What efforts are made to involve students in community service activities?

7. <u>EFFORTS TO MAINTAIN HIGH QUALITY PROGRAMS AND/OR TO MAKE</u>
   <u>IMPROVEMENTS</u>

   a. What procedures exists to evaluate the overall suc-
       cess of the school?

   b. What strengths and weaknesses were identified in the
       most recent evaluation? What changes were made to
       improve your school as a result of the evaluation?

   c. How were the results communicated to parents and
       community members?

d. Describe any obstacles to educational excellence confronted by your school in the past 3-5 years. How have they been overcome? If they have not been completely overcome, how are they being addressed?

e. As you look over the last 3-5 years, what conditions and changes have contributed most to the overall success of your school?

f. What improvements would you most like your school to make in the next 3-5 years and how will you bring them about?

8. Student Outcomes

   a. Provide evidence of student achievement in basic and
       higher order cognitive skills, knowledge, and char-
       acter formation in each of the last three years.
       This information should be presented in a way best
       suited to your school. However, as a minimum, you
       should indicate what instruments were used to measure
       outcomes, the number of students who were evaluated
       and their grade levels.

   b. Provide evidence of achievement by special education
       students not included in the previous item.

c. Indicate your school's performance last year in the following areas:

Daily Student Attendance _____%
Daily Teacher Attendance _____%

Have these rates changed significantly (i.e. by more than 10%) in the past 3-5 years?

d. List any recent awards received by your school and individuals in your school for outstanding programs, teacher performance, and student achievement.

e. Provide evidence of improvement in school discipline (e.g. detention figures, suspensions, other class-room and school exclusions).

APPENDIX C. SOURCES FOR INSTRUCTIONAL LEADERSHIP ACTIVITIES

	ACTIVITY	SOURCES*
1.	Clarifying objectives of school to instructional staff.	A,C,F,G
2.	Implement changes or new courses in school	A,D,G
3.	Maintaining changes or improvements in instructional program.	A,D,G
4.	Participating in team meetings of instructional staff about instructional matters.	D,G
5.	Altering school climate to promote staff morale and professional growth.	C,D,E,G
6.	Involving parents in children's learning.	B,D,G
7.	Allocating materials, equipment and facilities to accomplish school's instructional goals.	A,B,C,D,E,F,G
8.	Monitoring achievement of individual student, staff and school goals.	A,E,F
9.	Providing a system for reporting student performance to parents.	D,F,G
10.	Providing specific concrete inservice activities for teachers and other staff.	C,D,E,F
11.	Facilitating communication between school and community.	A,F
12.	Facilitating communication within the school.	A,F
13.	Studying and interpreting trends in society that demand curricular changes.	A,B,C,D,F,G

Appendix C. Sources for Instructional Leadership
Activities   198

ACTIVITY	SOURCES*

14. Directing assessment of the needs
    of learners that are unique to
    school and community.   A,B,C,E,G

15. Integrating goals and objectives
    of the school with needs of the
    learners.   A,B,D,E,G

16. Conducting a formal assessment
    of the adequacy of current
    programs for meeting objectives
    and learner needs.   B,D,E,G

17. Examining and interpreting
    alternative programs, procedures
    and structures for improving the
    instructional program.   A,B,C,F,G

18. Utilizing information and research
    in formulating viable alternatives
    for change.   A,B,D,F

19. Involving others in the
    development of instructional
    alternatives.   B,C,D,F,G

20. Allocating and assigning staff
    and space to accomplish
    instructional goals.   B,C,E,G

21. Examining and recommending
    instrumentation for evaluating
    program processes and outcomes.   B,F,G

22. Collecting, organizing and
    interpreting data comparing
    present students at the school
    with previous students.   B

23. Soliciting and coordinating
    volunteer services in the school.   C,D,G

24. Meeting with individual
    instructional staff about
    instructional matters.   B,D,E

25. Meeting with individual students
    on discipline matters.   D,F

Appendix C. Sources for Instructional Leadership
Activities   199

ACTIVITY	SOURCES*
26. Meeting with individual instructional staff members about teaching proficiency.	C,D,G
27. Involving the instructional staff in writing performance-based objectives.	B,D,E
28. Visiting classrooms to observe instructional techniques and use of resources.	C,E,F,G
29. Demonstrating effective instructional techniques and strategies to instructional staff.	A,E,F
30. Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.	C,F
31. Leading inservice training programs for instructional personnel.	A,C,D,E,F
32. Organizing and implementing a schedule for student instruction.	B,C,F,G
33. Developing an annual budget for the school.	C,D
34. Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.	D,G
35. Specifying activities required to achieve the district's goals and objectives.	A,C,D
36. Generating alternative activities for reducing any differences between actual performance and desired goals of instructional program.	D,G
37. Determining procedures and schedules schoolwide standardized testing.	A,C,G

Appendix C. Sources for Instructional Leadership
Activities   200

ACTIVITY	SOURCES*

38. Collecting and displaying research
    information and instructional materials
    for perusal by instructional staff.   D,F,G

