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A PHENOMENOLOGY STUDY OF BALANCED LEADERSHIP

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A Dissertation

Presented to

The Morgridge College of Education

University of Denver

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

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by

Ann K. Christy

August 2009

Advisor: Kent Seidel

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Title: A PHENOMENOLOGY STUDY OF BALANCED LEADERSHIP  
Advisor: Kent Seidel  
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### Abstract

The purpose of this study was to describe, interpret and analyze the experiences of six elementary principals in the Stewart district who have effectively balanced the instructional and managerial roles of the principalship. The research question for this study is: How do effective principals balance managerial tasks and instructional leadership responsibilities?

By analyzing these experiences, principals would be able to provide valuable insights into principal's needs and feelings about instructional leadership. This study centers around six elementary principals that provided information regarding the skills needed to become an instructional leader and their interpretation of experiences that contributed to their development as a successful instructional leader.

This qualitative research study using phenomenology methods focused on research questions about principals' feelings, knowledge, and actions around how to balance managerial duties and instructional leadership practices. Several interviews and a shadowing of each participant gave principals the opportunity to identify instructional leadership strategies used to create a successful learning environment. The researcher conducted, recorded, transcribed, and evaluated the interviews with selected elementary principals. Principals participated in a shadowing activity also. The researcher analyzed the results for repeating themes regarding problems and potential solutions to achieve balance between management and instructional leadership among interviewed principals.

The study used the results of principal interview data and the shadowing data to determine the balance between managerial and instructional responsibilities.

Several emerging themes surfaced from this study. The emerging themes included principals having a teaching background, collaboration, setting goals and planning, prioritizing instructional tasks, arranging meetings before and after school, possessing knowledge of teaching and learning, providing data analysis from central office, providing differentiated professional development and providing additional office personnel when needed. The principals in this study were “applying several successful strategies: They fostered a school culture that valued shared leadership, group responsibility, and teacher professionalism. Principals prioritized their work and time to create opportunities for instructional leadership” (Boris-Schacter & Lange, 2005, p. 33).

Principals used the following universal strategies to balance managerial tasks and instructional responsibilities restructuring schedules, delegating tasks, prioritizing time and work to create opportunities for instructional leadership, hiring people who are open-minded and flexible, fostering a school culture that values shared leadership group responsibility, and teacher professionalism. Each participant provided insights in ways to balance leadership in a productive climate.

## Acknowledgements

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## Chapter One: Introduction

### *Change and the Principal*

The principalship has evolved over time matching society's economic and cultural trends and demands. From 1642 to the mid 1800's, education in the United States focused primarily on elementary education. Teachers operated the schools and superintendents visited schools occasionally to make sure the instruction followed the curriculum. In 1848, the Quincy school opened with teachers and a principal; this was the first instance of the principalship in the United States. Previously, a head teacher had charge of the school. During this time, principals evaluated teachers and managed the school. Superintendents supervised the curriculum and the instruction in the classrooms (Spring, 2001, p. 154). Between 1840 and the 1900's, the role of schools, and consequently the principalship, changed. Instead of educating children to conform to society's rules, students were educated "to build nationalism, to shape good citizens, and to reform society" (English, 2005, p. 111). In the course of time, principals were responsible for clerical duties such as records, reports, school, and school equipment in addition to supervising teachers (Sharp & Walter, 2003, p. 3). "By 1900, the principal became a manager of the school rather than a head teacher of the school" (Sharp & Walter, 2003, p. 4). Principals organized and managed schools, supervised instruction, supervised staff development, and directed community relations. During the 1950's, the principal's role was mainly managerial and the instructional role abated. Critics, like Rudolph Flesch,

who wrote *Why Johnny Can't Read*, criticized the education system declaring it was not educating the nation's children. Teachers united with the local trade unions to increase their wages, improve working conditions, and promote a greater voice in educational policy. "These struggles pitted teachers against administrators interested in protecting their own power and a business community interested in keeping teacher wages at a low level" ( Spring, 2001, p. 317). The management leadership trend continued in the 1960's and 1970's.

"Today, the school leader is expected to simultaneously be a servant-leader, an organizational and social architect, an educator, a moral agent, a child advocate and social worker, a community activist, and a crisis negotiator –all while raising students' standardized testing performance" (Blackwell & English, 2000, p.46). No Child Left Behind drastically amplified principal accountability. With NCLB, principals must become effective instructional leaders in order to create substantial change.

Districts and legislation have required that principals and teachers improve instruction through standards based education. Implementation of many different reading, writing, and mathematics programs, introduction of new theories in leadership, and numerous interventions such as bully proofing and building professional learning communities evolved in our schools.

### *Current Demands of Principals*

Every innovation has added responsibilities to the principal's already full agenda. It might be argued that principals have the most demanding and complicated job. Not only are principals responsible for evaluating staff, providing staff development,

mentoring new principals, modeling effective instruction for teachers, overseeing assessments, analyzing data, creating and implementing the school improvement plan, collaborating with all stakeholders, managing public relations, and communicating with all stakeholders, but now they are expected to do much more. Principals are now “accountable to the community, school district, state, and even the federal government for improving student learning and closing achievement between diverse ethnic and socioeconomic student groups” (Bellamy, Fulmer, Murphy, & Muth, 2007). Principals must create resources for their schools through grant writing and business partnerships (Smith, & Piele, 2006). New government requirements give parents, teachers, and the community greater voice in school decisions. Principals must understand how to work effectively with unions, parent groups, religious groups, business groups, and political groups. Public schools must successfully market their assets to avoid losing students to private and charter schools. Not only are principals required to be instructional leaders but also they must be “experts in leading discussions about curriculum and teaching practices” (Wiseman, 2005).

### *Significance of the Study*

Between 1998 and 2004, Boris-Schacter and Langer conducted a study regarding why a principal shortage occurred in this nation. The study included two hundred principals from twelve states and included elementary, middle, and high school principals. The Boris Schacter study identified three areas within principals’ profession that conflict or compete with time: instruction and management, work and personal lives, and societal/community expectations and individual priorities. “The principals talked

about the struggle they faced dividing their time among these competing areas of responsibility. The typical principal works fifty-four to eighty hours a week” (Boris-Schacter, S. & Langer, S. 2006, p. 3). Accountability for principals includes student standardized test scores, school discipline, hours of paperwork, countless hours of meetings, and other office management tasks. Little time remains for their personal lives.

Principals continue to have new tasks added to their already full day. In the last decade, the principals’ workload significantly increased without corresponding increase in district support. Principals are doing more work and have increased responsibilities without an increase in personnel or additional paid time. During the past decade, Stewart School District spent significant time and effort implementing federal directives including No Child Left Behind, Individuals with Disabilities Education Act, and English as Second Language programs. Each year new laws and district mandates require principals to spend more time meeting deadlines and mandates. The school district has spent the last six years establishing professional learning communities and data teams to increase test scores in every school. Principals spend a great deal of time managing and struggle to increase time spent on instructional leadership in their buildings. Successful principals find a way to balance managerial tasks with instructional leadership duties.

Like most metropolitan school districts, Stewart Public Schools, in the western part of the United States, struggles with creating learning environments that foster excellent student achievement. Central administration instituted many changes to improve academic performance. Principals receive staff development that was consistent across the district. Principals are accountable for improving school culture and test scores

in schools. The process of teaching principals how to be transformational and instructional leaders has commenced in the Stewart District. Through this study, principals from the Stewart School District provided information regarding how they balanced managerial and instructional leadership. The significance of this study is the principal's view on how they balance management and instruction to become even more successful in helping students achieve success.

The purpose of this study is to describe, interpret and analyze the experiences of six elementary principals in the Stewart district to determine how they balanced the instructional and managerial leadership roles of the principalship. Balancing managerial and instructional leadership duties in an urban setting is critical information for principals.

#### *Research Question*

The following question frames this study:

How do six effective principals balance managerial tasks and instructional leadership responsibilities?

## Chapter Two: Literature Review

### *Historical Principal Roles*

In the United States, the principal's work has historically focused on management tasks. In Colorado, educators struggle to increase student achievement in response to multiple pieces of legislation, including No Child Left Behind and Colorado Basic Literacy Act. Currently, two measures determine school effectiveness: the School Accountability Report (SAR) and Adequate Yearly Progress (AYP) in the Stewart Public School District. In order to address the legislative mandates contemporary principals must become increasingly effective instructional leaders. While some principals may have the skills and knowledge to perform these duties, many do not. The public and legislative mandate to increase student achievement creates a dilemma because we do not understand what experiences principals have had or what they feel they need to be effective instructional leaders. Until the early 1980's, transactional leadership was prevalent in our school system

In a transactional culture, workers perform tasks in exchange for rewards and to avoid disciplinary actions. "Employees work independently and do not identify with the organization, its vision, or mission. Leaders are negotiators and resource allocators" (Bass, 1998, p. 65). In this type of culture, risk taking and innovation are discouraged. The organization's structure is tall, tight, stable, mechanistic, and centralized. There is a clear, top-down chain of command. Employees have little discretion and are monitored,

driven, and controlled. Little is done that is not a consequence of formal agreements; little change is observed and risk taking is avoided (Bass, 1998, p. 69). Leithwood describes four dimensions as components of transactional leadership: staffing, instructional support, monitoring school activities, and community focus (Leithwood & Jantzi, 2000). Transactional leadership is still prevalent in our schools but is not effective in motivating teachers to increase student achievement. Teachers want and need recognition as professionals. Teachers prefer to work with a principal who exhibits a transformational type of behavior rather than a transactional one (Gogler, 2001. p. 679).

In the 1980's, principals were expected to both fully manage schools and be effective instructional leaders (Beck & Murphy, 1983). E.D. Hirsch and William Bennett advocated for schools to go back to basic skills for public school students. In 1983, The National Commission on Excellence in Education published *A Nation at Risk*. This publication blamed schools for the poor education of our nation's students. The transformation in the roles of principals had begun.

Principals began emphasizing community relationships during the 1990's. School vouchers, No Child Left Behind Act, and the charter school movement intensified the need to build community in schools (Shen, 2005). If principals want to increase test scores as well as the teaching and learning in their buildings, they need to find ways to increase instructional leadership and decrease management tasks. Table 1 shows just some of the critical "duties of a principal" (Sharp & Walter, 2003, p. 6).

Table 1.  
*Duties of a Principal*

Curriculum development	Instructional supervision	Special education
Evaluation of teachers	Program evaluation	Working with central office
Writing of grants	Pupil transportation	Health service
Food service supervision	Legal problems	Discipline meetings/hearings
Facility management	Budget development	Student records
Community relations	Technology Plan	Accountability
Contract management	Union relations	School Improvement Plan
Grievance responses	Assisting with negotiations	Department heads
Supervision of other administrators	Student management	Due process hearings
Student activities	Recommending staff for hire	Student and staff scheduling
Coordination with other district principals	Directing secretaries and clerks	

The management tasks include running the office, supervising the office staff, working with centralized administration, collaborating with the community, writing grants, managing legal issues, coping with union concerns, scheduling. Even the list above is not a complete list of current principal duties. Today, leadership duties include evaluating other staff, providing staff development, mentoring principals, modeling instruction for teachers, overseeing assessments, analyzing data, as well as creating and implementing the school improvement plan.

*The Principalship Today*

Educational researchers have identified important leadership models, roles and processes that appear to improve student achievement. The leadership models include

transformational, distributive and balanced leadership; a critical role includes instructional and managerial leadership and the process, that is to be examined, is building professional learning communities. All are interdependent and interrelated. “Nothing motivates a child more than when learning is valued by school, family, and community working in partnership” (Fullan, 1997, p.22). Transformational, distributive, and balanced leadership build relationships between teachers and principals while instructional leadership promotes a strong foundation of instruction. The professional learning community includes all stakeholders. When all occur, student achievement has a better chance of increasing.

#### *Transformational Leadership*

The first leadership model to examine is transformational leadership.

The goal of transformational leadership was to “transform” people and organizations in a literal sense - to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and a momentum building (Covey, 1990, p. 287).

The goal of transformational leadership was to build relationships, which would lead to a common vision and purpose for schools. Transformational leadership (Giancola & Hutchison 2005) compels leaders to build a team of leaders who are going in the same direction based on similar beliefs that a leader’s primary focus is to serve and support the growth of others. Through transformational leadership, decisions are collaborative and shared. Teachers are valued leaders. Common goals, empowering others, staff

development to improve teaching, cultivating a collaborative culture, and engaging people in shared decision-making decisions are all characteristics of transformational leadership (Hargreaves & Fink, 2006, p. 99). Perhaps the most important description of transformational leadership follows: “Transformational leadership is a composite of collaboration, modeling, and motivation that influences others to commit to a shared vision. While traditional models of leadership are based on position, transformational leadership is based on relationship building” (Servais & Sanders, 2006, p. 5). For the purpose of this study, the best definition of transformational leadership is stated in *The Courage to Lead: The Road Less Traveled*. The following six areas are components of transformational leadership:

1. The transformational leader demonstrates a shared vision and goals.
  2. The transformational leader models behavior and best practices.
  3. The transformational leader fosters commitment. Teaming, collaboration, and collective problem solving are encouraged and evident among staff.
  4. The transformational leader provides individualized support as mentor and coach. The leader is approachable and knows the faculty as individual learners.
  5. The transformational leader encourages professional growth.
  6. The transformational leader establishes high performance expectations.
- (Servais & Sanders, 2006, pp. 7-8)

When principals build relationships, they also develop school capacity. “The collective power of an entire faculty to strengthen student performance throughout their

school can be summarized as school organizational capacity” (Youngs & King, 2003, p. 645). “Transformational leadership focuses on developing the organization’s capacity to innovate” (Hallinger, 2003). By developing a shared vision and a shared commitment, stakeholders can implement school change. Kenneth Leithwood (1994) developed the transformational leadership model for education. According to Leithwood (1994), transformational leadership consists of the four I’s. These I’s are identified as individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration requires the leader to “provide personal attention to the needs of individual staff members” (Marzano, Waters, & McNulty, 2005, p.15). Intellectual stimulation compels the leader to “help staff members think of old problems in new ways” (Marzano, Waters, & McNulty, 2005, p.15). Inspirational motivation expects leaders to “communicate high expectations for teachers and students alike” (Marzano, Waters, & McNulty, 2005, p.15). Finally, “idealized influence demands that the leader provides a model for the behavior of teachers” (Marzano, Waters, & McNulty, 2005, p.15). Transformational leadership (Giancola & Hutchison 2005) compels leaders to build a team of leaders who are going in the same direction based on similar beliefs that a leader’s primary focus is to serve and support the growth of others. Through transformational leadership, decisions are collaborative and shared. Teachers are valued leaders. Common goals, empowering others, staff development to improve teaching, cultivating a collaborative culture, and engaging people in shared decision-making decisions are all characteristics of transformational leadership (Hargreaves & Fink, 2006, p. 99).

Perhaps the most important description of transformational leadership follows: “Transformational leadership is a composite of collaboration, modeling, and motivation that influences others to commit to a shared vision. While traditional models of leadership are based on position, transformational leadership is based on relationship building” (Servais & Sanders, 2006, p. 5).

Leithwood’s four “I’s” helps explain transformational leadership even further. Individual consideration delineates component four and inspirational motivation further defines component six. Intellectual stimulation describes component three and idealized influence characterizes component two. As all these components are studied with the four “I’s”, seven components are represented in Leithwood’s model. These components are “individualized support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations, and modeling” (Hallinger, 2000, p. 335). “The functions of transformational leadership are clustered into three areas – mission centered, performance centered, and culture centered.” (Marks & Printy, 2003. p. 375). The one essential and vital basis for transformational leadership stems from the one-word *relationships*. Only through relationships can transformational leadership exist.

#### *Distributive Leadership*

Another model of leadership that builds relationships is distributive leadership. Authors agree that distributive leadership concerns sharing authority and tasks. “Distributive leadership is based on trust, as well as certain knowledge that no single leader possesses the knowledge, skills, and talent to lead an organization” (Reeves, 2006, p. 28). The ability of each person is different. For example, one person in the

organization might be good at developing schedules while someone else develops the budget well. Distributive leadership allows these people to work in areas they excel in. “Organizing these diverse competencies into a coherent whole requires understanding how individuals vary, how the particular knowledge and skill of one person can be made to complement that of another” (Elmore, 2000, p.14-15). Since principal duties continue to grow, the idea of spreading the burden of leadership across the school is very appealing.

Distributive leadership is about creating the spaces, the contexts, and the opportunities for expansion, enhancement, and growth. It is a reciprocal relationship where people are willing to be led and the leadership is bestowed not imposed on others. Growth in leadership is about empowerment not delegation. Jobs and tasks are delegated (passed down a managerial structure) but roles and the scope they offer provide the invitations for leadership (Harris, Day, Hopkins, Hadfield, Hargreaves, & Chapman, 2003. p. 97).