39. Developing school-community relations
    procedures for accomplishing
    instructional goals.   A,B,C,D,E,F,G

40. Developing, implementing and monitoring
    rules for student behaviors and
    responsibilities.   C,F

41. Planning, implementing and monitoring
    extracurricular instructional programs.   A,F

42. Finding nonteaching time for
    instructional staff.   F

43. Showing strong knowledge of and
    participating in classroom
    instructional activities.   A,F

44. Participating in the selection
    and recruitment of all instructional
    personnel.   B,C,D,F,G

*SOURCES

A.   Lipham, James, Effective Principal, Effective School.
     Reston: NASSP, 1981.

B.   Lipham, James and James A. Hoeh, Jr., Principalship:
     Foundations and Functions. New York: Harper & Row, 1974.

C.   Doll, Ronald C., Leadership to Improve Schools.
     Worthington: Charles A. Jones Co., 1972.

D.   Blumberg, Arthur and William Greenfield, The Effective
     Principal: Perspectives on School Leadership. Boston:
     Allyn & Bacon, 1980.

E.   Clark, David L. and Linda S. Lotto. "Principals in In-
     structionally Effective Schools." School Finance
     Project, National Institutes of Education, 1982.

F.   Leithwood, K. A. and D. J. Montgomery, "The Role of the
     Elementary School Principal in Program Improvement."

Review of Educational Research, 52:3, Fall, 1982, pp. 309-339.

G. Lipham, James, Robb E. Rankin and James E. Hoeh, Jr., _The Principalship: Concepts, Competencies and Cases_. New York: Longman, 1985.

APPENDIX D. COVER LETTER AND PILOT QUESTIONNAIRE

.

September 12, 1987

TO: Fairfax County Principal Field Survey Participants

FROM: Jay D. Bass

SUBJECT: Field Review Survey Instrument to Examine the Instructional Leadership Role and Context Variables of Elementary School Principals.

As a partial requirement to completion of my doctoral research study at Virginia Polytechnic Institute and State University, it is necessary to review the relevant literature, formulate items for a mail survey and validate this survey instrument by piloting it with a group of respondents similar to my target sample. The enclosed questionnaire contains 44 items discussed in the current literature as being part of an effective elementary principal's instructional leadership role, as well as a number of questions designed to obtain information about the characteristics of your particular school and community.

Before administering this instrument to effective school principals nationwide (those included on the U.S. Department of Education's 1985-86 Elementary School Recognition Program), I am requesting your assistance and cooperation in completing the field test of this instrument in the following four areas: (1) Time--Approximately how long did it take to complete the instrument? (2) General Survey Format--Is the survey format easy to understand and does it assist in completion? (3) Clarity of Items--Are the 44 activity items included in the questionnaire worded clearly and do they accurately reflect the instructional leadership role of the elementary school principal? (4) Clarity of Directions--Are the directions clear and unambiguous?

Your thoughtful completion of the survey and honest feedback to the four aforementioned areas will be greatly appreciated in light of your busy schedules and will greatly assist in both evaluating this survey instrument and providing insight into the role of principals as instructional leaders, not administrative managers--in effective elementary schools. Your inclusion as a field survey respondent is based on both your reputation as an effective supervisor and your employment in an excellent school system.

Kindly return the completed survey questionnaire in the enclosed envelope on or before October 9, 1987.

Control Number _____

A.   DIRECTIONS: Please check or fill in the blank for each
question the one answer appropriate for your situation.

1.   What is your sex?
     ___1. Male
     ___2. Female

2.   What is your age?
     ___1. 23 or under
     ___2. 24-34
     ___3. 35-44
     ___4. 45-54
     ___5. 55 or more

3.   What is your race?
     ___1. White
     ___2. Black
     ___3. Hispanic
     ___4. Oriental
     ___5. Other

4.   How many years (including this one) have you served as a
school principal? _____

5.   How many years (including this one) have you served as a
principal at this school? _____

6.   What is the highest education degree you have earned to
date?
     ___1. Bachelor's
     ___2. Master's
     ___3. Doctorate
     ___4. Post-Doctorate

7.   What grades are included in your school? _____

8.   How many students are enrolled in your school? _____

9.   What percentage of the students enrolled in your school
walk to school? _____

10. What percentage of your students are from families re-
ceiving AFDC? _____

11. Does your school have an assistant principal?
    ___1. Yes
    ___2. No

11a. If YES on question 10, what percent of the time is your assistant principal assigned to your building? _____

12. What percent of your students are represented by parents at PTA meetings? _____

12a. How many PTA meetings do you hold each year (on the average)? _____

13. What is the average yearly student turnover rate in your school? (Please give in percentages.) _____

14. Please indicate the number of staff in each of the following positions:

	Full-Time	Part-Time
Administrators		
Classroom Teachers		
Counselors		
Reading Resource		
Social Workers		
Chapter I Teachers		
Psychologists		
Speech Teachers		

15. How do you spend your time during the year? (In Column A, please rank from 1 to 10 the following areas in terms of the amount of time ACTUALLY spent on each activity during your school year. In Column B, please rank the following areas in terms of how you IDEALLY would like to spend your time).

     A   B
(ACTUAL) (IDEAL)

    ____   ____Program Development (curriculum, instructional leadership)

    ____   ____Personnel (evaluation, advising, conferencing, recruiting)

    ____   ____School Management (weekly calendar, office, budget ,memos)

    ____   ____Student Activities (meetings, supervision, planning)

    ____   ____Student Behavior (discipline, attendance, meetings with teachers)

    ____   ____Community (PTA, advisory groups, parent conferences)

    ____   ____District Office (meetings, task forces, reports)

    ____   ____Professional Development (reading literature, attending conferences)

    ____   ____Planning (annual, long-range)

    ____   ____Other (Please specify:

B. DIRECTIONS: Listed below are 44 activities which are thought to constitute the instructional leadership role of the elementary principal. Although the principal most often has final responsibility for any activity, actual responsibility for performing an activity may be divided among several individuals.

Please indicate next to each activity whether in fact it is carried out in your school by checking either yes or no in column 1 or 2. If you checked "yes", please distribute a total of 10 points across columns 3 through 7 to indicate shared responsibility for each activity.

EXAMPLE

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES 1.	NO 2.	Princ. 3.	Asst. Princ. 4.	Class-room Tchr. 5.	Dist. Staff 6.	Other School Staff 7.
a. Choosing the reading basal series.	✓		3		3	3	1

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES 1.	NO 2.	Prin. 3.	Asst. Prin. 4.	Class room Tchr. 5.	Dist. Staff 6.	Other School Staff 7.
11.Facilitating communication between school and community.							
12.Facilitating communication within the school.							
13.Studying and interpreting trends in society that demand curricular changes.							
14.Directing assessment of the needs of learners that are unique to school and community.							
15.Integrating goals and objectives of the school with needs of the learners.							
16.Conducting a formal assessment of the adequacy of current programs for meeting objectives and learner needs.							
17.Examining and interpreting alternative programs, procedures and structures for improving the instructional program.							
18.Utilizing information and research in formulating viable alternatives for change.							

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES 1.	NO 2.	Prin. 3.	Asst. Prin. 4.	Class room Tchr. 5.	Dist. Staff 6.	Oth Sch. Staff 7.
1.Clarifying objectives of school to instructional staff.							
2.Implementing changes or new courses in school.							
3.Maintaining changes or improvements in instructional program.							
4.Participating in team meetings of instructional staff about instructional matters.							
5.Altering school climate to promote staff morale and professional growth.							
6.Involving parents in children's learning.							
7.Allocating materials, equipment and facilities to accomplish school's instructional goals.							
8.Monitoring achievement of individual student, staff and school goals.							
9.Providing a system for reporting student performance to parents.							
10.Providing specific concrete inservice activities for teachers and other staff.							

Appendix D. Cover Letter and Pilot Questionnaire   209

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES 1.	NO 2.	Prin. 3.	Asst. Prin. 4.	Class room Tchr. 5.	Dist. Staff 6.	Other School Staff 7.
19.Involving others in the development of instructional alternatives.							
20.Allocating and assigning staff and space to accomplish instructional goals.							
21.Examining and recommending instrumentation for evaluating program processes and outcomes.							
22.Collecting, organizing and interpreting data comparing present students at the school with previous students.							
23.Soliciting and coordinating volunteer services in the school.							
24.Meeting with individual instructional staff about instructional matters.							
25.Meeting with individual students on discipline matters.							
26.Meeting with individual instructional staff members about teaching proficiency.							
27.Involving the instructional staff in writing performance-based objectives.							

Appendix D. Cover Letter and Pilot Questionnaire 210

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES 1.	NO 2.	Prin. 3.	Asst. Prin. 4.	Class-room Tchr. 5.	Dist. Staff 6.	Other School Staff 7.
28.Visiting classrooms to observe instructional techniques and use of resources.							
29.Demonstrating effective instructional techniques and strategies to instructional staff.							
30.Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.							
31.Leading inservice training programs for instructional personnel.							
32.Organizing and implementing a schedule for student instruction.							
33.Developing an annual budget for the school.							
34.Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.							
35.Specifying activities required to achieve the district's goals and objectives.							

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES	NO	Prin.	Asst. Prin.	Class room Tchr.	Dist. Staff	Other School Staff
	1.	2.	3.	4.	5.	6.	7.
36.Generating alternative activities for reducing any differences between actual performance and desired goals of instructional program.							
37.Determining procedures and schedules for schoolwide standardized testing.							
38.Collecting and displaying research information and instructional materials for perusal by instructional staff.							
39.Developing school-community relations procedures for accomplishing instructional goals.							
40.Developing, implementing and monitoring rules for student behaviors and responsibilities.							
41.Planning, implementing and monitoring extracurricular instructional programs.							
42.Finding nonteaching time for instructional staff.							

Appendix D. Cover Letter and Pilot Questionnaire   212

Activity	Is this activity performed in your school?			If performed, by whom?				
	YES	NO		Prin.	Asst. Prin.	Class-room Tchr.	Dist. Staff	Other School Staff
	1.	2.		3.	4.	5.	6.	7.
43. Showing strong knowledge of and participating in classroom instructional activities.								
44. Participating in the selection and recruitment of instructional personnel.								