Distributive leadership is a natural function that enables others to assist in different situations. For example, someone invites you to dinner. You arrive and talk with the host (leader) for a while. The host moves to the kitchen to check on dinner. You ask if there is anything, you can do. The host says you can fill the water glasses. This is an example of distributive leadership. Through distributive leadership, principals empower teachers to become leaders. This shifts some of the work, builds trust, and develops the leadership skills of others. Some of the benefits of distributive leadership include increased morale, commitment, and professional growth (Smith & Piele, 2006).

### *Balanced Leadership*

Midcontinent Research for Education and Learning (McREL) was founded in 1966 as a non-profit organization to assist educators through research. A meta-analysis study conducted by McRel concentrated on the “effects of principal leadership on student achievement” (Walters, Marzano, & McNulty, 2004, p.2). The results, titled, *Balanced Leadership*, note principal leadership is significantly correlated with student achievement. Reportedly one standard deviation improvement in principal leadership is associated with a ten percentile in student achievement. Twenty-one specific leadership responsibilities, and 66 associated practices, have statistically significant relationships with student achievement. Those responsibilities include:

- Fosters shared beliefs and a sense of community and cooperation
- Establishes a set of standard operating procedures and routines
- Protects teachers from issues that would detract from their teaching time or focus
- Provides teachers with materials and professional development necessary for successful execution of their jobs
- Directly involved in the design and implementation of curriculum, instruction and assessment practices
- Establishes clear goals and keeps those goals in the forefront of the school’s attention
- Is knowledgeable about current curriculum, instruction, and assessment practices
- Has quality contact and interactions with teachers and students
- Recognizes and rewards individual accomplishments
- Establishes strong lines of communication with teachers and among students
- Is an advocate and spokesperson for the school to all stakeholders
- Involves teachers in the design and implementation of important decisions and policies
- Recognizes and celebrates school accomplishments and acknowledges failures
- Demonstrates an awareness of the personal aspects of teachers and staff
- Is willing to and actively challenges the status quo
- Inspires and leads new and challenging innovations
- Communicates and operates from strong ideals and beliefs about schooling

- Monitors the effectiveness of school practices and their impact on student learning
- Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
- Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
- Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture (Walters, Marzano, & McNulty, 2004, p.4).

Leaders can also have a marginal or, worse, a negative impact on achievement. The study also looks at change and leadership, which discriminates between “focus of change,” requiring leaders to focus on improving school and classroom strategies that have a positive impact on student achievement and “order of change,” requiring leaders to understand the magnitude of change. The leader is changing leadership practices accordingly to the school and student achievement (Walters, Marzano, & McNulty, 2004, p.6). People look at the order of change differently. One person might identify a first order change while someone else feels the change is a second order change. It is important for “stakeholders to determine which changes are first or second order changes in order to select leadership practices and strategies that will work for their initiatives” (Walters, Marzano, & McNulty, 2004, p.8). This finding is referred to as the “differential impact” of leadership on student achievement. Findings clearly demonstrate that school improvement often resides in the domain of second order change.

### *Instructional Leadership Tasks*

Instructional leadership required principals to make learning a priority for students and adults, establish high expectations for achievement, match content and instruction to the standards, create a culture of continuous learning for adults, use

multiple sources of data to assess learning, and generate the community's support for school success (NAESP, 2001, p. 6). "Instructional leadership has three basic functions: defining and communicating shared goals, monitoring and providing feedback on the teaching and learning process, and promoting school wide professional development" (DiPaola & Hoy, 2008, p. 5). Instructional leadership focuses on improving instruction. Instructional leadership is an approach to leadership that emphasizes "the behaviors of teachers as they engage in activities directly affecting the growth of the students" (Leithwood & Louis, 1998, p.). It is important that the "focus of instructional leadership needs to be on three areas:

- defining the values and purposes of the school
- managing the program of teaching and curriculum
- establishing the school as a professional learning community" (Harris, 2003, p.59).

Classroom management, student metacognitive and cognitive processes, instruction, motivation, and assessment have a greater impact on learning than indirect influences such as restructuring, district policy, and school policy. One exception to the general finding was school culture. School culture does seem to make an important difference by providing a school context that reinforces important teaching and learning practices. Increasingly the research suggests that the key to improving student learning rests with what happens in the classroom. The teacher is critical. Instructional leadership requires the principal to work with teacher colleagues in the improvement of instruction by providing a school culture and climate where change is linked to the best knowledge

about student learning (Hoy & Hoy, 2003, p. 3). It is difficult to define instructional leadership because some portions of the description may fall under both instructional and managerial. Many authors have discussed the aspects of instructional leadership, but none has come up with a specific description that everyone agrees with. Even The Stewart Plan does not give a clear explanation of instructional leadership. It seems necessary for the purpose of this study to define instructional leadership and use the definition when interviewing principals.

Boris-Schacter & Langer (2006) state that instructional leadership includes “mentoring staff, modeling instruction, visiting classrooms, and providing customized professional development experiences” (p.18). In this definition, the authors do not generate the communities support for school success. The principal who mentors a staff member may present ideas to improve instruction by modeling instruction and visiting classrooms, however, there is no discussion around student expectations or student learning. Which category of data resources do teachers use to make adjustments in teaching? For the purpose of this study, Boris-Schacter’s & Langer’s (2006) definition of instructional leadership seems to be missing some important elements.

DiPaola & Hoy (2008) describe “a synthesized model of instructional leadership with three basic functions: defines and communicates shared goals, monitors and provides feedback on the teaching and learning process, and promotes school-wide professional development” (p.5). This definition is a good one but not quite as detailed as needed for this study.

Still another source identifies four components of instructional leadership: resource provider, instructional resource, communicator, and visible presence (Smith & Andrews, 1989). The resource provider furnishes teachers with materials, money, and adequate facilities that allow the teacher to perform their duties. The principal provides instructional resources by supporting instructional activities, instructional behaviors, participating in professional development, modeling instruction, and making instruction a priority throughout the building. As the communicator, the principal sets clear goals and insures teachers and staff understands those goals. High visibility and frequent visitations are part of the visible presence required by the principal as an instructional leader. This definition of instructional leadership involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. DiPaola & Hoy (2008) have a definition that not only covers instructional leadership but some management tasks as well. Instructional leaders provide a shared vision, engage stakeholders in collaborative school decision making, provide support for instruction, monitor instruction, and provide resources (Gupton, 2003).

Almost every definition written identifies teaching and learning as the focus of instructional leadership. Therefore, it seems critical that improving teaching and learning for all stakeholders is the spotlight of instructional leadership for this study. The National Association of Elementary School Principals (NAESP) defines instructional leadership as “leading learning communities.”

The NAESP (2001) states that instructional leaders should make learning a priority for students and adults, establish high expectations for achievement,

match content and instruction to the standards, create a culture of continuous learning for adults, use multiple sources of data to assess learning, and generate the community's support for school success. (National Association of Elementary School Principals, 2004, p. 6)

For the purpose of this study, the NAESP definition of instructional leadership will be used because it provides the best description. Student learning must be at the center of schools and all decisions concerning the school focus around student learning.

Hallinger (2000) supports the NAESP's definition by identifying three dimensions of the instructional leadership model. First, the school must delineate its mission. The mission must have clear and measurable goals that staff and the principal have created together. Second, the principal and staff must manage the instructional program. This includes "supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress" (Hallinger, 2000, p.332). Third, the principal and staff must promote a positive school learning climate. Such a climate includes "protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning" (Hallinger, 2000, p.332).

#### *Managerial Leadership Tasks*

It is clear that the contemporary principal has more to accomplish, higher accountability standards and a more complex society to respond to and engage than principals of past times. Defining managerial and instructional leadership and their

respective tasks will help us understand how principals effectively balance these roles in effective schools.

In the book *Reframing Organizations*, Bolman and Deal discuss management and leadership. The authors state that management and leadership are often confused. According to the authors, “John Kotter views management as the structural nuts and bolts; leadership is a change-oriented process of visioning, networking, and building relationships” (Bolman and Deal, 1997, p. 295). Kotter provides definitions for leadership and management in a book called *Business Leadership* by Joan Gallos. “Management is coping with complexity and leadership is about coping with change” (Gallos & Kotter, 2008, p.6). For this study, the researcher will be looking at and using Kotter’s definition of managerial leadership. Management according to Kotter includes planning, budgeting, staffing, organizing, controlling, and problem solving (Gallos & Kotter, 2008, p. 10). Planning and budgeting requires leaders to set goals, provide steps to attain the goals, and distribute resources to achieve the plans. Organizing and staffing requires leaders to create a “human system that can implement plans as precisely and efficiently as possible” (Gallos & Kotter, 2008, p. 10). A leader must hire staff, train staff, communicate plans, and delegate authority. Controlling and problem solving enable the leader to use “managerial processes that are routine and somewhat fail-safe and risk-free” (Gallos & Kotter, 2008, p.11).

“There is no concrete definition of school principals’ managerial activities to be had – only a fluid, flexible, contextually situated mesh of activities that may be “managerial,” given the right circumstances” (Wiseman, 2005, p. 109). For the purpose

of this study, management includes planning, organizing, and controlling. Planning involves setting goals and providing steps to attain the goals. For example, the principal might set a goal requiring teachers to enter grades into a computer-grading program. Once this goal is set, the principal must incorporate a specific step that ensures these goals are completed. Under organizing, a leader must communicate plans and delegate authority. Organizing enables a principal to delegate tasks to personnel best suited for the task. Principals may provide training for employees that need extra help. For example, a new secretary takes classes on the process for enrolling students because she does not have the skill required to complete this task. Controlling requires a structure in place with a process that can correct a missed goal or objective.

In a well managed factory, for example, this means the planning process establishes sensible quality targets, the organizing process builds an organization that can achieve the targets, and a control process makes sure that quality lapses are spotted immediately, not 30 or 60 days, and correct. (Gallos& Kotter, 2008, p. 11)

While Kotter feels budget is a part of management, the researcher believes budget fits better under instructional leadership. A large portion of school funding goes to personnel, specifically teachers. Supplies, textbooks, and technology require most of the remaining funding. Little funding remains for other purchases and all these resources deal directly with instruction; therefore, budget is included under instructional leadership. The majority of instruction in schools is delivered by teachers and paraprofessionals, so funding for these positions falls under instructional leadership.

### *Professional Learning Communities*

The purpose of Professional learning communities can be classified into three main functions: (1) a solid foundation consisting of collaboratively developed and widely shared mission, vision, values, and goals, (2) collaborative teams that work interdependently to achieve goals, and (3) a focus on results as evidenced by a common commitment to continuous improvement” (Eaker, DuFour, & DuFour, 2002, p. 3).

A professional learning community, transformational leadership, and instructional leadership were important attributes for improving our schools. “Nothing motivates a child more than when learning is valued by school, family, and community working in partnership” (Fullan, 1997, p.22). Transformational leadership built relationships between teachers and principals while instructional leadership promoted a strong foundation of instruction. The professional learning community included all stakeholders.

Perhaps Richard DuFour addresses the most well known definition when he described the characteristics to educators in his book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. “Professional learning communities include the following characteristics: (1) shared mission, vision, and values, (2) collective inquiry, (3) collaborative teams, (4) action orientation and experimentation, (5) continuous improvement, and (6) results orientation” ( DuFour & Eaker, 1998, p. 25-29). “Changing the structure without altering the belief system produces little fundamental changes” (Eaker, DuFour, & DuFour, 2002, p. 9).

Another author provided a similar list of characteristics:

The characteristics of a professional learning community involve collective work in teams (or the whole staff) in which leadership and responsibility for student learning is widely shared. The work of groups of teachers (and administrators) focuses on reflective inquiry and learning, with an explicit emphasis on how knowledge improves student learning. While there is room for diversity of opinions, there is a core of shared values and norms, which influence the daily decisions made in halls and classrooms. Sharing involves the development of common practices and feedback on instructional strengths and weaknesses.

(Roberts & Pruitt, 2003, p. 172-173)

There is also agreement that in order for these characteristics to persist, schools must address the conditions that support or impede the work of professional learning communities, including attention to the use of time, the use of rewards, and the development of a positive culture. (Blankstein, Houston, & Cole, 2008, p. 42-43)

In order to modify the structure, stakeholders must collaborate and define the mission, vision, and values together. “Schools function best when teachers, students, parents, and administrators work together in open and integrated social structures that help them imagine possibilities, share information, respond to challenges, and act upon their visions of what their school could be” (Bellamy, Fulmer, Murphy, & Muth, 2007, p. 49).

Staff development is a significant aspect of the Professional Learning Community. Effective staff development is: (1) purposeful, (2) designed to promote and influence teachers' thinking about teaching, (3) research-based both in content and process, (4) realistic about timeframes, (5) evaluated at several different levels, (6) generated to teacher commitment to the training, and (7) implemented with strong administrative support. The principal, teachers, secretaries, paraprofessionals and all employees of the school should be a part of staff development. Attention to developing the collective ability of the faculty to solve problems and achieve goals allocated a higher priority than independent individual growth (DuFour & Eaker, 1998, p. 276).

Teachers in learning community schools focus on learning as opposed to teaching. Their learning serves to inform their teaching and to generate new knowledge and views about teaching and learning and the part they play in helping all their students to be successful learners. (Roberts & Pruitt, 2003, p. 14)

It is critical that teachers spend time sharing teacher strategies, planning for instruction, and looking for new ways to improve teaching and learning (Smith & Piele, 2006, p. 331). Providing time, for teachers and staff to examine content standards and determine which standards are the most important to emphasize, is crucial for improvement of student achievement. It is impossible to teach all the standards equally during the time teachers have students; therefore, teachers must decide on power standards that they will emphasize and teach to students. When all stakeholders understand the learning, process, and the content, they are better able to help the children in the school. Students performing and celebrating their learning with parents is essential. Schools need to

provide activities where students and parents can learn together such as family nights. Teachers and administrators should provide opportunities for students to share their accomplishments. In the lunchroom, pupils enjoy telling the facility manager about the latest book they are reading. Students also need to know that the facility manager is reading a book as well. These conversations emphasize the importance of reading and education. It is important that children see all the stakeholders invested in the educational process (Blasé & Blasé, 2004).

Through staff development, staff conversations, power standards, student work and data review, book studies, parent workshops, student performances, and student celebrations, adults will continue to learn and develop relationships with one another. All of these activities and others will create a continuous learning culture for all stakeholders. This, in turn, will generate the community's support for school success. If the principal provides instructional leadership for all stakeholders, learning communities exist.

#### *Balancing Managerial and Instructional Leadership Tasks*

Table 2 illustrates a comparison of managerial and instructional leadership that was used for this study. Instructional leaders should make learning a priority for students and adults, establish high expectations for achievement, match content and instruction to the standards, create a culture of continuous learning for adults, use multiple sources of data to assess learning, and generate the community's support for school success (p. 6). How do they also create the budget, manage transportation, supervise all staff, manage the building, interact with unions and other political groups, hire staff, supervise food

services, and respond to paperwork directives from central administration? How do effective leaders balance instructional and management tasks?

Attaining a balance of management and instruction may happen in a number of ways. Principals may delegate some work and schedule management tasks before and after school to allow time during the day for instruction. While these two strategies will help, three strategies are critical according to Boris-Schacter & Langer (2006, p. 33). First, the principal must “hire people that are open minded and flexible.” Second, the principal must create a school culture that nurtures “shared leadership, group responsibility, and teacher professionalism.” Finally, “Prioritizing principal’s work and time enables the creation of opportunities for instructional leadership” is the third strategy. This study will look at the experiences of principals to find strategies and methods they use to balance management and instruction effectively.

Table 2 *Comparison between Managerial and Instructional Leadership Themes*

Managerial Leadership	Instructional Leadership
<b>Planning:</b> Planning encompasses setting goals and providing steps to attain the goals.	<b>Learning:</b> Learning is a priority for students and staff.
<b>Organizing:</b> A leader must communicate plans and delegate authority.	<b>High expectations:</b> A leader establishes high expectations for achievement.
<b>Controlling:</b> Controlling requires a structure in place with a process that can correct a missed goal or objective.	<b>Culture:</b> A leader creates a culture of continuous learning for adults.
	<b>Data:</b> A leader uses multiple resources to access learning.
	<b>Community support:</b> A leader generates the communities support for school success.

### *Summary*

Without a doubt, principals must balance instructional and managerial tasks. Principals deal with “outside demands that distract principals from instruction, managerial tasks that undermine instructional leadership, non-instructional activities, and too little time” (Boris-Schacter & Langer, 2006, pp. 19-23). It may be said of leadership that “this process must be cyclical, internalized, and always focus on improving student learning’ (Eaker, DuFour, & DuFour, 2002, pp. 131-132). A study by Marks and Printy demonstrated the effectiveness of instructional leadership (Marks & Printy, 2003).

The absence of shared instructional leadership in schools that lacked transformational leadership is an important finding. Whereas transformational leadership is its prerequisite, moreover, shared instructional leadership will not develop unless intentionally sought and fostered. Marks’ and Printy’s study suggests principals who balance instructional and managerial tasks and leadership roles are best able to support the commitment of teachers. (Marks & Printy, 2003, p.392)

## Chapter Three: Methodology

### *Rationale for Qualitative Research*

This qualitative study will research questions about principals' feelings, knowledge, and actions around how to balance managerial duties and instructional leadership practices. The researcher used data about the experiences of six elementary principals to provide thoughts on necessary skills and instructional practices needed to improve instruction and build professional learning communities in our schools. The researcher used a phenomenological approach for this qualitative research study. A phenomenological study describes the meaning of the lived experiences of several individuals about a concept or a phenomenon (Creswell, 1998). In phenomenological research, the object is to borrow other people's experiences. Borrow, in this instance, means to appropriate for one's own use. By acquiring other people's experiences, we become more experienced ourselves (Creswell, 1998, p. 54). For example, we might be interested in a particular experience of a woman during childbirth. By viewing this experience, we acquire information about the experience and better understand its meaning. Traditionally, researchers use data from subjects collected by interviewing, participant observations, documents, and other artifacts. Phenomenological research uses similar tools to acquire data.

The researcher removes or becomes aware of prejudices, viewpoints, or assumptions regarding the phenomenon under investigation. This suspension of judgment is critical in phenomenological investigation and requires the setting aside of the researcher's personal viewpoint in order to see the experience for itself. (Katz, 1987. p. 37)

The idea is to see the object of study from different perspectives. Rather, the purpose is to collect examples of experiences in order to reflect on the meanings that may exist in them. "To carry out the phenomenological research methods the researcher must (1) develop a set of questions or topics to guide the interview process; (2) conduct and record lengthy person to person interviews that focus on a bracketed topic or question. A follow-up interview will be needed; and (3) organize and analyze the data to facilitate development of individual textual and structural descriptions" (Moustakas, C., 1994, p. 103-104). This research is important because it offers principals the opportunity to share ideas on how to balance managerial tasks and instructional leadership. Without phenomenological data, principals may continue to struggle with how to balance managerial tasks and instructional leadership. Phenomenological research can give principals great insights into how to balance these tasks effectively.

#### *Background for the Study*

Effective principals in the current context of accountability for student achievement are able to balance instructional and managerial leadership. How does this balance work in a real setting? One urban district in a western state has defined a bold agenda for instructional leadership. An investigation into the work of this district

provides an example of the implementation of changing the focus of a principal's priorities to instructional leadership. The researcher used pseudonyms to protect the identity of the district, schools, and stakeholders.

In the last five years, the Stewart Public Schools have made many modifications. Under the direction of Dr. William Cable, SPS superintendent, the district made some changes in the area of reading, writing, and math. Balanced literacy and learning walks became the focus of principal professional development. Through classroom visitations, area superintendents modeled learning walk expectations. Staff development was a critical part of the new transformation. Weekly staff development introduced by literacy and math coaches provided teachers with the latest research around teaching and learning. For the first time, teachers were required to meet in data teams and examine student work. Principals and teachers analyzed test scores. Teachers no longer worked in isolation.

The Stewart Plan presented, in November of 2005, three substantial goals:

Our children will learn from a highly skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Highly trained principals and assistant principals will serve as instructional leaders of the faculty in SPS schools.

Collaboration among the Stewart community and all SPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

The plan also addressed expectations of principals in a document called School Leadership Development Framework. The Stewart Plan declared that principals and assistant principals would spend seventy-five percent of their time on instructional leadership. For the purpose of this study, the focus is on the highly trained principals and assistant principals, who serve as instructional leaders of the faculty in SPS schools.

The components under this goal include:

- The Stewart Public Schools will articulate a well-defined role for both the principal and assistant principal position, establishing instructional leadership as their primary professional responsibility.
- A best-in-class organization will launch a strategic effort to attract and retain the best principals and assistant principals.
- Differentiated professional development opportunities for principals and assistant principals will support the Instructional Reform Plan and enhance their ability to serve as instructional leaders.

The traditional role of principals included managing the office, monitoring the cafeteria, supervising the playground and hallways, evaluating the staff, managing the budget, and occasionally visiting classrooms. Principals asked teachers their opinion about some of the changes, but they had little voice in the decisions. Teachers were also very isolated and taught with doors closed. Little conversation occurred between teachers regarding best instructional practices. The new Stewart plan drastically altered the traditional principal role.

The Stewart District School Performance Framework (SPF) measures performance on the growth indicator and the status indicator. To calculate the SPF rating, the framework calculates the growth measure at sixty percent and the status measure at forty percent. The SPF is important because it allows schools to show growth that may still even if ranked as low performing schools. The SPF shows how individual students and groups of students progress from year to year toward proficiency on state standards based on where each student begins. It indicates where the greatest growth is happening as well as the least growth. While status is important, growth is really the focus.

The SPF reviews the school performance annually. The SPF is a comprehensive review of school performance that measures multiple performance criteria. Evaluation of the school contains six indicators in the following areas: student progress over time-growth, student achievement level-status, post-secondary readiness, student engagement and satisfaction, school demand, and parent and community engagement. Under student progress over time-growth, the following indicators are measured: SAR growth, growth percentile, growth percentile in similar schools, catch up growth, keep up growth, AYP growth, and continuously enrolled growth. The student progress over time is weighted at 60% and excludes CSAP, CELA, and DRA test scores. All of these scores are listed under the status of the school along with the other SPF indicators.

The framework was created to meet the requirements of the Stewart Department of Education. The focus of the framework is centered on two questions:

- 1) Is the educational program a success?
- 2) Is the organization effective and well run?

While this information helps the department of education, the data also gives the community valuable information needed to make instructional decisions.

The district collects all the performance data and records it on an SPF Scorecard. Each measure assigns points and corresponding spotlights. An SPF rubric determines the possible points earned for each indicator. The SPF is important to principals because the ratings determine the performance of the principals and the effectiveness of their leadership in schools. Principals with low SPF ratings must improve instruction.

#### *Data/Sampling/Participants*

Six elementary principals in a large metropolitan district, “Stewart Public Schools,” are the focus of this study. The name of the district and its employees are pseudonyms and used to protect the privacy of the district and its employees. The principals’ data are essential to understanding how these six principals balance managerial and instructional leadership tasks.

The researcher selected six effective principals to participate in the study. To be deemed effective the six participants selected had to meet the following criteria: Effective principal participants needed CSAP test scores that show individual student growth of fifty-five percent or higher on the student performance framework.

The researcher chose the student growth indicator because implementation of effective instruction relates to the student achievement. The researcher reviewed the district schools’ student performance framework to identify schools indicating growth in order to identify prospective principals for the study. Twenty principals received an email with the letter of invitation and eight principals responded; six principals were selected.

To ensure the incorporation of diversity, the researcher considered gender and ethnicity. Two participants stayed in reserve to use in the study as necessary. Once the principals agreed to participate, the researcher emailed the consent form, principals signed the forms, and faxed the forms back to the researcher.

### *Research Design*

“To determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it creates an important knowledge for others. From the individual descriptions, general or universal meanings are derived, in other words, the essences of structures of the experience” (Moustakas, 1994, p.13). Two one-hour interviews and one three-hour shadowing provided the experiences for this study. The researcher used a combination of open-ended questions to “allow for more individualized responses” (Fraenkel & Wallen, 1996, p.374) and short, simple questions that assisted the interviewee in describing their experiences. The researcher developed questions of what, and how for the interviews” (Kvale, 1996, p. 94). The questions were designed to illicit information about what management and instructional tasks were undertaken by principals, and strategies used to ensure all work was completed. The interview tools are found in Appendix A and Observation Protocol in found in Appendix C.

The principals decided the dates and times of the interviews and shadowing. Interviews presented the “universal structures based on principal experiences” (Creswell, 1998, p. 54). The researcher clustered the interview data into themes based on a content analysis of common concepts or words. Then, the researcher used the themes to develop

the textural descriptions (experiences) of the experience. From the textural descriptions, structural descriptions (how experienced) and an integration of textures and structures into the meanings created the essence of the phenomenon.

Shadowing enabled the researcher time to observe the actions of each principal and record what activities the principal engaged in throughout the three-hour period. The researcher used a matrix and an observation protocol (Appendix B & C) to gather data and interpret it.

### *Data Analysis*

In order to understand the experiences principals had regarding management and instruction, the researcher, who is also a principal within the district, bracketed preconceived ideas of management and instruction. By using phenomenology, the researcher used the data collected to look at the principal's experiences without judgment. The researcher suspended her meanings and interpretations of the phenomenon and listened to the participants during the interviews and shadowing. By using phenomenological reduction, the researcher examined her own presuppositions. The researcher needed to clarify her own preconceptions of the phenomenon under study. Several preconceptions arose from this exercise. First, instructional leadership cannot take 75% of the leader's time. Second, there is no way to balance managerial and instructional leadership effectively without working long periods. Third, the managerial role took much more time than the instructional role. Once these biases surfaced, the researcher put them aside. She recorded the interviews and transcribed them word for

word. The researcher recorded the shadowing activities without making judgments as well.

The researcher completed the first interview during a time and location chosen by the participant so they would feel comfortable. The researcher recorded the interviews and took some notes. Then, the researcher transcribed the interviews and organized the data into a chart that provided the question and the participants responses. As the collection of data transpired, the researcher clustered the responses by content analysis to these questions and began building a chart. The researcher placed the participant's coded name in the left hand column, a shortened question from the interview across the top of the page, and under each question a short response. For example, Principal A answered the question, how do you handle the management piece of the principalship? At the top of the page the researcher put handle management piece. Under the abbreviated question, the researcher placed an abbreviated answer. She wrote management difficult, delegate, and make people responsible. The researcher went through the matrix using a yellow highlighter and highlighted words that kept reoccurring such as delegate. The researcher utilized a conceptually clustered matrix (Appendix B & D) where the researcher coded each response in a more efficient way. In this matrix "columns are arranged to bring together items that belong together" (Miles & Huberman, 1984, p.110). For example, the researcher coded management difficult as MAN DIFF and delegate as DELE. The matrix enabled the researcher to compare responses quickly.

By using an informant by variable matrix, the researcher collected the data on a single sheet (Appendix C). The matrix showed all the informants and all responses to the

interview questions. “Reading across the rows gives the analyst a thumbnail profile of each informant and provides an initial test of the relationship between responses to the different questions. Reading across the responses columns enables comparisons between the responses” (Miles & Huberman, 1984, p.111). “The analyst looks for an appropriate conceptual framework that results in pulling all the information together” (Miles & Huberman, 1984, p.111). Next, the researcher looked for common patterns or themes. The researcher used codes and interview notes; by mapping these codes, the researcher visually interpreted the data into themes.

Several days after the interview, the researcher shadowed the principal for half a day. The investigator used an observation protocol (Appendix D) during the three hours the researcher shadowed each principal. The protocol tool included the type of task, amount of time needed to complete the task, a description of the task, and whether the task was instructional, managerial, or both. The shadowing data provided verification of the themes exposed in the interviews. For example, one principal talked about how he delegated duties to his secretary. During the observation, he asked her to call a parent and set up an appointment. The shadowing occurred during one three-hour period determined by the participant. Then, the researcher interviewed the principal for a second interview, which lasted approximately one hour, in order to obtain any additional information. The researcher collected the shadowing data for the protocol, transferred the interview data to the matrix, and analyzed the shadowing and interview data.

### *Limitations of the Study*

This study involves six elementary principals in one urban public school district located in the western region of the United States. Perceptions of other principals may vary and principals who work within middle or high schools may yield different findings.

## Chapter Four: Findings

### *Introduction*

This study examined how principals in an urban district balance the managerial and instructional leadership duties needed for school success. These principals participated in two interviews lasting forty-five to sixty minutes each, and observations for approximately three hours. The study focused on the following research question: How do effective principals balance managerial tasks and instructional leadership responsibilities?

### *Organization of the Study*

The researcher interviewed six principals: four women and two men. Their principal experience ranged from two and a half years to thirteen years. Principals with Student Performance Framework growth of fifty-five percent or higher were selected for participation. The researcher contacted principals through emails. The final selection was one of convenience and included principals who responded first. Chapter Four presents data from interviews and observations and the analysis of data

### *Data Gained from Interviews*

Personal interviews with the six principals occurred during the months of March and April 2009. The two interviews took place at their schools and each interview lasted approximately an hour. The initial questions determined the amount of time the participant had worked as a principal, skill necessary to be an instructional leader,

managerial skills deemed necessary and professional development essential for an instructional leader. The second interview questioned principals about how they organized the day, how principals prioritize their managerial and instructional tasks, what tasks principals delegate and whom they delegate to, and what changes principals would make to provide themselves with more time for instructional activities. The excerpts below provide a summary of each interview and full excerpts for each participant are in Appendix E.

#### *Interview Summaries from Principal A*

During the interviews, principal A stated, “the most important part of my job is public relations. I work hard to collaborate with my staff and community and I try to limit my meetings to one hour a week. At my school, we have built a culture around best instructional practices.” Learning labs create time for staff to observe each other and gain new knowledge about teaching and learning. Educators have time to engage in compelling conversations about instruction and meeting student needs. Other instructional activities surfaced during the interviews, which included grade level planning, creating smart goals for students, and analyzing data. Management and instruction equally took fifty percent of principal A’s time. In order to balance management and instruction so they meet the district requirement of seventy-five percent on instruction, Principal A stated, “I need a business manager that has public relations skills as well as data and budget skills.” Principal A felt more time needed to be dedicated to instruction and less on management. In order to complete managerial and instructional tasks he spent fifty-five hours a week at work. Principal A feels that an

instructional leader must think outside the box and be a successful teacher. He prioritizes his instructional tasks according to human need and his managerial tasks according to where he can work them in. If a teacher needs more support, then he works with that teacher. The assistant principal and teachers accomplish tasks the principal has delegated to them. Delegation based on the interests of each staff member helps create a positive environment. Balancing time for instruction and management was a major challenge for this principal. In order to create the time for instruction, he postponed many managerial tasks to after school hours. Principal A understands that balancing instruction and management are critical in governing an efficient and effective school.

*Interview Summaries from Principal B*

Principal B believes a big picture vision and organizational skills are necessary to be an instructional leader. Like Principal A, Principal B feels the most important part of the job is public relations. He works hard to collaborate with staff and the community to build a professional learning community. Principal B spends 63 hours at work each week and devotes about 30% of his time to managerial tasks. He stated that he delegates tasks to others in his building, specifically his humanities facilitator and his secretary. At the time of the interviews, he was spending about two hours a day on instruction, which equates to ten hours a week. He explained that district projects have taken time away from his instructional duties in the last few months. Normally, he would spend at least half of his time on instructional obligations. Due to building construction, Principal B is spending 10-11 hours a week at meetings. He feels principals need to participate in professional development and work as a team with staff. “Untimely communications

from the district is the biggest challenge for me,” stated Principal B. Deadlines determine management priorities. Many managerial tasks end up going home to be completed over the weekend or during the weekday evening hours. Instructional priorities depend on the principal’s and the facilitator’s calendar. Principal B believes issues need assistance right away, so issues do not become large problems. He said, “I put out fires when they are small.” He organizes his day by walking the building, viewing email, and examining his calendar. Principal B sets goals and does not change them. He listens to others and reasons with them when necessary. Data analysis is important but Principal B tries not to overemphasize the importance of the data. He works to find the gaps and support teachers in meeting the needs of the students so they can become successful learners.

#### *Interview Summaries from Principal C*

Principal C works fifty-five hours a week. She feels the most important part of her job is supporting and assisting teachers. She believes principals need knowledge about the content areas and resources available to teachers and students in order to be an instructional leader. She is uncertain how much time she spends on instruction. When asked about her major challenges to meeting her priorities principal C says, “My major challenges are deadlines and not enough time. Managerial tasks takes up seventy-five percent of my time”, admits this principal. She multitasks and delegates tasks to provide more time for instruction. Teachers and her humanities facilitator assist with managerial tasks and some instructional responsibilities. For example, a teacher completes the schedules, such as specials and lunchtime, for the school. The facilitator writes grants to bring in more funding for instructional purposes. Collaboration is essential in building the

school climate and culture. Principal C prioritizes her day around deadlines while she plans long term for instructional responsibilities. She organizes her day by checking her calendar and works around meetings. Principals must know how to build teams, problem-solve, and be resourceful according to Principal C. Teacher conversations and professional readings are ways that this principal supports instruction in her building. She uses data to determine goals and know the needs of the teachers. In order to balance managerial and instructional tasks more effectively, Principal C needs an assistant principal to work with the behavior problems of the students in her school.