C. COMMENTS:

1. Approximately how long did it take to complete the survey instrument? _____ min.

2. Is the survey format simple and easy to understand? Yes ____ No ____

If you answer NO, please detail any problems you experienced.

_____

_____

_____

_____

_____

3. Are the directions clear and unambiguous? Yes ____ No ____

4. Are the 44 items contained in the survey instrument clear?

Yes _____ No _____

5. Please list any other MAJOR INSTRUCTIONAL ACTIVITIES of

the elementary principal that are NOT INCLUDED in the survey.

_____

_____

_____

_____

_____

6. Any instructional activities listed on the survey that you

feel are duplicates or should be deleted please list (by item

number) on the lines below:

____ ____ ____ ____ ____ ____ ____

7. Any additional comments:

Appendix D. Cover Letter and Pilot Questionnaire   **214**

APPENDIX E. SURVEY INSTRUMENT FOR ELEMENTARY PRINCIPALS

AN EXAMINATION OF INSTRUCTIONAL LEADERSHIP ACTIVITIES OF PRINCIPALS AND SCHOOL CONTEXT VARIABLES IN EFFECTIVE ELEMENTARY SCHOOLS

Dear Principal:
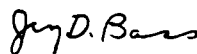
As a leader of an effective elementary school, you are presently at the forefront of the reform movement in contemporary education. The selection of your school by the 1985-86 U.S. Department of Education Elementary School Recognition Program identifies you and your staff as being successful in meeting your local school and school district goals for educating your student population.

With the acknowledgement of the Department of Education, this study purposes to examine the instructional leadership role of principals in effective elementary schools through an analysis of selected activities thought to be associated with the elementary principalship. In addition, this study will analyze the distribution of responsibilities among other school staff for performing selected instructional activities, as well as consider various school situational factors which may explain any differences among effective elementary schools.

Please take the time to complete the enclosed survey and assist in defining the elementary principal's instructional leadership role. Your responses will remain in the strictest of confidence; control numbers will be used for the purpose of follow-up only.

Please return the completed questionnaire in the enclosed, stamped, self-addressed envelope on or before November 15, 1987. Your response is very important to the success of this project.

Sincerely,

Jay D. Bass,
Division of Administration
and Educational Services,
Virginia Tech

A. DIRECTIONS: Please check or fill in the blank for each question the one answer appropriate for your situation.

Were you principal of this school in 1985-86 when the school was nominated for the U.S. Department of Education Elementary School Recognition Program?

_____1. Yes
_____2. No

1. What is your sex?	**2. What is your age?**	**3. What is your ethnic group?**
_____ 1. Male	_____ 1. 23 or under	_____ 1. White
_____ 2. Female	_____ 2. 24-34	_____ 2. Black
	_____ 3. 33-44	_____ 3. Hispanic
	_____ 4. 45-54	_____ 4. Oriental
	_____ 5. 55 or more	_____ 5. Other

Appendix E. Survey Instrument for Elementary Principals 216

4. How many years (including this one) have you served as a school principal?

_____

5. What is the highest degree you have earned to date?
_____ 1. Bachelor's
_____ 2. Master's
_____ 3. Doctorate
_____ 4. Post-Doctorate

6. What percentage of the students enrolled in your school walk to school?

_____

7. What percentage of your students are from families receiving AFDC? (Aid to Families with Dependent Children)

_____

8. Does your school have an assistant principal?
_____ 1. Yes
_____ 2. No

8a. IF YES on question 8, what percentage of the time is your assistant principal assigned to your building?

_____

9. What percentage of your students are represented by parents at PTA meetings?

_____

9a. How many PTA meetings do you hold each year (on the average)?

_____

10. What is the average yearly student turnover rate in your school? (Please give in percentages.)

_____

11. Please indicate the number of staff in each of the following positions:

	Full-Time	Part-Time		Full-Time	Part-Time
Classroom Teachers	_____	_____	Chapter I Teachers	_____	_____
Counselors	_____	_____	Psychologists	_____	_____
Reading Resource	_____	_____	Speech Teachers	_____	_____
Social Workers	_____	_____	Special Education Teachers	_____	_____

2

12. How do you spend your time during the year? Please distribute 100% of your time for the areas listed below. (In COLUMN A, distribute time in terms of the amount of time ACTUALLY SPENT on each activity during your school year. In COLUMN B, distribute time in terms of how you would IDEALLY like to spend your time).

A (ACTUAL)		B (IDEAL)
_____	Program Development (curriculum, instructional leadership	_____
_____	Personnel (evaluation, supervising, advising, conferencing, recruiting)	_____
_____	School Management (weekly calendar, office, budget, memos)	_____
_____	Student Activities (meetings, supervision, planning)	_____
_____	Student Behavior (discipline, attendance, meetings with teachers)	_____
_____	Community (PTA, advisory groups, parent conferences)	_____
_____	District Office (meetings, task forces, reports)	_____
_____	Professional Development (reading literature, attending conferences)	_____
_____	Planning (annual, long-range)	_____
_____	Other (Please specify):	_____

Total 100%   Total 100%

B. DIRECTIONS: Listed below are 44 activities which are thought to constitute the instructional leadership role of the elementary principal. Although the principal most often has final responsibility for any activity, actual responsibility for performing an activity may be divided among several individuals.