*Interview Summaries from Principal D*

“I sleep and I dream about work,” declared this principal. She works fifty to fifty-five hours a week. Managerial tasks require fifty percent of the principal’s time and meetings demand thirty percent of her time. If fifty hours of work happens each week, the principal spends 15 hours on meetings. Instruction involves fifty percent of her time. Principal D defines her most important job as planning for instruction. Principal D affirms that principals must know how to collect data and how to use data efficiently and be knowledgeable about teaching to be an effective instructional leader. “Principals must also know how students learn and how behavior affects learning,” replied this principal. Until principals have this knowledge of data, teaching, learning, and behaviors, the support they can provide for teachers and students will be limited. Principal D delegates to her assistant principal, humanities facilitator, and secretaries. Organization, common sense, and problem solving skills describe this principal. These management skills help her every day at work. She listens to teachers and provides the resources they need to

provide quality instruction. Collaboratively, the principal and staff use data in vertical teams to develop smart goals and set up student groupings. She organizes her day by setting goals and meeting them. Principal D felt her major challenge is her own health. To meet that challenge, she pampers herself. She spends time relaxing and laughing. This principal does not prioritize instructional tasks or management tasks because she feels “everything blends.” Principal D did not have anything she would change to become a better instructional leader. She felt her staff demonstrated how capable they are in each of their positions through their teaching and learning. Balancing instructional and managerial responsibilities depends on the capable people around you.

#### *Interview Summaries from Principal E*

Principal E is the principal with the least amount of experience as an administrator. She also has the least amount of help due to a secretary being on medical leave and a new secretary that does not know all of the procedures and policies. As an instructional leader, her most important part of the job requires her to meet the needs of staff to support students. She collaborates with staff and works to improve instruction. Principal E relinquished the assistant principal or administrative assistant position in order to hire an interventionist to help teachers provide instruction to students. She and the teachers look at trends through data. They take writing prompts every five weeks and analyze them as a staff. Then, we group the students for instruction and begin the process again. Principals need to understand “curricula and standards” to be an effective instructional leader. Principal E does not organize her day because there are too many interruptions that need attention. She prioritizes instruction by placing instructional tasks

in her calendar wherever she can. Urgent tasks' require priority when examining managerial tasks. Good managerial skills and effective instructional responsibilities equate to excellent administration. "The major challenge facing me: unexpected parental and/or student issues," responded this principal. Like many principals in this study, Principal E works many hours after others are gone when it is quiet in the office. Balancing management and instruction is difficult with the office staff this principal employs. Hence, she spends long hours getting everything done.

#### *Interview Summaries from Principal F*

Principal F has the most experience as a principal in this study. She spends more time at school due to two special programs located in her school. She spends eight hours a week in meetings and twenty-five percent on paperwork. Instruction requires about fifty percent of her time. "Although I am not able to be in classrooms seventy-five percent of the time, I spend much time working with teachers on curriculum issues such as: classroom assessments, second language curriculum, discussions about children, and second language strategies and techniques. While being in a classroom is important, I believe the discussions are equally as powerful, especially since they are backed up by classroom observations," replied Principal F. To be an effective instructional leader, principals need to love teaching and be a great teacher themselves. She believes that principals need to understand that everything is a priority and everything is new every year. "Principals need to be well organized, be able to delegate, be diligent, possess good work ethics and be available to teachers," states the principal. Principal F believes that principals are born, natural leaders. She does not make announcements over the intercom

system because it interrupts instruction. Instruction is a priority in this school says the principal. "Observations are sacred," she replied. Principal F feels her most challenging job is that nothing is constant and many mandates do not make sense. To meet this challenge she learns what needs immediate assistance and she does it well. Principal F delegates duties to her secretary and administrative assistant (AA). The secretary accomplishes enrollment. The AA deals with behavior issues and other managerial tasks. In order to prioritize managerial tasks, this principal looks at deadlines and schedules before setting times to complete these tasks. Long term planning and constantly keeping up with her calendar helps this principal balance managerial tasks and instructional responsibilities.

Each of the principals in this study provided answers to the interviews questions in an amicable and friendly manner. The principal insights about balancing managerial tasks and instructional responsibilities will assist educators in understanding the work of the principalship and provide important information on ways principals can improve their craft.

#### *Data Gained from Shadowing*

Once the interviews were completed, the researcher spent approximately three hours shadowing each principal in their school. Principals engaged in a variety of managerial and instructional activities throughout the three-hour period. Observations assisted in painting a visualization of the principal's day. The researcher organized the observation information by principal with the data presented in each paragraph.

### *Principal A Shadow Observations*

Principal A welcomes the students in the hallway at the beginning of the day. Then, he travels to his office. His secretary approaches the principal to obtain a budget journal entry and a letter approved. The principal picks up the telephone and makes a phone call to check with his assistant principal to confirm the learning lab at 9:30. A fifth grade student enters the principal's office and asks if the principal has written his letter. The principal tells him he has not but will do it right now. The student waits patiently while the principal writes the letter. The principal prints the letter and gives it to the student. As the student emerges from the office, the principal departs to make copies for the learning lab activity. When he returns, he answers the phone and does a few other managerial tasks. At 9:28, the principal leaves for the kindergarten classroom. In the hallway, he meets the other members of the team and gives them their paperwork. The principal, the lead teachers, and the assistant principal proceed into the classroom where the teacher is teaching. Principal A watches for a time and takes notes about what he observes the teacher and students doing during the instruction time. About ten minutes after the group enters the classroom, two more teachers enter the room. Once the teacher has finished the lesson, the students work independently. The principal moves around the room and asks students questions about what they are doing. Principal A spent about an hour observing the teaching and learning in a Spanish speaking kindergarten classroom. Once the observation ended, the literacy team left the room and stopped in the hallway to confirm their meeting at lunchtime with the kindergarten teacher. Principal A went back

to his office and took a few minutes to talk with his secretary. He finishes the conversation and goes back to his office where he finishes some more paperwork.

#### *Principal B Shadow Observations*

Principal B is in the library for the volunteer breakfast with parents and staff. He spends about forty minutes speaking with parents and staff. He gives recognition to the parents that have volunteered in his school and thanks them for their hard work. Once breakfast is over, the parents leave and the teachers get ready to grade the student benchmark tests. The secretary announces the beginning of the benchmark grading time. The principal moves around the library and observes the various grade levels. He sits with the fifth grade team and offers to help with the grading. The teachers go over the process. Then, they grade several papers together to make sure everyone understands the rubric and agree on the rubric points. Principal B highlights the rubric after reading the written paper. At the top of the rubric, he puts the final score. He scores papers for roughly forty minutes and then moves to another group in a room outside the library. The principal sits down and chats briefly with the team. He offers to help score and goes through the routine of grading the papers according to the rubric. This administrator begins grading and works for another hour. Again, he moves back into the library and sits with another group for a few minutes. He discusses how the students did with the teachers and jokes with them. The teachers' finish and proceed back to their individual classrooms. A teacher approaches the principal and asks to talk with him. She asks about a parent meeting that occurred the day before. They discuss the parent, student, and situation for a short time. Then, principal B goes back to his office. He asks his

secretaries if they have anything for him and they say no. He moves into his office and checks his emails.

### *Principal C Shadow Observations*

Principal C is in her office when a student enters and asks for juice. The principal tells him to go to the refrigerator and take a juice. He leaves and another student comes into her office to take the benchmark test. She reads the directions and he commences working on his test. While he is working, she consumes some of her lunch while entering data into the behavior section of the online system she is using to manage student information. The principal continues to record information on a variety of students. Then, she transfers some answers onto a test answer sheet. The student finishes his test, hands it to the principal, and departs from the room. Principal C was able to juggle instruction and management throughout the time the student resided in her office. She multitasked throughout the entire shadowing observation. Principal C also talked about how she multitasked during the day in her interview. This skill provides additional instructional time and needs to fit into each principal's schedule. Multitasking provides time management through a foundational skill that enables principals to balance management tasks and instructional leadership tasks. The principal telephones the secretary and informs her she is ready for the gumballs. Every Tuesday and Thursday, students who meet their math fact goals come to the office to receive a gumball from the huge gumball machine in the office. The principal asks each student facts from the sheets they have brought to the office. When they have answered the questions correctly, the principal asks the student what color of gumball they will receive. She provides them a quarter and

the child puts the quarter in and receives a gumball. If the gumball is the color the child picked, the child also receives a sticker. This activity required about 30 minutes of the principals time. Principal C returns to her office where she reads a text message. Once she is finished, she walks into the outer office and consults with the secretary for a few minutes. She goes back into her office and a student enters. The principal has the student read to her. The boy struggles with the words on the page. The principal stops him and talks to him about the book being too hard for him. He leaves the room and the principal calls the classroom teacher. She conveys to the teacher that the book is too difficult and she needs to acquire a book at his level. The bells rings and the principal departs from her office, proceeds into the hall, and says goodbye to the students as they leave the building. Back in her office, she welcomes a potential teacher into her office. She begins interviewing this teacher. Throughout the afternoon, principal C displayed respect for all stakeholders by listening and giving advice when asked for her opinion.

#### *Principal D Shadow Observations*

Principal D is sitting in her office with a teacher. She is meeting with her about her student growth objectives. Once the meeting is over, the principal makes several phone calls. She finishes her last conversation and replaces the handset into the cradle of the telephone base. The principal leaves her office and begins to walk down the hallway. She enters a classroom and talks to individual students about what they are doing. She mentions the bulletin board to the researcher and talks about the magnets on the wall. The magnets are from all over the country and some are from outside the country. The principal leaves the room and goes to visit another classroom. The next few hours is spent

looking into classrooms, asking students what they are doing, helping some students where needed and briefly talking with teachers. The principal spends ten to fifteen minutes in each classroom. As the principal moves into the hallway, she converses about the staff development she is implementing in the building.

*Principal E Shadow Observations*

Principal E has a student in her office for discipline purposes. She has him move to the outer office. Then, she answers the phone and talks briefly about her next staff development. She hangs up and a teacher enters her office. They talk briefly about personal things and then talk about school. The teacher leaves and the principal engages his secretary in a conversation. When she returns to her office, she sits at her desk and reads a few emails. The principal leaves her office and goes into classrooms. She chats with each teacher when possible. She talks with students about what they are doing and answers some questions students ask her after visiting most of the classrooms. She returns to her office. She sits at her desk and the secretary calls her. Social Services are in the office and want to meet with a student. Therefore, the principal goes out to the outer office and greets the social worker. She chats with her briefly while waiting for the student to come to the office.

*Principal F Shadow Observations*

Principal F moves through the halls and greets parents, students, and teachers. She keeps her calendar with her and makes notes as she proceeds down the hall. All the stakeholders greet her by her first name. As she moves down the hall, a student gives her a letter. The principal thanks her and continues down the hall. A teacher stops her and

talks with her for a brief time in Spanish. The principal heads toward an upstairs classroom and pulls two students out of the classroom. She talks to them about the notes they had written during class instruction. Both girls apologize for their behavior and agree not to write notes during instructional time. The principal sends the students back to class and begins to walk back to her office. She stops and speaks with several students and parents as she moves toward her office. Once in her office, the secretary informs her that her appointment has arrived. The parent comes into the office and begins discussing about Reading Night that will take place in a few days. The parent goes over every detail with the principal. During this meeting, the principal makes notes in her calendar while listening to the parent's discussion.

Visitations to the schools provided further support of the information gleaned from the interviews. Principals demonstrated their beliefs through actions. All the schools revealed the difficult work principals had embarked on to balance management and instruction.

#### *Analysis of Data*

Nine themes emerged from this study. Principals indicated that the following themes were essential to balance managerial and instructional responsibilities: collaboration, delegating managerial tasks, differentiated professional development, hiring additional office personnel, managing time, previous teaching background, prioritizing instructional tasks receiving pre-analyzed data from central office, setting goals and planning. A profile of each theme is presented below with documentation from interviews and observations.

### *Collaboration*

Collaboration is a common theme that was evident in these schools. Teachers had respect for the principal and the principal had respect for the teacher. During visitations, teachers asked for principal advice and talked about personal lives. The principals all had specific times where teachers, staff, and students could come in and converse about anything they needed to discuss.

### *Collaboration Excerpts*

Principal A replied, “We collaborate. I have built a group of people that I can work with and collaborate with during the day.” Principal B answered, “The school leadership team makes the decisions and CSC supports the decisions. For other smaller things, I collaborate with the facilitator and interventionist. Some decisions I make alone.” In the interview, six out of six principals collaborated with teachers. Six out of six principals stated that they collaborated with stakeholders to make school decisions.

While shadowing the principals, the researcher observed principals greeting students and staff. Principal B collaborated with teachers to grade benchmarks. To understand how each group graded, the principal needed to grade a few assessments together with the teachers. Principal F collaborates with a parent and her administrative assistant to plan literacy night. Principal A collaborates with teachers to create a learning lab to reflect on the teaching and learning in a kindergarten classroom. During the visitations, three out of six principals demonstrated collaboration, which supported the interview statements about decision making.

### *Delegating Managerial Tasks*

Through delegation, principals can create time to observe in classrooms, talk with students and teachers, and spend sufficient time to develop strong professional development for all staff. Without delegation, principals cannot do their jobs effectively. Many principals had assistant principals, administrative assistants, facilitators, coaches, lead teachers, and social workers to help with the management component of the school. Empowering teachers and other staff provided principals with extra time to be in classrooms as well as pursue additional instructional tasks throughout the day. The delegation of duties created strong leadership among teachers and staff. “Empowerment means holding teachers accountable for results, but also providing them with an environment in which they have the opportunity to act upon their ideas, are treated as professionals, and have freedom to decide how best to meet state and local goals for children” (DuFour, 1991, p.32).

Many examples of delegation were prevalent in all six schools visited. One teacher provided staff development on backwards planning, which assisted teachers in planning lessons that were more effective and met the needs of students. Another teacher created all the scheduling in the building, in less time than the principal would have taken, because the teacher was exceptional at this particular task. Secretaries can schedule phone conversations during non-instructional times to limit the amount of phone tag that can go on. They can also schedule appointments, write agendas and newsletters, and scrutinize phone calls. “Principals told us that the extent to which they shared their responsibilities with others was the best predictor of their ability to run the school

effectively over a period of time. If principals were willing to let go, they were usually rewarded with a more involved staff that was also more willing to support the principal's work" (Boris-Schacter & Lange, 2006, p. 28). Assistant principals and administrative assistants spent time dealing with discipline issues and resolving conflicts. This included calling parents and creating appropriate consequences for poor behavior. These administrators also created schedules, managed office tasks, and assisted principals in the daily operations of the school. Some principals had parents that managed the web page and kept it up to date. Other administrators, staff, and/or parents maintained newsletters, schedules, after school programs, and a variety of managerial tasks. "Managerial tasks such as paperwork and meetings tend to undermine instructional leadership activities" (Boris-Schacter & Langer, 2006, pp.19-25). Therefore, delegation is essential in providing time for principals to be instructional leaders.

#### *Delegating Managerial Tasks Excerpts*

Principal A says, "The Assistant Principal and teachers receive tasks according to their interests. ELA information is taken care of by Charlotte, my Assistant Principal. A teacher will be a math coach and interventionist." Principal C explained, "Delegation depends on a person's strengths. My kindergarten teacher is great at scheduling, so she is working on our RTI schedule for next year. My facilitator is an excellent writer so she polishes up my writing. Principal D remarked, "I have an Assistant Principal, a humanities facilitator, a gifted and talented teacher, and two wonderful secretaries. I work with many smart people. I respect my staff as far as knowledge. If I delegate, I know it is going to be done. I delegate things like curriculum mapping, social things, calling parents

and shadowing a teacher.” All of these principals delegate to people who have specific skills. Principal B delegates his tasks to his secretary and facilitator, and principal D delegates chronic family issues to her social worker. Six out of six principals delegated responsibilities to others in the building.

During the shadowing, the researcher did not observe any of the principals specifically delegating duties to support the responses to the interview questions.

### *Differentiated Professional Development*

Successful principals provide purposeful and differentiated professional development that meets the needs of each staff member. A perfect example of purposeful professional development was the learning lab at Principal A’s school. “With an emphasis on internal capacity, the leadership of professional development efforts comes from the faculty itself, and a large part of professional education takes place in the classroom while teachers are engaged in authentic teaching. Teachers learn about differentiated instruction through hands-on differentiated professional development” (Reeves, 2009, p. 63). Some felt principal professional development was important while others did not. “I have not learned anything new that assists me in the running of my school. I need professional development that is purposeful and differentiated to meet my needs as a veteran principal. Instead of spending time attending professional development on things I already know, I would rather be in classrooms providing instructional leadership to my staff.”