Please indicate next to each activity whether in fact it is carried out in your school by checking either yes or no in column 1 or 2. If you checked "yes", please distribute a total of 10 points across colums 3 through 7 to indicate shared responsibility for each activity.

EXAMPLE

Activity	Is this activity performed in your school?		If performed, by whom?				
	YES 1.	NO 2.	Princ. 3.	Asst. Princ. 4.	Class-room Tchr. 5.	Central Office Staff 6.	*Other School Staff 7.
a. Choosing the basal reading series.	✔		3		3	3	1
b. Scheduling student assemblies	✔		5	2			3

*Other includes: Clerical Staff, Support Staff, Resource Teachers, Department Chairman.

NOTE: In the above examples, the respondent has indicated that both activities are performed in his/her school; that choosing the basal reading series is divided among the principal, classroom teachers and central office staff; and that the principal assumes half of the responsibility for scheduling student assemblies. Please note that for each activity, a total of 10 points is distributed to indicate responsibility for the activity.

3

Appendix E. Survey Instrument for Elementary Principals   218

Activity	Is This Activity Performed in Your School?		If Performed, by Whom?				
	YES 1.	NO 2.	Princ. 3.	Asst. Princ. 4.	Class-room Tchr. 5.	Central Office Staff 6.	*Other School Staff 7.
1. Clarifying objectives of school to instructional staff.							
2. Implementing changes or new courses in school program.							
3. Maintaining changes or improvements in instructional program.							
4. Participating in team meetings of instructional staff about instructional matters.							
5. Altering school climate to promote staff morale and professional growth.							
6. Involving parents in children's learning.							
7. Allocating materials, equipment and facilities to accomplish school's instructional goals.							
8. Monitoring achievement of individual student, staff and school goals.							
9. Providing a system for reporting student performance to parents.							
10. Providing specific concrete inservice activities for teachers and other staff.							
11. Facilitating communication between school and community.							
12. Facilitating communication within the school.							
13. Studying and interpreting trends in society that demand curricular changes.							
14. Directing assessment of the needs of learners that are unique to school and community.							
15. Integrating goals and objectives of the school with needs of the learners.							
16. Conducting a formal assessment of the adequacy of current programs for meeting objectives and learner needs.							
17. Examining and interpreting alternative programs, procedures and structures for improving the instructional program.							
18. Utilizing information and research in formulating viable alternatives for change.							
19. Involving others in the development of instructional alternatives.							
20. Allocating and assigning staff and space to accomplish instructional goals.							
21. Examining and recommending instrumentation for evaluating program processes and outcomes.							
22. Collecting, organizing and interpreting data comparing present students at the school with previous students.							
23. Soliciting and coordinating volunteer services in the school.							
24. Meeting with individual instructional staff about instructional matters.							
25. Meeting with individual students on discipline matters.							
26. Meeting with individual instructional staff members about teaching proficiency.							
27. Involving the instructional staff in writing performance-based objectives.							

*Other includes: Clerical Staff, Support Staff, Resource Teachers, Department Chairman.

4

Activity	Is This Activity Performed in Your School?		If Performed, by Whom?				
	YES 1.	NO 2.	Princ. 3.	Asst. Princ. 4.	Class-room Tchr. 5.	Central Office Staff 6.	*Other School Staff 7.
28. Visiting classrooms to observe instructional techniques and use of resources.							
29. Demonstrating effective instructional techniques and strategies to instructional staff.							
30. Disseminating school instructional information to staff and parents through bulletins, memos, newsletters, etc.							
31. Leading inservice training programs for instructional personnel.							
32. Organizing and implementing a schedule for student instruction.							
33. Developing an annual budget for the school.							
34. Evaluating and recommending instructional staff for continued employment, reassignment, promotion or dismissal.							
35. Specifying activities required to achieve the district's goals and objectives.							
36. Generating alternative activities for reducing any differences between actual performance and desired goals of instructional program.							
37. Determining procedures and schedules for schoolwide standardized testing.							
38. Collecting and displaying research information and instructional materials for perusal by instructional staff.							
39. Developing school-community relations procedures for accomplishing instructional goals.							
40. Developing, implementing and monitoring rules for student behaviors and responsibilities.							
41. Planning, implementing and monitoring extracurricular instructional programs.							
42. Finding nonteaching time for instructional staff.							
43. Showing strong knowledge of and participating in classroom instructional activities.							
44. Participating in the selection and recruitment of instructional personnel.							

*Other includes: Clerical Staff, Support Staff, Resource Teachers, Department Chairman.

In the space below, please provide any comments concerning this research effort or any information which is unique or important to note when considering the context of your particular school.

AFTER COMPLETING THE SURVEY, PLEASE FOLD IN HALF, TAPE AND MAIL TO ADDRESS ON REVERSE BY NOVEMBER 15, 1987.