### *Differentiated Professional Development Excerpts*

The researcher asked the question: What kind of staff development do you need to become an instructional leader? The interview responses varied on this question.

Principal D said, “Any staff development that helps you with best practices in general. The more we know about good practices and what research shows will help us become better leaders.” Principal E replied similarly, “Instructional leaders need content especially in math and other areas not related to literacy. They need to know current trends and research. They need to know how to analyze data.” Principal B suggested, “Cognitive coaching has been good staff development.” Principal A and F indicated that staff development as it exists in the district now does not help them become better instructional leaders. Principal A stated, “I do not think the district has done a great deal for us. Two experiences helped me. First, I built a school from the ground up and the second was working for Department of Ed in another state where I learned the politics, the running of schools, and making things happen. Without a PhD, I would not have obtained this amount of information and knowledge.” Principal F answered, “First, principals are born, not made. You have to have the natural leadership ability. I need to spend time working with my teachers, not sitting in a workshop.” Three out of six principals provided ideas on staff development topics that helped them as principals.

Principal B illustrated purposeful staff development when his teachers graded the benchmark assessments together. Principal A provided staff development through the learning lab. His staff development demonstrated differentiation because each person’s reflection met their individual needs. Since not all principals engaged in staff

development during the shadowing experience, the researcher could not further validate the professional development in the schools.

### *Hiring Additional Office Personnel*

Finally, all principals felt they needed additional support with office personnel in order to spend more time on instruction. Four of the six principals felt an additional staff member would be helpful. One principal felt he needed a business and public relations person who could manage the budget, analyze the data, and be a liaison to parents. Effective principals need personnel that can absorb the managerial tasks that principals cannot get to because of time limits. Each leader has a different style and may need an assistant principal, an administrative assistant, or an office manager. Office managers can relieve budget tasks, purchasing responsibilities, and other chores dealing with management. Assistant principals and administrative assistants can supervise student discipline, manage the playground or lunchroom, and relieve the principal of many management tasks. Unless the responsibilities of principal lessen, there is no conceivable way to get all the duties done in a forty or fifty hour workweek. Additional staff allows the principal to delegate tasks to others. While schools tend to delegate some managerial tasks to teachers, it is important that principals delegate to an office manager or someone that has expertise in managerial tasks. While assistant principals can provide some support, their responsibilities include participating in seventy-five percent instructional leadership just like principals. Effective principals “carefully negotiate their schedules and purposefully structure their time to match their priorities” (Boris-Schacter & Langer, 2006, p.30).

### *Hiring Additional Office Personnel Excerpts*

To understand the needs of principals the following questions were asked: What one thing you would change to be an instructional leader? Principal A stated, “If I had a business manager who would be my executive manager, I could get into classrooms more often. A person to keep budget going, be a PR person that could take the parent liaison thing and be a data manager would really help. This person could collect all the data and how to use the data effectively. I need district people to quit asking for ridiculous things. Do not ask for a crazy ten-page application and five-page report. We do not have time to do these; I understand the need to justify the money, but I think that it should be easier to do grant applications when the money should be coming to us anyway. Give us one person that keeps (the paperwork aspect) everything going”. Principal E indicated the need for a parent liaison as well. She remarked, “I need qualified office staff. I do most of my own paperwork such as program for graduation and newsletters. I decided to purchase an interventionist instead of an AA or AP to help teachers provide instruction to students. I need a Bilingual person to visit families.” Principal B also requested additional staff. He said, “I would like to see fewer managerial tasks or someone to help with those tasks.” Principal C wanted an additional staff member as well. She replied, “It would be someone to deal with behavior.” Four of the six principals requested additional staff to assist with budget, data, parent liaison, and behavior issues. Two principals did not have a response to this question.

Again shadowing did not provide any additional information specifically around the hiring of additional staff. However, principal D spent the entire three hours

multitasking and trying to eat her lunch at the same time. All the principals went from one activity to another without taking time for a cup of coffee or go to the bathroom

### *Managing Time*

Another common theme concerned how principals used time effectively. Principals spent between one to fifteen hours of time in meetings. Principals scheduled most of their meeting times before or after school except for district meetings, which occurred during the day. Most of the principals tried to keep meetings to a minimum and tried to keep as many meetings as possible outside the time students are in classrooms learning. If meetings occurred during the day, they had to directly relate to instruction. For example, an individual educational plan might take place during the day because the meeting deals with how to help a child improve their student achievement. Faculty meetings occurred once or twice a month and focused on instructional practices and teacher learning. “Faculty meetings, formerly dominated by dull announcements and endless discussions, would then focus on student learning, creative teaching strategies, collaborative scoring, and the development of engaging assessments and individualized instruction” (Reeves, 2009, p.66). Another meeting that took place in one of the schools was a learning lab. In a learning lab, teachers and administrators observe a teacher and then provide feedback on the teacher’s instruction. This is an effective way to help teachers improve their instruction in a positive manner if done appropriately.

### *Managing Time Excerpts*

Information regarding the challenges principals face provided the researcher interesting data. What have been the major challenges to realizing your professional

priorities? Principal A said, “Time! Just balancing the needs of 300 some odd kids and 50 staff members challenges any principal. You either deal with the people part or not. I feel like Dad around here.” Principal C stated, “Deadlines! Set your timeline and hope that nothing interferes with it.” Other principals felt interruptions created challenges. Principal B declared, “My biggest challenge is the untimely communications from the district.” Principal E also supported this by saying, “My major challenges are unexpected parental issues or student issues.” Principal D raised the issue of health. She commented, “My health has been a problem. Challenge is to try to stay healthy. I love my job. I like the problem solving and the challenges of the job.” Finally, Principal F articulated, “Nothing is constant. So much nonsense is in this district. Assumptions made that we are not doing any interventions to help children. Do not waste my time.” All the principals had some challenges either with time, deadlines, interruptions, and health issues.

During the shadowing of these principals, the researcher observed that the principals went quickly from one activity to another. Principals actively worked throughout the three-hour time. Interruptions occurred when Principal A talked with the student about the letter he had requested. The secretary in Principal D’s school also interrupted to announce an interviewee. Principal F receives a letter from a student. Each principal had some interruptions. Shadowing did not allow for gauging time other than to say principals worked the whole time without taking time for a bathroom break or a coffee break.

### *Previous Teaching Background*

Six out of six principals were teachers before they became administrators. “The recent focus on instructional leadership has reaffirmed a long-standing belief by many practitioners that principals should have teaching experience. Despite calls for opening the profession to qualified leaders from other occupations, virtually all states continue to require principals to have teaching experience” (Smith & Piele, 2006, p.30). The administrators in this study understand the necessity to be a teacher first and an administrator second. They have the expertise in at least one of the content areas and have substantial knowledge about how children learn. These principals know what good instructions looks like and what needs to change in classrooms with inferior teaching.

### *Previous Teaching Background Excerpts*

The researcher asked principals the following question. What knowledge do principals need in order to become an instructional leader? Principal A stated, “It is important that principals have been a successful teacher. We all teach differently and see the world differently so a principal must be able to put yourself in the teacher’s shoes.” Principal C also indicated that a teaching background is important. She commented, “They [principals] need to know what is happening in reading, writing, and math. Principals should be able to tell teachers where they should go for resources. Principals should be able to model, teach and be credible.” Principal E remarked, “Principals need managerial skills to manage time and they need to know curricula and standards.” Principal B and E talked about managerial and organizational skills as being a priority.

Three out of six principals felt a teaching background was important knowledge for principals to possess.

By shadowing principals, the researcher observed how principals applied their previous teaching background. Principal A participated in a learning lab showing clear understanding of student learning needs. Principal B participated in the grading benchmarks, which requires some knowledge of content. Principal C, D, E, and F visited classrooms and conversed with students about their learning. Four out of six principals observed classrooms.

#### *Prioritizing Instructional Tasks*

Prioritizing instructional tasks was another common theme. Some of the principals in this study did not write their evaluations during school hours because there were too many interruptions. “I can not concentrate with all the interruptions, so I do my evaluations when everyone has gone home or I take it home to work on,” replied one principal.

However, all principals’ felt it was essential to keep observation time sacred and to try to work around those times when constant interruptions change the principal’s schedule. Reeves suggested that principals use a daily-prioritized task list to determine which tasks are priorities. He states, “Create a new daily prioritized list every day. Throughout the day, new requests add time to the principal’s already overloaded schedule. If you have more than six A priorities for the day, then you must either defer some of the A-level tasks or change some of those tasks to B-level priority” (Reeves, 2006, p 20). Five out of the six principals (A, B, C, D, and F) prioritized their

management and instructional tasks. Principal C showed how she multitasks during the shadowing experience. While other principals did some multitasking, principal C spent several hours multitasking. Multitasking may not work everyday, but the skill provides additional time for instructional leadership while allowing time necessary for managerial tasks. Another principal stated that she did not allow for announcements during the day because it took up valuable instruction time. Other schools did not put through phone calls to the classroom during instructional time. Principals allocated certain times for management tasks and instructional duties. Most instructional tasks took place during the day. Most of the principals did some type of planning several days or weeks ahead to make sure the principal was in each classroom on a regular basis observing instruction or meeting with teachers in regard to instruction. Only one principal (E) indicated that she did not plan ahead because the minute she walks through the door of the school everything changes so she takes one day at a time. This principal was the newest principal in the study.

#### *Prioritized Instructional Tasks Excerpts*

Information from several interview questions indicated the importance of prioritizing instruction. These three questions were:

What is the most important part of your job?

How do you prioritize/organize instructional tasks?

What do you do to support instruction at your school?

Principal C, D, E, and F stated that instruction ranked as the most important part of their job. Principals either talked with teachers about instruction or asked how they

could support instruction. Principal C remarked, “I listen to teachers and provide resources when needed. I model for teachers and go over lesson plans.” Principal D stated, “The most important part of my job is planning for instruction to meet the needs of the children based on academic needs.” Principal E said, “My most important part of my job is meeting the needs of staff to support students and provide resources.” Principal F replied, “Instruction is the most important part of my job. I like being in classrooms and then having discussions with teachers about what is going on in their classroom. Interacting with children is critical too.” Principal A & B replied that public relations ranked as the major importance of their jobs. Principal A remarked, “I work to keep crazy people away from teachers that includes district people, so teachers can teach and support kids.”

Under prioritizing instructional tasks, principals stated that they reviewed their calendars and used deadlines to prioritize instruction. Both principal C and Principal F do long term planning to evaluate teachers on their instructions through observations. Principal F stated, “Observations are sacred. We never have announcements in this school. We do not do Halloween.” While instruction is important to principals, comments indicated that it was a struggle to get it in due to the constant changes during the day. Principal A said, “I plan day to day and barely get half of my work done.”

Principals supported instruction by talking with teachers, modeling instruction, participating in professional development, and providing resources. Principal B said, “I participate in professional development and work with the team.” Principal C remarked, “I listen to teachers and provide resources when needed. I model for teachers and go over

lesson plans.” Conversations with teachers ranked high among all the principals in the study.

#### *Receiving Pre-analyzed Data from Central Office*

Principals felt they did not have sufficient time to focus on instructional leadership issues such as professional development, teacher/student observations, and data analysis. “Principals are being widely admonished to be data driven in their decision-making, but are often constrained by lack of time, capacity, and access to relevant data” (Bernhardt, 2005, pp. 66-69). One principal wanted central office to analyze the data and return the information to principals because it takes additional time to do an exemplary job. One principal stated, “I am overwhelmed with all the data. I don’t know what to do with all of it.” Another principal said, “Data doesn’t impact leadership as much as it should because I don’t have time to analyze it thoroughly.” Principal A suggested that data be ready for principals to use. The other principals alluded to having so much data they did not know what to do with it all. State tests, district benchmarks, and reading tests need to be analyzed by the principal. These test results are currently available online without the analysis. Analyzing the data takes a great deal of time that could be better spent on instruction. Principals and staff will still need to analyze unit tests and teacher created assessments. If principals have more time to look at the data, they can “look deeply into the data and guide the conversation about instructional practices, pursuing questions about differences in instruction, curriculum, and assessment in the classrooms” (Reeves, 2009, p. 69). Pre-analyzed data provides time to look further into instruction.

### *Receiving Pre-Analyzed Data from Central Office Excerpts*

Data is everywhere. Principals need data to drive instruction and improve student achievement. The researcher asked principals, “How does data collection and analysis affect you as an instructional leader?” Principal A said, “Data probably does not affect me as much as it should. You need a person that just collects data and analyzes it. We are doing a good job with data.” Principal B replied, “I try not to overemphasize the data and look for gaps.” Principal E expressed her frustrations, “I focus on reading making the connections between the data from AIMS, benchmarks, DRA, CSAP that has guided our interventions. So much data, what do I do with all of this?” Principal F has a similar response, “Data must be purposeful and meaningful. It is hard to figure out how to collect all the information needed in this school model.” Principal C answered, “Principals need to know where teachers are at and if they know how to use the data. This helps with the big picture.” Principal D responded, “It seems like numbers have great impact. You can target groups for specific data. Teachers are more motivated now than before.”

Another question provided insight about data. The researcher asked, “In what ways does data collection and analysis inform effective lesson planning at your school?” Principal B indicated that data analysis drives differentiation at his school. Principal D states, “One way is through smart goals. The district is still weak. We get all this data at the beginning of the year. The district needs to go over and analyze the data for each school. Tell me what I need to do instead of principals playing a guessing game.” In other statements principals suggested that data overwhelms them and creates the dilemma of

what to do with it all. Three out of six principals indicated the need to have some sort of organized data presented to them instead of trying to make sense of it themselves.

Shadowing did not provide any information on data. Throughout the experience principals and teachers did not work on data.

### *Setting Goals and Planning*

One strategy principals use to meet the challenges of balancing managerial tasks and instructional responsibilities is to set goals. “Make sure the goals don’t change,” replied principal A. “When developing goals, the learning community ensures that some goals will produce short-term successes and a few goals will stretch their aspirations” (Eaker, DuFour, & DuFour, 2002, p. 18). In creating a professional learning community and providing time for instructional responsibilities, goals must be a priority among all staff. “All staff pursues measurable performance goals as a part of their routine responsibilities. Goals and the school’s shared vision must be clearly linked. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch” (Eaker, DuFour, & DuFour, 2002, p. 119). Principals must model the goal setting and provide support to reach goals in a timely manner.

Most of the principals did some type of planning several days or weeks ahead to make sure the principal was in each classroom observing instruction or meeting with teachers in regards to instruction on a regular basis. Only one principal (E) indicated that she did not plan ahead because the minute she walks through the door of the school everything changes so she takes one day at a time. This principal was the newest

principal in the study. Organizing the day was critical for five out of six principals (A, B, C, D, & F).

### *Setting Goals and Planning Excerpts*

Information on goal setting and planning came from several questions. The first question asked, “How do you organize your day?” Principal A stated, “I come in everyday with a plan. The day organizes you and you try to get things done you need in between. I do try to get certain things done each week.” Principal B also indicated, “I look at my email and calendar to see what I have planned. Then, I walk through the building to see how everything is going and if there are any concerns.” Planning is essential in creating professional learning communities and enabling teachers to participate in distributive leadership. Principal D & F also used their calendars in reference to planning. Principal D said, “I am going to do two observations tomorrow. I decide that is what I am going to do and put it in my calendar. I am systematic. I do not procrastinate. I take care of speaking to the teacher right away whether it is negative or positive.” Principal F answered, “I use a calendar, not an electronic device. I start making notes about the next week during the previous week. The day before I organize my thoughts on what I will be doing. I cannot function in disorder. Organization is ongoing. On the way home, I make notes. Principals talked about planning when answering other questions as well.” Principal C answered the question, “How do you prioritize/organize instructional tasks?” She stated, “Evaluations and data meetings are usually preplanned. Data usually occurs in March. Long term planning and evaluations are mapped out. All my one on ones are done early in the year.” Principal D answered the question, “How do

you handle the management piece of the principalship?” She said, “I am pretty organized. By now, I already know how I am going to structure the year for next year. I always think ahead and do a lot of planning. Events that are going to happen like CSAP, I go ahead and plan for early.” Principal E was the only principal that indicated she did not organize her day. She replied, “I don’t. I go day to day. You can’t do everything you have on your calendar because little interruptions come up.” Four out of six principals used some type of planning to organize their day. These principals also stated that they tended to be organized.

During the shadowing, Principal E talked on the phone with a staff developer about the in-service they had been planning for some time. She obviously does some long term planning, but this did not come out in the interviews. Principal F carried her planner everywhere she went and referred to it often. This experience really supported her interview statements. Principal A showed planning when he engaged in the learning lab. The learning lab had to be coordinated among the participants with time to meet and discuss what the teacher was expecting from the experience. During the volunteer breakfast and benchmark grading, Principal B engaged in some long term planning before these events took place. Principal D supported staff and students by providing time for students to display their math skills to the principal. The coordination of this event takes planning and a commitment from the principal. The shadowing supported the interviews with six out of six principals using some type of planning.

### *Summary*

Chapter Four discussed the emerging themes of the study. The principals in this study were “applying several successful strategies. They fostered a school culture that valued shared leadership, group responsibility, and teacher professionalism. They prioritized their work and time in order to create opportunities for instructional leadership” (Boris-Schacter & Lange, 2005, p. 33). These themes are important findings for principals. Understanding these themes may help principals attain the academic growth desired in the Stewart School District.

## Chapter Five: Discussion of the Findings

### *Introduction*

In order for principals to devote a great deal of time to instructional leadership, principals must use effective coping strategies (Boris-Schechter & Langer, 2006). In Chapter Four, several themes arise that give us information on how principals in the study balance managerial and instructional leadership roles. After analysis of the data, the researcher organized the themes that emerged from the study and in Chapter Five, the researcher links the themes back to the definitions and research and discusses implications for principals and other educational administrators. Table 3 demonstrates how the study themes relate to the definitions of managerial and instructional leadership.

### *Linking Study Themes to Managerial and Instructional Leadership Definitions*

Perhaps the most difficult process occurred while trying to separate managerial and instructional responsibilities. Many times principals engaged simultaneously in managerial and instructional leadership roles. The researcher started this dissertation process in order to define these responsibilities more clearly. The hope is to differentiate managerial and instructional leadership tasks to show principals how to balance these roles and this is clearly not possible. Balancing managerial and instructional leadership has implications for principal preparation, evaluations, use of time, and needed support.

Table 3

*Leadership and Emerging Themes*

Managerial Leadership	Instructional Leadership
Managing Time	Managing Time
Pre-Analyzed Data	Pre-Analyzed Data
Hire Office Personnel	Hire Office Personnel
Professional Development	Professional Development
Setting Goals and Planning	Setting Goals and Planning
Delegate Managerial Tasks	Collaboration
	Previous Teaching Background
	Prioritize Instruction

For this study, the researcher used simple definitions for managerial and instructional leadership. As the themes emerged, it became clear that some of the themes fit under both forms of leadership depending on the focus of the leader or how the leader implemented the task.

*Managing Time*

Managing time is compatible with both definitions. Principals struggle with managing time to provide continuous learning for adults and to keep learning a priority for all stakeholders, which is part of the instructional leadership definition. Time management is difficult when planning and setting goals, organizing people to implement plans, and controlling the environment by providing routine and risk-free managerial processes. All of these themes are consistent with both managerial and instructional leadership, which makes it impossible to separate them.

Sharing schedule information between and among staff is beneficial to managing the school and finding time for instructional leadership. Schedule transparency not only informs teachers about the principal's availability; it also builds trust. Schools benefit when principals provide teachers with a copy of the principal's daily schedule. Teachers provide daily schedules to students, parents, and the principal. It is important that principals are equally open to sharing their schedule. Embedded in such a skill is the clear vision of what is most important within the school environment. University preparation programs may want to consider how to help prospective principals gain the ability to manage time skill, and districts may also benefit from supporting the seemingly innocuous skill of time management. Time management is vital and continued changes create chaos. The potential to improve teacher instruction compromises, if managerial tasks remain the sole responsibility of principals. Time management cannot be overestimated.

#### *Pre-analyzed Data*

Pre-analyzed data is a resource that can provide greater access to learning and, as such, is an instructional leadership task. Since leaders use data to create goals and plan, this task is, in part, a function of managerial leadership as well. Constructive use of data changes schools into professional learning communities whereas heaps of unused data can become overwhelming and burdensome for school leaders. Giving principals data that has already been analyzed to some extent, allows the time currently used for data analysis to be refocused on helping teachers identify interventions for each child in need.

### *Hiring Office Personnel*

Hiring office personnel corresponds best with managerial leadership. The planning and delegation of authority also fits under the definition of managerial leadership. However, the leader may perceive the actual interview as a more instructional leadership task because the position affects student instruction. The leader seeks a candidate that can assist in developing a continuous learning culture, using multiple resources to access learning and making learning a priority. Schools must look at the organizational structure and find ways to improve the current system by restructuring the school administration team. Hiring additional staff would alleviate some of the burden experienced in balancing management and instructional leadership tasks. An assistant principal and/or business manager would be one way to provide this support. Another option includes using the head secretary as a business manager. Elementary schools might provide an assistant principal/administrative assistant and a half time business manager in each school. A balance between management and instructional leadership is not possible with current staff unless there is a change in the types of things people do or an additional staff member is hired. Either scenario would work; delegation of managerial provides principals with more time for instructional leadership. Who takes care of the tasks is not as important as completion of the tasks. The business manager would oversee all office duties, be a public relations ambassador, and assist the principal in budget and paperwork. These duties could include:

- Reviewing district budget and paperwork.
- Create and implement the budget with principal approval.

- Overseeing expenditures.
- Assisting the principal would include reading emails and prioritizing them.
- Reading the mail, presenting important information to the principal, and throwing away junk mail.
- Making appointments for the principal.
- Create appropriate letters for the principal and school.
- Taking minutes for faculty, staff development, and other important meetings.
- Create a newsletter once a month and a staff agenda once a week.
- Creating and printing of student and faculty handbooks.
- Listen to parent complaints and come up with solutions where possible.
- Oversee the operations of the office.

By providing personnel that can take care of the management tasks, discipline, and some public relations tasks, principals would have the time to be in classrooms and work with teachers to improve instruction. Incorporating both a business manager and another administrator in the building creates an environment where consistent management provides time for instructional responsibilities. Additional personnel provide a way to delegate tasks that is imperative to the school culture, especially if sustainability of instructional leadership is to occur.

Principals in this study recognized the importance of having additional administrative staff. The assistant principal should have experience as an instructional leader and as a manager. While colleges and universities provide theory in both areas, future principals need hands on experience. Without the management experience,

principals are doomed to failure and the same is true for instruction. Universities and districts must work together to provide a year of internship where future principals are given the opportunities to work as an instructional leader and a manager. Districts that provide internships communicate a clear vision of instructional leadership and continuous professional development while meeting the goals of the district.

### *Professional Development*

Professional development matched the definition of managerial leadership when a leader sets up goals and plans the professional development in-service. However, once implementation of the professional development began, the theme fits better under the instructional leadership definition because professional development corresponds with learning and providing a continuous culture of learning for all adults. Providing opportunities for teacher leaders can strengthen the culture of a school and give a principal critical leadership support. The seasoned teacher who has great experience in teaching students and meeting their needs consistently would be a superb mentor to new teachers in the building provided they have good leadership skills. A leadership opportunity, such as leading staff development, which creates and promotes improved instruction in other teachers, is important in building culture. The learning lab that was evident in one school is a perfect example of how teachers can learn from one another. Teachers providing feedback to each other gives them an opportunity to discuss what is working and what is not working. They can share ideas and then come back and see how the new ideas are working.

### *Goal Setting and Planning*

Most of the principals in this study felt goal setting and planning were very important. As the leader of the building, the principal is required to set attainable goals for the school. The goals, when shared with all stakeholders, can significantly improve achievement and change the school. In the day-to-day planning, principals need to keep these goals in mind and plan each task in pursuit of those goals. Principals become successful when learning is a priority.

The principals in this study have identified significant changes in leadership that can strengthen leadership in every school. The balancing of managerial tasks and instructional responsibilities occur when the execution and enforcement of the emerging themes occur consistently.

### *Delegating Managerial Tasks*

By sharing leadership, staff members accept the responsibility of sharing the values that lead to improved learning communities. Delegating simple management tasks, like creating the schedule for the whole school, enables others to become leaders. Several principals in this study provided examples of managerial delegation to others. Delegation is essential to building capacity in the school. Principals must learn to delegate through either university programs or district internships and implement the skill daily.

### *Collaboration*

Collaboration was a theme principals demonstrated when making school decisions, providing learning labs, engaging in benchmark grading, and conducting data team meetings. Collaboration provides learning opportunities for all stakeholders.

Distributed leadership is critically important to successful balancing of managerial and instructional leadership. When principals are able to effectively share leadership tasks with others, the principal can maximize their own and others' strengths. Principal management duties delegated to others, the administrative assistant, assistant principal, and secretary or business manager, provides more time for the principal to engage in instructional leadership. The example of the secretary making appointments while the principal is visiting classrooms is a simple task that can have a very positive result. Delegation leads to higher levels of trust and rapport between the principal and staff members when the leader considers staff strengths and interests. All the principals in this study delegated tasks to others in the building. Like chief executive officers, the principal position does not insinuate that principals do all the work, but rather, principals are responsible for seeing that tasks are accomplished. In order to perform the job well, successful principals delegate and delegate often.

#### *Prioritize Instruction*

In order to use time most efficiently and effectively, principals prioritized instructional leadership tasks, multitasked, moved meetings to before and after school. Restructuring schedules provides time for instructional responsibilities and managerial tasks within the guidelines from the district and state. One way to structure time more effectively is to set aside specific times for classroom observations, modeling teaching, conversations with teachers and students, and designing professional development. As the principals stated in the interviews, scheduling time for instructional leadership is critically important. Principals cannot assume that without scheduling time they will have

time during the day to get into classrooms. Classroom visits must be sacred. As stated in the literature review, “Prioritizing principal’s work and time enables the creation of opportunities for instructional leadership” (Boris-Schacter & Langer, 2006, p. 33).

Principals schedule managerial tasks around instructional responsibilities. For example, principals set up formal observation of teachers, which includes a pre and a post observation. All three observations require the principal and teacher to meet to discuss the proposed lesson, to observe the teacher and students throughout the lesson, and to provide feedback about the lesson to the teacher. Changing one of the meetings can result in the others changing as well. Rescheduling observations is difficult to arrange and is one of the reasons principals hold these times sacred. These meetings are critical for teachers and the principal.

#### *Previous Teaching Background*

Principals in the study felt principals should have previous experience as a teacher. Principals need to understand the mechanics of a classroom. They need to know what teachers need in order to teach. Teacher experience enables the principal to understand the needs of the students and the teacher. A principal with teacher experience provides a common ground for teachers and the principal to converse about instruction. Principals that give advice and share their experiences engage in conversations that enable the teacher and principal the opportunity to build relationships. Professional expertise includes basic skills and experiences that principals need to understand the teaching profession. The basic skills are setting goals and planning. In order to set goals principals need to include the values, mission, and vision present in the school

improvement plan. The experiences include having previous teaching experience and knowledge of teaching and learning.

### *Implications for Principals and Others*

This study examined the actions and beliefs of six principals; all implications are qualified based on this small, yet important, sample. That being said, the following recommendations provide information on how principals might be more effective or efficient and how districts might support principals.

The implications for instructional leaders are:

- Principals can work toward creating a continuous culture of learning by prioritizing instructional responsibilities, collaborating, and receiving pre-analyzed data to access learning needs.
- Principals who establish learning as a priority manage the school environment by delegating managerial tasks and hiring additional office personnel or restructuring current staff responsibilities.
- Principals with previous teaching experience possess the needed knowledge of teaching and learning.
- Principals delegate and promote leadership in their building by empowering teachers.
- Principals with additional personnel can share the immense responsibilities of the principalship.

The implications for school districts are:

- School districts can examine ways to define office staff responsibilities that will allow principals more instructional time in schools.
- School districts can discuss principal instructional responsibilities to gain clarity and agreement about what comprises instructional leadership and how to provide time to support instructional responsibilities.
- School districts can support principals by providing pre-analyzed data.
- School districts can ensure the evaluation of principals corresponds with what principals do in buildings.

*Recommendations for Further Study*

The following recommendations and implications based upon the literature review, data analysis, and conclusions from the data need further study.

Recommendations for further study are:

- Replicate this study with secondary school principals to discover if similar results occur.
- Interview and observe principals several times during the year, such as beginning of the year, end of first semester, mid year, and the end of the year. Observing during different times of the year may provide insight into how the principal's workload varies throughout the year.

### *Conclusion*

This study presented the thoughts of six elementary school principals. The study allowed the researcher to analyze the data to find emerging themes that these principals suggested are essential to balancing managerial tasks and instructional leadership.

The emerging themes are important strategies these principals used for increasing student achievement, minimizing principals work hours, and improving teacher instruction. Districts might benefit from exploring how to provide support in these areas.

The findings illustrate the need to investigate the needs of principals through their eyes. Principal's thoughts regarding balancing managerial tasks and instructional leadership is crucial in creating a significant study that might change the duties of principals. Principals shared their aspirations to spend more time as instructional leaders. They yearn to remove some of the managerial tasks that keep them out of classrooms. Principals want to collaborate to create a culture of continuous learning for all stakeholders.

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## Appendix A

### *Interview Questions 1*

How many years have you been a principal?

How many hours a week do you spend working?

How many hours a week do you spend thinking about work related matters?

How much time do you spend on paperwork?

How much time do you spend on meetings?

What is the most important part of your job?

How are decisions made at your school?

How much time during the day do you spend on instruction or tasks related to instruction?

What knowledge do principals need in order to become instructional leaders?

What kind of staff development do you need to become an instructional leader?

As you work as an instructional leader, what knowledge do you feel is essential?

How do you handle the management piece of the principalship?

What management skills do you possess that you feel are critical to the position of principal?

How much time during the day do you spend on management tasks?

If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?

What books have you read that you think are mandatory for effective principals to read?

## *Interview Questions 2*

How do you organize your day?

How do you prioritize /organize instructional tasks?

How do you set priorities when there are equally compelling obligations to work and to home?

What have been the major challenges to realizing your professional priorities?

What strategies have you used to meet these challenges?

How do you prioritize /organize managerial tasks?

Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?

What do you do to support instruction at your school?

What effective instructional practices are used consistently at your school?  
In what ways?

How does data collection and analysis affect you as an instructional leader?

In what ways does data collection and analysis inform effective lesson planning at your school?

## Appendix B

### Matrix Interview Protocol

Interview questions	Principal A	Principal B	Principal C	Principal D	Principal E	Principal F
# of years	9	5	9	3	2.5	13
# of hours a week	63	64	55	50-55	55	70
# of hours thinking	Dream about	24/7	All the time	Dream about	Most of the time	24/7
amount of time on paperwork	50%.	20%.	75%	60%	50%	25%
amount of time on meetings	2 hrs wk	10-11 hrs. wk	1 hr wk	15 hrs wk	10-15 hrs wk	8 hrs wk
most important part of job	PR	PR	Help Teach	Plan/Instr	Meet Need Stf	Instr Tlk/Teach
School decisions	Coll; AA CSC; HF	Coll; CSC; HF	Coll; CSC; O Stf	Coll; AP CSC; HF	Coll; CSC; O Stf	Coll; AA CSC; HF
amount of time on instruction	50%	10%	?	50%	50%	50%
knowledge needed to be an instructional leader	Sucs teach; think out box	Org skl; B pic	Know cont. area; Resc.	Know abt teachg Data	Mngt skl Know curr/stnd	Tba gr8 teach ; Lv teachg
kind of staff development	Nun 2 xper hlp Wrk Dpt Ed & PhD	?	Lit. Coach trng		Need cont areas; curr resc	P r born Nat ldrs
knowledge that is essential	PR	Undrst instr & prct	How t bld tms; Pblm Solve Resc	How studs lrm	Curr/stnd	Evthg a prior Evthg New @ Yr
Handle management tasks	Dele	Prior Pt out fir whn sml	Wrk hm; Mlitsk Dele	Org; Pln ahd	Wrk lts hrs Qt hrs n off	Wrk lng hrs; Org; Dele; Xper
management skills	Stf Recr Mngnt pep	Lstng skls; Mngnt pep	Bld tm Gd lstr	Cmn sns; pblm slv	Afir othr r gone	Gd wrk eth; dil; Org.; xper

Interview questions	Principal A	Principal B	Principal C	Principal D	Principal E	Principal F
time on management tasks	Lts; all day	60%	75%	100% dele lts AP & Sec	Few hrs	50%
books that are mandatory	Cog Coach Sergio	Cog Coach	DuFour; Routman Johnson	Resrch bsd inst bks	Dpnd nds of pers; eval; lead; Instr strat	RTI Barth
organize your day	Pln @ day; Brly gt 1/2 dn	Lk at eml & clndr	grtgs; ck for sbs, clndr, & mtg	St gl & try to mt; Dnt procras	Dnt; Day t day; 2 mny interr	Org by mon; Mk nts
prioritize instructional tasks	Org 2 Hmn nd	Ck Fac	Lng trm plng	Evrthg Blnds	Try 2 gt into clndr & plug in	No Ann Obs scrd
prioritize work and home	Wrk 1 <sup>st</sup> No fam Nds of all Tm Balncg	Wrk prior	Chdrn grn; Wrk eveng	Fam 1st Tk Time	Hm lf is vry Srs; hsbnd ill; Fam 1st	Fam 1st
major challenges		Untim comm. frm distr	Dedlms & tm	My own hlth	Unxpect prnt iss or stud iss	Nothing const 2 mch No sense
strategies to meet challenges	Btr at tkg cr Msif	St gls dnt chng	Str erlr; lng trm plng	Pmpr mslf; Rlx & lgh	Pep ast lke Soc Wrk; PE teach fr disc	Lrn wht nds t b Dn & do well
prioritize managerial tasks	Wrk in whr I can	Wrk Sat Eval at hm	Str erlr; lng trm plng	Evrthng blnds	Wht has t b dn now	Dedlms lk at schdl; B & A schl
what tasks do you delegate	Teach & AP; Lk at intrst	Fac & sec	Teach ds schdl; Fac ds grnt writ Cnvrstns Prf. Rdngs Wbnars	AP & Coach; Capbl pep Lstn to teach; Prvd resc ndd	I do mst of it Soc Wrk hlps Chrmc fam iss	Sec ds enrmt Jrnl sum
support instruction	Cnvrstns Lrn labs	Prtcp in PD; Wrk w/ tm		Prvd resc ndd	Prvd resc ndd	Nds Asstmnt Ld SLT

Interview questions	Principal A	Principal B	Principal C	Principal D	Principal E	Principal F
effective instructional practices	SGO's; Grd lvl plng	Rdrs wrkshp Diff	Lsn plns; Smt gls Confr	Use of data; Vert mtg; Smt gls	Mst cls strt; Rit & rout clr & flw	Diff Bal lit
data analysis effect our leadership	Nt as mch as shld; Rtl gv prps	Try nt ovremph; Lk fr gaps	Knw whr teach at; Wrk twrds gls	#'s impct	Fcs rdng Mk Conn btwn data Gudd intrvnt So mch data wht Do I di w/all	Hrd figr out hw to Colt info ndd fr prgm
data analysis effect lesson planning	Smt gls Grpg of stud	Drvs diff	Hw dos lsn pln ft w/gl	Smt gls St up grps	Lk at trnds; 5 wk wrtg Prmpt & anlyze as grp; Kids; Wht is nxt	Grp at data tm
one thing you would change to be an instructional leader	Biznes Mnger & PR prsn – data, bdgt, laysn	?	AP t wrk w beh	?	Nd qlfd stf; I do mst papr wrk; Md decs buy intrvnt; No AA/AP	?