5

APPENDIX F. FOLLOW-UP LETTER

November 23, 1987

Dear Effective Elementary Principal,

    Several weeks ago, you received a questionnaire which asked for your assistance in a study entitled An Examination of Instructional Leadership Activities of Principals and School Context Variables in Effective Elementary Schools. This study seeks the participation of elementary principals from schools included in the 1985-86 U.S. Department of Education Elementary School Recognition Program. The introductory letter on the front of the survey requested your mailing the completed questionnaire on or before November 15, 1987. In order to ensure the successful completion of this study a high return rate is desirable. It is thus necessary for you to fill in the survey and mail it on or before December 11, 1987.

    I am urging your cooperation in returning the stamped, self-addressed survey instrument. The questionnaire takes between 20 to 25 minutes to complete and will provide further insight into the factors which make your school work so effectively. I would therefore greatly appreciate your returning the survey on or before December 11.

    I hope to year from you soon so as to include your school in this important effort. If you are unable to locate the original questionnaire please call me collect anytime to obtain another copy at (703) 534-9475.

                    Sincerely,

                    Jay D. Bass

                    Dr. Wayne Worner, Professor
                    Division of Administrative
                    and Educational Services,
                    Virginia Tech

APPENDIX G. DISTRIBUTION OF RESPONSIBILITY FOR CATEGORIES OF SCHOOL PERSONNEL ACCORDING TO CONTEXT VARIABLES

The following summary of the distribution of responsibility for instructional leadership activities with the lowest reported performance rates (less than 90% rounded) according to school context variables highlights only data with the largest differences from the total mean.

Table 1 indicates less assigned responsibility than the mean for all schools with assistant principals on activity 16 for principals and more responsibility for central office staff and other school staff in small towns: large city schools reported central office staff with increased responsibility, other school staff was assigned decreased responsibility on activity 16.   On activity 21, assistant principals were given increased responsibility in large city and small town schools, classroom teachers increased responsibility in rural schools with assistant principals, and other school staff decreased responsibility in rural and large city schools with assistant principals.

Table 2 indicates greatly increased responsibility for central office staff on activity 21 in schools having assistant principals reporting 30 to 59 percent PTA representation.

Table 3 indicates less responsibility for assistant principals, more for central office staff in small schools with assistant principals on activity 16.

Appendix G. Distribution of Responsibility for
Categories of School Personnel According to Context
Variables   224

Table 4 indicates decreased responsibility for assistant principals in highest turnover schools on activity 16. Other school staff on activity 16 was assigned greater responsibility in schools having 11 to 19 percent mean turnover rates without assistant principals on activity 16. Assistant principals were assigned less responsibility in low turnover schools on activity 21. Other school staff was assigned more responsibility in high turnover schools with assistant principals, less responsibility in high turnover schools without assistant principals on activity 21.

Table 5 indicates increased responsibility for central office staff in schools with 11 to 20 percent AFDC percentage without assistant principals on activity 16.

Table 6 indicates increased responsibility for other school staff on activity 16 in schools without assistant principals where the principal had the most experience. Other school staff were assigned decreased responsibility on activity 16 in schools with no assistant principal and the least principal experience. Other school staff in schools without assistant principals were assigned increased responsibility on activity 16 where principals had the most experience. Classroom teachers and assistant principals were both assigned increased responsibility on activity 21 where principals had 10 to 19 years experience. Other school staff had increased responsibility on activity 21 in schools with

Appendix G. Distribution of Responsibility for
Categories of School Personnel According to Context
Variables   225

assistant principals where the principal possessed 20 years

or more experience.

Appendix G. Distribution of Responsibility for
Categories of School Personnel According to Context
Variables   226

Table 1. Distribution of Responsibility for Instructional Leadership Activities With the Lowest Reported Performance Rate, By School Location

Activity 16: Conducting a formal assessment of the adequacy of current programs for meeting learner objectives and learner needs.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.29	1.61	2.64	1.71	.75
Large City--With A.P.	3.00	1.67	2.00*	3.33**	0.00**
Medium City--With A.P.	3.14	1.29*	3.29*	1.29*	1.00*
Small Town--With A.P.	1.33**	1.00	2.33	3.00**	2.33**
Suburban--With A.P.	3.92	1.83	2.17	1.58	.50*
Rural--With A.P.	3.33	2.00*	4.00*	.33*	.33*
All Schools--No A.P.	3.96	NA	2.30	2.23	.89
Large City--No A.P.	5.50*	NA	2.50	1.58*	.50*
Medium City--No A.P.	4.38	NA	3.00*	1.25*	1.38*
Small Town--No A.P.	3.59	NA	1.94	3.47*	1.00
Suburban--No A.P.	3.57	NA	2.17	2.00	.78
Rural--No A.P.	5.50*	NA	2.83*	1.17*	.50

Activity 21: Examining and recommending instrumentation for evaluating program processes and outcomes.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.81	1.53	1.24	2.69	.72
Large City--With A.P.	4.00	2.67**	1.33	2.00*	0.00**
Medium City--With A.P.	5.14*	.86*	1.00	2.29	.71
Small Town--With A.P.	2.50*	3.00**	1.00	3.00	.50*
Suburban--With A.P.	3.73	1.19*	.85*	3.15	1.08
Rural--With A.P.	2.25*	2.25*	3.00**	2.25	.25**
All Schools--No A.P.	3.98	NA	2.02	3.19	.83
Large City--No. A.P.	6.00*	NA	2.00	1.00**	1.00*
Medium City--No A.P.	4.88*	NA	2.25	2.12*	.75
Small Town--No A.P.	3.19*	NA	1.94	4.06*	.81
Suburban--No A.P.	3.81	NA	1.85	3.54	.81
Rural--No A.P.	5.14*	NA	2.57*	1.43*	.86

*Indicates mean difference greater than 20% but less than 60% of mean for all schools.
**Indicates mean differences greater than or equal to 60% of mean for all schools.

Appendix G. Distribution of Responsibility for Categories of School Personnel According to Context Variables

Table 2. Distribution of Responsibility for Instructional Leadership Activities With the Lowest Performance Rate, By Percentage of Children Represented by Parents at PTA Meetings

Activity 16: Conducting a formal assessment of the adequacy of current programs for meeting learner objectives and learner needs.

Variable	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.04	1.64	2.36	2.12	.84
PTA Rep. 0-29%--With A.P.	2.89	2.00*	2.00	1.89	1.22*
PTA Rep. 30-59%--With A.P.	3.11	1.44	2.33	2.56*	.56*
PTA Rep. 60-100%--With A.P.	3.14	1.43	2.86*	1.86	.71
All Schools--No A.P.	4.36	NA	2.53	2.04	1.07
PTA Rep. 0-29%--No A.P.	4.56	NA	2.17	2.22	1.06
PTA Rep. 30-59%--No A.P.	4.06	NA	3.06*	2.06	.81*
PTA Rep. 60-100%--No A.P.	5.00	NA	1.37*	3.00	.63*

Activity 21: Examining and recommending instrumentation for evaluating program processes and outcomes.

Variable	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.67	1.52	1.31	2.69	.81
PTA Rep. 0-29%--With A.P.	4.15	1.95*	1.50	1.20*	1.20*
PTA Rep. 30-59%--With A.P.	2.75*	.75*	.88*	5.25**	.38*
PTA Rep. 60-100%--With A.P.	4.00	1.75	1.50	2.00*	.75
All Schools--No A.P.	4.06	NA	2.28	3.00	.69
PTA Rep. 0-29%--No A.P.	4.05	NA	2.00	3.48	.48*
PTA Rep. 30-59%--No A.P.	4.07	NA	2.20	2.73	1.00*
PTA Rep. 60-100%--No A.P.	4.06	NA	2.67	2.67	.60

*Indicates mean difference greater than 20% but less than 60% of mean for all schools.
**Indicates mean differences greater than or equal to 60% of mean for all schools.

Appendix G. Distribution of Responsibility for Categories of School Personnel According to Context Variables

Table 3. Distribution of Responsibility for Instructional Leadership Activities With Lowest Reported Performance Rate, By School Size

Activity 16: Conducting a formal assessment of the adequacy of current programs for meeting learner objectives and learner needs.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.29	1.61	2.64	1.71	.75
<400 Students--With A.P.	2.50*	.50**	2.50	3.50**	1.00*
400-599 Students--With A.P.	3.86	1.29*	2.86	1.57	.43*
600 + Students--With A.P.	3.16	1.84	2.58	1.58	.84
All Schools--No A.P.	3.96	NA	2.30	2.23	.89
<400 Students--No A.P.	3.83	NA	2.78*	2.50	.89
400-599 Students--No A.P.	4.29	NA	2.43	1.86	1.43**
600 + Students--No A.P.	4.00	NA	2.00	3.55*	.45*

Activity 21: Examining and recommending instrumentation for evaluating program processes and outcomes.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.81	1.53	1.24	2.69	.72
<400 Students--With A.P.	4.00	.50**	1.50*	3.50*	.50*
400-599 Students--With A.P.	3.12	.62*	1.88*	3.88*	.50*
600 + Students--With A.P.	4.08	2.03*	.95*	2.11*	.84
All Schools--No A.P.	3.98	NA	2.02	3.19	.83
<400 Students--No A.P.	3.70	NA	1.40*	3.85*	1.05*
400-599 Students--No A.P.	4.41	NA	2.37	2.48*	.74
600 + Students--No A.P.	3.45	NA	2.27	3.73	.64*

*Indicates mean difference greater than 20% but less than 60% of mean for all schools.
**Indicates mean difference greater than or equal to 60% of mean for all schools.

Appendix G. Distribution of Responsibility for Categories of School Personnel According to Context Variables

Table 4. Distribution of Responsibility for Instructional Leadership Activities With Lowest Reported Performance Rate, By School Turnover Rate

Activity 16: Conducting a formal assessment of the adequacy of current programs for meeting learner objectives and learner needs.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.37	1.96	2.37	1.81	.89
Turnover 0-9%--With A.P.	4.17	2.75*	1.92	.92	1.17*
Turnover 11-19%--With A.P.	2.64*	1.55*	2.55	2.82*	.45*
Turnover 20%+--With A.P.	3.00	.75**	3.25*	1.75	1.25*
All Schools--No A.P.	4.09	NA	2.35	2.04	.89
Turnover 0-9%--No A.P.	3.86	NA	2.24	2.95*	.95
Turnover 11-19%--No A.P.	4.85	NA	2.45	1.10*	1.60**
Turnover 20%+--No A.P.	3.86	NA	3.00*	2.64*	.50*