Appendix D

*Interview 1 Responses*

<b>Interview 1 Interview Responses Principal A</b>	
<b>How many years have you been a principal?</b>	I have been a principal for 9 years.
<b>How many hours a week do you spend working?</b>	I do not know for sure how many hours I spend but on average, I would say 55 hours. I work on the weekend usually Saturday. I do work about 10 hours at home and other times I do not work as much.
<b>How many hours a week do you spend thinking about work related matters?</b>	I dream about work. It is on my mind a great deal but not 24/7. I worry about CSAP two months before and two months after.
<b>How much time do you spend on paperwork?</b>	I spend about fifty percent of my time on paperwork; I feel like I spend a lot of time on paperwork and it is getting worse.
<b>How much time do you spend on meetings?</b>	I am not a big meeting person so I would say one meeting a week and then district meetings.
<b>What is the most important part of your job?</b>	The people is the most important part of my job. I work to keep crazy people away from teachers that includes district people so teachers can teach and support kids; community and parents out reach is by far important.
<b>How are decisions made at your school?</b>	We collaborate. I have built a group of people that I can work with and collaborate with during the day. I do many preparations before we have conversations. We look at what is the stance we want to take. I make it clear with staff that I have right of veto but I have never had to use it.
<b>How much time during the day do you spend on instruction or tasks related to instruction?</b>	I spend a good part of my day, at least half, on instructional tasks. I spend time preparing Professional Development and visiting classrooms.
<b>What knowledge do principals need in order to become instructional leaders?</b>	It is important that principals have been a successful teacher. Principals also need to think outside the box. We all teach differently and see the world differently so a principal must be able to put yourself in the teacher's shoes. Principals must be flexible and not have an ego.
<b>What kind of staff development do you need</b>	I do not think the district has done a great deal

<b>to become an instructional leader?</b>	for us. Two experiences helped me. First, I built a school from the ground up and the second was working for dept. of Ed in another state where I learned the politics, the running of schools, and making things happen. Without a PhD, I would not have obtained this amount of information and knowledge.
<b>As you work as an instructional leader, what knowledge do you feel is essential?</b>	Public Relations resolve conflicts in a positive way. You have to know how to help people grow. The job cannot be about you. The job is about how to adapt things to meet the needs of the teacher and school.
<b>How do you handle the management piece of the principalship?</b>	Management is difficult; I delegate and try to make people responsible for what I delegate to them so it is a learning experience for them but also I have quality stuff coming back to me.
<b>What management skills do you possess that you feel are critical to the position of principal?</b>	I am very good at staff recruitment and the management of people. The ability to adapt is very important too.
<b>How much time during the day do you spend on management tasks?</b>	A lot; it depends on the day. On crazy days, you spend all day on management tasks and on not so crazy days, a good part of the day is still spent on management tasks.
<b>If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?</b>	You would see everything such as working with kids, greeting everyone in the morning, meeting with parents, and visiting classrooms.
<b>What books have you read that you think are mandatory for effective principals to read?</b>	I would read Sergiovani for theory. Cognitive Coaching is good because it talks about how to grow people.

<b>Interview 1 Interview Responses Principal B</b>	
<b>How many years have you been a principal?</b>	I have been a principal for 5 years.
<b>How many hours a week do you spend working?</b>	I spend 55 plus hours at work and at home I spend one day on the weekend for several hours.
<b>How many hours a week do you spend thinking about work related matters?</b>	I think about work 24/7 even when I sleep.

<b>How much time do you spend on paperwork?</b>	Paperwork consumes more time than it should. I spend 20 hours a week maybe more on paperwork. I delegate some things to the facilitator or interventionist.
<b>How much time do you spend on meetings?</b>	I spend 10-11 hours a week between special education and regular staffings.
<b>What is the most important part of your job?</b>	I would like to say instructional leader but really, it is more public relations. You have public relations with community, parents, teachers, and students.
<b>How are decisions made at your school?</b>	School leader team makes the decisions and CSC supports the decisions. For other smaller things, I collaborate with the facilitator and interventionist. Some decisions I make alone.
<b>How much time during the day do you spend on instruction or tasks related to instruction?</b>	I spend one to two hours tops on instructional tasks. Some days I get more time for instruction than other days. There are so many things going on in the district that takes a great deal of my time like landscaping, painting of building, and boilers.
<b>What knowledge do principals need in order to become instructional leaders?</b>	They need organizational skills, a big picture of what education should be. They constantly look at the big picture and focus on small pieces to work on.
<b>What kind of staff development do you need to become an instructional leader?</b>	Cognitive coaching has been good staff development.
<b>As you work as an instructional leader, what knowledge do you feel is essential?</b>	Principals need to have an understanding of instruction and instructional practices. I can walk into a classroom and know if good instruction is going on without knowing the everyday math curriculum.
<b>How do you handle the management piece of the principalship?</b>	I handle it one-step at a time. I also prioritize. I put fires out when they are small. It is like eliminating cancer cells before they spread. The expectation of 75% of time on instruction is unreasonable especially with all the issues that come up during the day like parent issues and behavior problems. Interventionist and facilitator do a great deal of their work with instruction to balance my work.

<p><b>What management skills do you possess that you feel are critical to the position of principal?</b></p>	<p>I act do not react. I take time to listen before reacting and think things through then act. I ask probing questions like cognitive coaching teaches us; what do you want to happen here. A parent wanted a teacher fired because the teacher yelled at her child. Principal asked, "What do you want to happen?" Parent, "I want her fired." Principal, "Have you never yelled at your student?" Parent, "Yes." Principal, "Should you be fired as the parent?" Parent "No." Principal, Then the teacher should not be fired either." Reasoning with people that have outlandish requests and getting them to see that they are not being reasonable.</p>
<p><b>How much time during the day do you spend on management tasks?</b></p>	<p>I spend a great deal of time on management right now due to the construction in my building.</p>
<p><b>If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?</b></p>	<p>I answer emails and check for absences first thing in the morning. I function better in the morning. I begin at 6:30 and leave by 5:00. I prepare for meetings or other things I need to organize my day. Walk through the building, talk with teachers. I do another walk through at midday and keep my eye on a couple of teachers I am watching to make sure they are on target with instruction. Phone messages and other tasks I take care of when I can.</p>
<p><b>What books have you read that you think are mandatory for effective principals to read?</b></p>	<p>Cognitive Coaching training gives you tools on how to interact appropriately. RTI book on interventions we received this year at the institute is a great resource for principals. You have to do the core with fidelity before you can do interventions. Common literacy block for primary and common literacy block for intermediate is important. An additional small group with paraprofessionals helps as well.</p>

<p align="center"><b>Interview 1 Interview Responses Principal C</b></p>	
<p><b>How many years have you been a principal?</b></p>	<p>I have been a principal for 9 years.</p>
<p><b>How many hours a week do you spend working?</b></p>	<p>I work 55 hours a week.</p>

<b>How many hours a week do you spend thinking about work related matters?</b>	I do not think it ever leaves my mind because even on weekends I think about it. I think about different ways to do things, especially behavior. I think about next year.
<b>How much time do you spend on paperwork?</b>	I spend the majority of my time on paperwork. Let me think about my day. I spend about 75% of the time on paperwork.
<b>How much time do you spend on meetings?</b>	I do not spend that many hours on meetings, maybe one hour a week. We do Professional Development one half day every other week.
<b>What is the most important part of your job?</b>	This year is behavior but that is not my most important job. I would say my most important job is helping teachers become the best kind of teacher they can be. I spend time in conversations and modeling instruction.
<b>How are decisions made at your school?</b>	Decisions are made by the whole staff and the Collaborative School Committee.
<b>How much time during the day do you spend on instruction or tasks related to instruction?</b>	I think it depends on what I am doing so I am not sure.
<b>What knowledge do principals need in order to become instructional leaders?</b>	They need to know what is happening in reading, writing, and math. Be able to tell teachers where they should go for resources. Principal should be able to model, teach and be credible.
<b>What kind of staff development do you need to become an instructional leader?</b>	I was a literacy coach before I became a principal. I also taught math in Professional Development before becoming an administrator.
<b>As you work as an instructional leader, what knowledge do you feel is essential?</b>	I think how to build teams, how to problem solve without alienating students, parents and staff, being resourceful – where you can find help
<b>How do you handle the management piece of the principalship?</b>	I do a great deal of stuff at home early in the morning. It is hard to concentrate here so I do my important work at home. I am good at delegating a lot.

<b>What management skills do you possess that you feel are critical to the position of principal?</b>	I am a real listener. I can listen to parents that want to be heard. I can build team well.
<b>How much time during the day do you spend on management tasks?</b>	75% of my time is spent on managerial tasks.
<b>If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?</b>	You would see conferences with teachers, telephone calls, behavior issues, walk throughs, lunch duty, and Monday and Friday 15 minute staff meeting.
<b>What books have you read that you think are mandatory for effective principals to read?</b>	Getting Started by DuFour; Johnson and Johnson working with cooperative learning, Results Now helped with data Regie Routman Step Up to Writing Ruby Payne – Understanding Poverty

<b>Interview 1 Interview Responses Principal D</b>	
<b>How many years have you been a principal?</b>	I have been a principal for 3 years.
<b>How many hours a week do you spend working?</b>	I work between 50 and 55 hours a week.
<b>How many hours a week do you spend thinking about work related matters?</b>	I sleep and I dream about work.
<b>How much time do you spend on paperwork?</b>	I spend about 60% of work time on paperwork.
<b>How much time do you spend on meetings?</b>	I spend about 30% of my time on meetings.
<b>What is the most important part of your job?</b>	The most important part of my job is planning for instruction to meet the needs of the children based on academic needs. On a daily basis, we must put children where they will be served better.
<b>How are decisions made at your school?</b>	We collaborate. I consult a lot with instructional coach, assistant principal, and DP Teacher. I usually informally make decisions during the day.
<b>How much time during the day do you spend on instruction or tasks related to instruction?</b>	I spend 50% directly and indirectly on instructional tasks. Some of the tasks could

	be paperwork from downtown.
<b>What knowledge do principals need in order to become instructional leaders?</b>	Data helps me a lot because I make better decisions. I really think you need many knowledgeable teachers to help you. They can guide you or help you on how to support instruction in the classrooms.
<b>What kind of staff development do you need to become an instructional leader?</b>	Any staff development that helps you with best practices in general. The more we know about good practices and what research shows will help us become better leaders.
<b>As you work as an instructional leader, what knowledge do you feel is essential?</b>	How students learn, instructional piece on implementing the curriculum, global knowledge of how behavior affects learning. It is not enough to know the curriculum.
<b>How do you handle the management piece of the principalship?</b>	I am pretty organized. By now, I already know how I am going to structure the year for next year. I always think ahead and do a lot of planning. Events that are going to happen like CSAP I go ahead and plan for early.
<b>What management skills do you possess that you feel are critical to the position of principal?</b>	I have common sense and I am a quick problem solver. Usually when I have to make a decision, I have two choices and I just decide.
<b>How much time during the day do you spend on management tasks?</b>	A great deal of my time is spent on management tasks. 100% of the time I take care of management tasks. I can be talking to you and something could happen that I need to solve in 10 seconds. There is a layer of management that can't be put aside. It is there all the time. I do delegate a lot to my assistant principal; AP does discipline secretary does payroll and budget. I delegate but I never let go. I am always in the process to make sure things are done.
<b>If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?</b>	First, I make sure that all the teachers are here. I watch to see how the environment is flowing. I look in the hallways to see how

	things are going. Then I come back to the office to deal with what was left from the day before. I deal with one thing at a time.
<b>What books have you read that you think are mandatory for effective principals to read?</b>	I think that anything that has to do with instruction that is research based is important for principals to read. It makes be a better instructional leader and a better principal. Not how you feel books but books on instructional strategies and best practices that are research based should be read.

<b>Interview 1 Interview Responses Principal E</b>	
<b>How many years have you been a principal?</b>	I have been a principal for 2.5 years.
<b>How many hours a week do you spend working?</b>	I work 70 hours a week.
<b>How many hours a week do you spend thinking about work related matters?</b>	I think about work, most of the time.
<b>How much time do you spend on paperwork?</b>	Too much! I spend 50% of my time on paperwork.
<b>How much time do you spend on meetings?</b>	I spend 10-15 hours a week on meetings.
<b>What is the most important part of your job?</b>	My most important part of my job is meeting the needs of staff to support students and provide resources.
<b>How are decisions made at your school?</b>	Collaboratively, the staff and I make decisions.
<b>How much time during the day do you spend on instruction or tasks related to instruction?</b>	I spend about 50% of my time on instructional tasks.
<b>What knowledge do principals need in order to become instructional leaders?</b>	Principals need managerial skills to manage time and they need to know curricula and standards.
<b>What kind of staff development do you need to become an instructional leader?</b>	Instructional leaders need content especially in math and other areas not related to literacy. They need to know current trends and research. They need to know how to analyze data.

<b>As you work as an instructional leader, what knowledge do you feel is essential?</b>	Standards curricula are essential.
<b>How do you handle the management piece of the principalship?</b>	I work many hours. I spend quiet evenings in the office. I always take time for reflection each day.
<b>What management skills do you possess that you feel are critical to the position of principal?</b>	Communication, know classroom and the demands, being supportive and listening are critical management skills for principals.
<b>How much time during the day do you spend on management tasks?</b>	A few hours each day is spent on management tasks.
<b>If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?</b>	You would see me doing classroom visits; hanging out with students, checking in with some teacher and students coming in to talk. I also do playground supervision, talk with my secretary, and work on my computer.
<b>What books have you read that you think are mandatory for effective principals to read?</b>	Readings would depend on what the principal needs. I have strong literacy background so I would look for other areas, leadership styles, evaluate instruction, and learning new instructional strategies.