Activity 21: Examining and recommending instrumentation for evaluating program processes and outcomes.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.55	1.48	1.21	3.00	.75
Turnover 0-9%--With A.P.	4.23	.42**	1.15	2.54	.85
Turnover 11-19%--With A.P.	2.91	1.73	1.45*	3.55	.36*
Turnover 20%+--With A.P.	3.12	1.62	.75*	3.00	1.50**
All Schools--No A.P.	4.00	NA	2.30	2.89	.82
Turnover 0-9%--No A.P.	4.13	NA	2.30	2.78	.83
Turnover 11-19%--No A.P.	3.89	NA	2.58	2.16*	1.32*
Turnover 20%+--No A.P.	3.93	NA	1.93	4.07	.14**

*Indicates mean difference greater than 20% but less than 60% of mean for all schools.
**Indicates mean differences greater than or equal to 60% of mean for all schools.

Appendix G. Distribution of Responsibility for Categories of School Personnel According to Context Variables

Table 5. Distribution of Responsibility for Instructional Leadership Activities With Lowest Reported Performance Rate, By Percentage of Children From Families Receiving Aid to Families with Dependent Children (AFDC)

Activity 16: Conducting a formal assessment of the adequacy of current programs for meeting learner objectives and learner needs.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.32	1.56	2.80	1.68	.64
AFDC 0-10%--With A.P.	3.33	1.73	2.73	1.67	.53
AFDC 10-20%--With A.P.	3.20	1.40	2.60	2.00*	.80
AFDC 21%+--With A.P.	3.40	1.20*	3.20	1.40	.80
All Schools--No A.P.	4.04	NA	2.16	2.16	.98
AFDC 0-10%--No A.P.	3.84	NA	2.19	1.78	1.12
AFDC 11-20%--No A.P.	3.64	NA	2.27	3.55**	.55*
AFDC 21%+--No A.P.	5.38*	NA	1.88	1.75	1.00

Activity 21: Examining and recommending instrumentation for evaluating program processes and outcomes.

	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.79	1.37	1.23	2.92	.69
AFDC 0-10%--With A.P.	4.00	1.33	1.27	2.93	.47
AFDC 11-20%--With A.P.	3.50	1.33	1.50	3.17	.50
AFDC 21%+--With A.P.	3.50	1.50	.80*	2.60	1.60*
All Schools--No A.P.	4.06	NA	1.96	2.96	.87
AFDC 0-10%--No. A.P.	4.03	NA	2.06	2.94	1.00
AFDC 11-20%--No A.P.	3.90	NA	1.70	3.90*	.50*
AFDC 21%+--No A.P.	4.43	NA	1.86	3.00	.71

*Indicates mean difference greater than 20% but less than 60% of mean for all schools.
**Indicates mean differences greater than or equal to 60% of mean for all schools.

Appendix G. Distribution of Responsibility for Categories of School Personnel According to Context Variables

Table 6. Distribution of Responsibility for Instructional Leadership Activities With Lowest Performance Rate, By Years of Principal Experience

Activity 16: Conducting a formal assessment of the adequacy of current programs for meeting learner objectives and learner needs.

Variable	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.32	1.61	2.79	1.54	.75
Years Exp. 1-9--With A.P.	3.56	1.00*	2.44	2.22*	.78
Years Exp. 10-19--With A.P.	3.43	2.21*	2.86	.93*	.57*
Years Exp. 20+--With A.P.	2.60*	1.00*	3.20	2.00*	1.20**
All Schools--No A.P.	3.88	NA	2.36	2.27	.86
Years Exp. 1-9--No A.P.	3.88	NA	2.00	2.44	.32**
Years Exp. 10-19--No A.P.	3.88	NA	2.71	2.12	1.18*
Years Exp. 20+--No. A.P.	3.86	NA	2.57	2.14	1.43**

Activity 21: Examining and recommending instrumentation for evaluating program processes and outcomes.

Variable	Principal	Assistant Principal	Classroom Teacher	Central Office Staff	Other School Staff
All Schools--With A.P.	3.25	1.00	.82	2.89	.43
Years Exp. 1-9--With A.P.	3.67	.89	.78	4.22*	.44
Years Exp. 10-19--With A.P.	3.29	1.86**	1.43**	3.00	.43
Years Exp. 20+--With A.P.	3.83	.83	1.17*	2.00*	2.17**
All Schools--No A.P.	3.93	NA	2.10	3.14	.81
Years Exp. 1-9--No A.P.	3.67	NA	1.96	3.89*	.44*
Years Exp. 10-19--No A.P.	4.06	NA	2.41	2.35*	1.18*
Years Exp. 20+--No A.P.	4.29	NA	2.00	2.64	1.07*

*Indicates mean difference greater than 20% but less than 60% of mean for all schools.
**Indicates mean differences greater than or equal to 60% of mean for all schools.

Appendix G. Distribution of Responsibility for Categories of School Personnel According to Context Variables

The two page vita has been removed from the scanned document. Page 2 of 2