<b>Interview 1 Interview Responses Principal F</b>	
<b>How many years have you been a principal?</b>	I have been a principal for 13 years.
<b>How many hours a week do you spend working?</b>	I work 12-hour days plus a few hours on the weekend.
<b>How many hours a week do you spend thinking about work related matters?</b>	Even when I sleep, at home, and on the way to work I think about work.
<b>How much time do you spend on paperwork?</b>	Too much! 25% of my time is spent on paperwork. I have piles of paperwork and do not know what to do with them.
<b>How much time do you spend on meetings?</b>	1 day a week, if you added up the time, is spent on meetings.
<b>What is the most important part of your job?</b>	Instruction is the most important part of my job. I like being in classrooms and then

	having discussions with teachers about what is going on in their classroom. Interacting with children is critical too.
<b>How are decisions made at your school?</b>	Collaboratively we make decisions. We have nonnegotiable around curriculum and decision-making is not negotiable either.
<b>How much time during the day do you spend on instruction or tasks related to instruction?</b>	50% of my time is spent on instructional tasks.
<b>What knowledge do principals need in order to become instructional leaders?</b>	They have to have been great teachers. They have to have a love or passion for teaching. They have to have expectations for children. Otherwise, you become a manager not an instructional leader.
<b>What kind of staff development do you need to become an instructional leader?</b>	First, principals are born not made. You have to have the natural leadership ability. I need to spend time working with my teachers not sitting in a workshop.
<b>As you work as an instructional leader, what knowledge do you feel is essential?</b>	First, principals are born not made. You have to have the natural leadership ability. Understanding teacher and learning on a broader scale. Put pieces like the district initiative together with what is developmentally appropriate. People need to know how to build community, where are the boundaries; mistake principals make is that they want everyone to like them, if everyone likes me then I am not doing my job. I work hard on behalf of children. I want every to respect the fact that I work hard for children. Judgment is hard as a new principal. It is much more natural with experienced people. You have to have courage and have a thick skin. Be able to put things into perspective. It is not about me. I am going through a grievance for cause. You have to get your paperwork and everything together. Teacher wants to know why you are doing this to me. I am not doing this to you. You are doing this to yourself. Staff development must meet my needs not something every one is doing. A brand new principal has different needs. It is more

	helpful to visit schools rather than sit through hours of instruction.
<b>How do you handle the management piece of the principalship?</b>	I work long hours. I am very organized and can get others to do stuff. I will do whatever I have to so people are willing to do things for me. Part of it is experience. New principals do not know what to expect. Example, First child in labor you do not know what to expect.
<b>What management skills do you possess that you feel are critical to the position of principal?</b>	My work ethics are very different - I can work many more hours than young people can. I am organized and diligent; What have I learned from all the workshops and institutes that we attend? I cannot remember. I need to spend that time working in my school. I love my job. They have not made me a stronger leader.
<b>How much time during the day do you spend on management tasks?</b>	50% of my time is spent on managerial tasks. You have to have strong management. People will not follow if you do not have this.
<b>If I were to follow you through a typical day at school, what experiences would I be likely to see you engaging in?</b>	Baby shower, School news letter, conversations with teachers and parents, talked with students, get into classrooms; meet with assistant; after school grant; meet with a parent on literacy night; have everything ready to go for next year. Work on budget
<b>What books have you read that you think are mandatory for effective principals to read?</b>	RTI book; Dual language programming; no management book has helped me. You are either organized or your not; Roland Barth books on community and professional learning communities

*Interview 2 Responses*

<b>Interview 2 Interview Responses Principal A</b>	
<b>How do you organize your day?</b>	I come in everyday with a plan. The day organizes you and you try to get things done you need in between. I do try to get certain things done each week.
<b>How do you set priorities when there are equally compelling obligations to work and to home?</b>	I am one of the lucky people because I don't have obligations at home – no family or wife. Everything is scheduled in the same week.
<b>What have been the major challenges to realizing your professional priorities?</b>	Time! Just balancing the needs of 300 some odd kids and 50 staff members challenges any principal. You either deal with the people part or not. I feel like Dad around here.
<b>What strategies have you used to meet these challenges?</b>	I have learned to take care of myself. I am better at asking for help. I am good at delegating things.
<b>How do you prioritize /organize managerial tasks?</b>	Deadlines – Put the tasks in where I can.
<b>How do you prioritize /organize instructional tasks?</b>	I think I organize everything according to human need. If teachers need extra help, I work with them first. Need dictates.
<b>Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?</b>	AP and teachers receive tasks according to interests. ELA information is taken care of by Charlotte, my AP. A teacher will be a math coach and interventionist.
<b>What do you do to support instruction at your school?</b>	We have many conversations. Learn a great deal from my teachers since I have never taught elementary. I did high school. Learning labs have been a great opportunity. Dialogue; The whole evaluation process is bogus. The system is set up for people who don't have ongoing conversations with their staff. It is structured to be a couple of set times where an evaluation is announced and completed. The structure doesn't reflect what we do at our school. It is not real. It is not a reflection about what I do. I get more information from the kids about what is going on.

<b>What effective instructional practices are used consistently at your school? In what ways?</b>	Everyone had to write SGO's as a grade level. They also had to share children. We had to plan together to be on the same page. Teacher are comfortable with others being in their classrooms.
<b>How does data collection and analysis affect you as an instructional leader?</b>	Data probably does not affect me as much as it should. You need a person that just collects data and analyzes it. We are doing a good job with data.
<b>In what ways does data collection and analysis inform effective lesson planning at your school?</b>	Teachers plan together. They make their groups. They have to have a body of evidence that shows me they have made their goals.
<b>One thing you would change to be an instructional leader?</b>	If I had a business manager who would be my executive manager, I could get into classrooms more often. A person to keep budget going, be a PR person that could take the parent liaison thing and be a data manager would really help. This person could collect all the data and how to use the data effectively. I need district people to quit asking for ridiculous things. Do not ask for a crazy ten-page application and five-page report. We do not have time to do these; I understand the need to justify the money, but I think that it should be easier to grant applications when the money should be coming to us anyway. Give us one person that keeps (the paperwork aspect) everything going.

<b>Interview 2 Interview Responses Principal B</b>	
<b>How do you organize your day?</b>	I look at my email and calendar to see what I have planned. Then, I walk through the building to see how everything is going and if there are any concerns.
<b>How do you set priorities when there are equally compelling obligations to work and to home?</b>	My work takes priority.
<b>What have been the major challenges to realizing your professional priorities?</b>	My biggest challenge is the untimely communications from the district.
<b>What strategies have you used to meet these</b>	I set my goals and do not change them.

<b>challenges?</b>	Otherwise, I would never attain my goals.
<b>How do you prioritize /organize managerial tasks?</b>	I work Saturdays and do all my evaluations at home.
<b>How do you prioritize /organize instructional tasks?</b>	I again look at my calendar and check with my literacy facilitator. I do the things that have deadlines first.
<b>Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?</b>	I delegate tasks to my secretary and facilitator.
<b>What do you do to support instruction at your school?</b>	I participate in professional development and work with the team.
<b>What effective instructional practices are used consistently at your school? In what ways?</b>	We implement reader's workshop and differentiation in the school.
<b>How does data collection and analysis affect you as an instructional leader?</b>	I try not to overemphasize the data and look for gaps.
<b>In what ways does data collection and analysis inform effective lesson planning at your school?</b>	The data analysis drives differentiation.
<b>One thing you would change to be an instructional leader?</b>	I would like to see fewer managerial tasks or someone to help with those tasks.

<b>Interview 2 Interview Responses Principal C</b>	
<b>How do you organize your day?</b>	First, I start with which teachers are out and if there are subs and if paraprofessionals are gone who will cover at lunch. Parent meetings at occur between 8:00 or 8:30. Re- entry meetings for suspensions are included in the parent meetings. Then, I walk through every classroom.
<b>How do you set priorities when there are equally compelling obligations to work and to home?</b>	I don't have children at home. I try to work evenings and not on weekends. I set a time when I have to go to bed. If my work isn't done by 9:30, it does not get done. Emails outside of school time because you can spend all day on them.
<b>What have been the major challenges to</b>	Deadlines! Set your timeline and hope that

<b>realizing your professional priorities?</b>	nothing interferes with it.
<b>What strategies have you used to meet these challenges?</b>	My strategies are starting earlier, long term planning really helps and learning to shut my door. Let others know what is going on; communication with everyone so they know when they can interrupt and when they can't.
<b>How do you prioritize /organize managerial tasks?</b>	I prioritize when I have a deadline. I place papers in stacks, and then I pick a stack of papers and just go through it to get them done.
<b>How do you prioritize /organize instructional tasks?</b>	Evaluations and data meetings are usually preplanned. Data usually occurs in March. Long term planning and evaluations are mapped out. All my one on ones are done early in the year.
<b>Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?</b>	Delegation depends on person's strengths. My kindergarten teacher is great at scheduling so she is working on our RTI schedule next year. Facilitator is an excellent writer so she polishes up my writing.
<b>What do you do to support instruction at your school?</b>	A lot- I am always open to teachers. I go to a lot of conferences and webinars. I model for teachers and go over lesson plans.
<b>What effective instructional practices are used consistently at your school? In what ways?</b>	Lesson plans, smart goals, data conferences quarterly, video taping, use of data one on one and data by grade level are the practices we use at my school.
<b>How does data collection and analysis affect you as an instructional leader?</b>	Principals need to know where teachers are at and if they know how to use the data. This helps with the big picture.
<b>In what ways does data collection and analysis inform effective lesson planning at your school?</b>	The data analysis helps teachers create smart goals in reading writing, and math. Teachers need to know how they will use the data to lesson plan. Some teachers I meet with more often than others do.
<b>One thing you would change to be an instructional leader?</b>	It would be someone to deal with behavior.

**Interview 2 Interview Responses**

<b>Principal D</b>	
<b>How do you organize your day?</b>	I am going to do two observations tomorrow. I decide that is what I am going to do and put it in my calendar. I am systematic. I do not procrastinate. I take care of speaking to the teacher right away whether it is negative or positive.
<b>How do you set priorities when there are equally compelling obligations to work and to home?</b>	My personal things I deal with and take some time off when needed. The principal gives an example of her daughter not being able to open her eye at school so she leaves to take care of her. My family comes first.
<b>What have been the major challenges to realizing your professional priorities?</b>	My health has been a problem. Challenge is to try to stay healthy. I love my job. I like the problem solving and the challenges of the job.
<b>What strategies have you used to meet these challenges?</b>	I take care of myself. I try to relax. I love to laugh.
<b>How do you prioritize /organize managerial tasks?</b>	I look at deadlines and the needs of the school.
<b>How do you prioritize /organize instructional tasks?</b>	Everything blends. Some days are management and some are instructional but I do not set up my days that way. Whatever ever happens I do it.
<b>Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?</b>	I have an AP, a humanities facilitator, GT teacher and two wonderful secretaries. I work with many smart people. I respect my staff as far as knowledge. If I delegate, I know it is going to be done. I delegate things like curriculum mapping, social things, calling in parents and shadowing a teacher.
<b>What do you do to support instruction at your school?</b>	I listen to the teachers. Where are children not improving? What ideas do the teachers have to solve the problem? We use anything that makes sense. Always looking to see where it fits. Teachers know the children and the curriculum better than I do.
<b>What effective instructional practices are used consistently at your school? In what ways?</b>	The use of data, vertical meetings, developing smart goals every two to three weeks are important. We had to retrain teachers on how to write smart goals. Teachers platoon.

<b>How does data collection and analysis affect you as an instructional leader?</b>	It seems like numbers have great impact. You can target groups for specific data. Teachers are more motivated now than before.
<b>In what ways does data collection and analysis inform effective lesson planning at your school?</b>	One way is through smart goals. District is still weak. We get all this data at the beginning of the year. District needs to go over and analyze the data for each school. Tell me what I need to do instead of principals playing a guessing game.
<b>One thing you would change to be an instructional leader?</b>	

<b>Interview 2 Interview Responses Principal E</b>	
<b>How do you organize your day?</b>	I don't. I go day to day. You can't do everything you have on your calendar because little interruptions come up.
<b>How do you set priorities when there are equally compelling obligations to work and to home?</b>	I take my home life very seriously. My staff is very respectful. My family is first.
<b>What have been the major challenges to realizing your professional priorities?</b>	My major challenges are unexpected parental issues or student issues.
<b>What strategies have you used to meet these challenges?</b>	I use my social worker who is here two days a week and my P.E. teacher helps with discipline.
<b>How do you prioritize /organize managerial tasks?</b>	I prioritize by what has to be done, especially tasks that have deadlines.
<b>How do you prioritize /organize instructional tasks?</b>	I try to get into my calendar and plug in where I want to go the next week.
<b>Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?</b>	I do most of it. Social Worker does chronic family issues.
<b>What do you do to support instruction at your school?</b>	I support with one on one with teachers, grade level meetings, and observe and see instructional strategies.

<b>What effective instructional practices are used consistently at your school? In what ways?</b>	Most of our classes are extremely structured. Rituals and routines are clear and followed.
<b>How does data collection and analysis affect you as an instructional leader?</b>	I focus on reading making the connections between the data from AIMS, benchmarks, DRA, CSAP that has guided our interventions. So much data what do I do with all of this.
<b>In what ways does data collection and analysis inform effective lesson planning at your school?</b>	I look for trends. We have five week writing prompts. We analyze it as a staff, Then we look at how do we group the kids and what is next.
<b>One thing you would change to be an instructional leader?</b>	I need qualified office staff. I do most of my own paperwork such as program for graduation and newsletters. I decided to purchase an interventionist instead of an AA or AP to help teachers provide instruction to students. I need a Bilingual person to visit families.

<b>Interview 2 Interview Responses Principal F</b>	
<b>How do you organize your day?</b>	I use a calendar not an electronic devise. I start making notes about the next week during the previous week. The day before I organize my thoughts on what I will be doing. I cannot function in disorder. Organization is ongoing. On the way home, I make notes.
<b>How do you set priorities when there are equally compelling obligations to work and to home?</b>	My family comes first.
<b>What have been the major challenges to realizing your professional priorities?</b>	Nothing is constant. So much nonsense is in this district. Assumptions made that we are not doing any Interventions to help children. Do not waste my time.
<b>What strategies have you used to meet these challenges?</b>	I have learned what needs to be done. I do it well. I have learned to articulate what needs to be done and why.
<b>How do you prioritize /organize managerial tasks?</b>	I use deadlines and look at my schedule to prioritize and organize managerial tasks. I always try to be available before and after school. My door is open. I stick things into my calendar as I need to and I handle things quickly.

<b>How do you prioritize /organize instructional tasks?</b>	Observations are sacred. We never have announcements in this school. We do not do Halloween. Anything I promise children is a priority. Safety is a priority. Then attention to parents comes next.
<b>Principals have many responsibilities. In order to address all the mandates many principals delegate tasks. What tasks do you delegate and to whom?</b>	I delegate to my secretary like enrollment. I give her more and more to do. Secretary types in all the journal summaries for the evaluations – best thing I have ever done. She is a great secretary. My administrative assistant takes on more tasks. She has taken this year’s calendar and begun to map out what will take place next year.
<b>What do you do to support instruction at your school?</b>	First, needs assessment. Look at needs and new staff members and where they are. How to differentiate. How to lead my SLT to get what I want done. I recognizing skills teachers have and let them present.
<b>What effective instructional practices are used consistently at your school? In what ways?</b>	Differentiation is used consistently. Some teachers are stronger than others are. We work hard on balanced literacy
<b>How does data collection and analysis affect you as an instructional leader?</b>	Must be purposeful and meaningful; It is hard to figure out how to collect all the information needed in this school model.
<b>In what ways does data collection and analysis inform effective lesson planning at your school?</b>	We do data analysis as a group at data team meetings. Let us know the strengths of kids. We focus on teaching. We are very thoughtfully when looking at what kids need. We collect data on DRA’s in first and second languages.
<b>One thing you would change to be an instructional leader?</b>	

## Appendix E

### *Definitions*

Definitions for this study follow below:

*Effective principal:* Effective means to bring about often by surmounting obstacles (Webster, 1993, p. 368). An effective principal overcomes obstacles and meets the following criteria for this study: 55% student growth on the student performance framework and a satisfactory performance evaluation.

*Instructional leadership:* The principal made learning a priority for students and adults, established high expectations for achievement, matched content and instruction to the standards, created a culture of continuous learning for adults, used multiple sources of data to assess learning, and generated the community's support for school success (McEwan, 2003, p.7). McEwan defined instructional leadership as "leading learning communities."

*Learning communities:* Practices that include: "1) a solid foundation consisting of collaboratively developed and widely shared mission, vision, values, and goals, 2) collaborative teams that work independently to achieve common goals, and 3) a focus on results as evidenced by a commitment to continuous improvement" (Eaker, DuFour, & DuFour, 2002, p.3).

*Managerial Leadership:* Management leadership includes planning, organizing, and controlling. Planning involves setting goals and providing steps to attain the goals. Under organizing, a leader must communicate plans and delegate authority. Organizing enables a principal to delegate tasks to personnel best suited for the task. Principals may provide

training for employees that need extra help. Controlling requires a structure in place with a process that can correct a missed goal or objective.

*Transactional leadership:* “culture concentrates on explicit and implicit contractual relationships with emphasis on rewards for performance” (Bass, 1998, p. 65).

*Transformational leadership:* “A composite of collaboration, modeling, and motivation that influences others to commit to a shared vision” (Servais & Sanders, 2006, 5).