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# The Perceptions of Principal Instructional Leadership Practices on 8th Grade Ohio Achievement Assessment (OAA)

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**THE PERCEPTIONS OF PRINCIPAL INSTRUCTIONAL LEADERSHIP  
PRACTICES ON 8<sup>TH</sup> GRADE OHIO ACHIEVEMENT ASSESSMENT (OAA)**

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**HENRY PETTIEGREW II**

**ABSTRACT**

The purpose of this study was to identify the instructional leadership behaviors that distinguish effective suburban school in Northeast Ohio to reach conclusions about the contextual factors that influence the nature and exercise of the instructional leadership in schools. This research was conducted for the following purposes: (a) to determine if a significant relationship between principal self-perceived instructional leadership behavior and student performance, (b) to determine if a significant relationship between teacher perceived principal instructional leadership behavior and student performance, (c) to determine the extent principals' instructional leadership behavior scores, as perceived by principals, principal experience and student socioeconomic status (SES) explain the variance in student performance, (d) to determine the teachers' perceptions of principal instructional leadership behavior, teacher experience and student socioeconomic status (SES) explains the variance in student performance. This study followed a descriptive and comparative research design.

A version of the *Principal Instructional Management Rating Scale* (PIMRS) developed by Hallinger (1984) was sent to 1,454 Ohio middle school principals and teachers, and 505 survey respondents were used. Results indicated that both principals and teachers perceive framing school goals as the most important instructional leadership behavior. Other results show that student socioeconomic status and framing schools goals were perceived to explain the variance in student performance in middle schools.

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## **CHAPTER I**

### **INTRODUCTION AND PURPOSE**

School reform initiatives focus on accountability and increased student achievement and school principals are required to be more than school managers; instead they hold a range of responsibilities beyond the organizational management, including leading instruction of students (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Hallinger, 2005; Klump & Barton, 2007, Leithwood, Louis, Anderson, & Wahlstrom, 2004). In fact Title II, Section 2113 of The No Child Behind Act of 2001 (NCLB) requires that principals apply “instructional leadership skills to help teachers teach” so that students in our nation’s schools can be better prepared for mandated achievement tests. With the implementation of NCLB, mandates have been placed on school administrators to maximize and improve instruction (Mackey, Pitcher, & Decman, 2006). The groundswell of holding practitioners accountable has focused much of pending federal and state legislation on principals as leaders of highly qualified teachers.

Starting in the late 1970s and early 1980s, many educational researchers with the advent of accountability movement, began to verbalize the primary role of the school principal in terms of instructional leadership (Edmonds, 1979; Good & Brophy; Hallinger & Murphy, 1985, 1986). While other variables, for instance, socioeconomic status,

parents' educational level, and demographics can have a significant impact on student achievement and provide pronounced challenges for school improvement, research on school effectiveness, school climate, and student achievement all show that effective schools depend largely on the quality of principal leadership (Taylor and Tashakkori, 1994).

During the Effective Schools Movement, a group of educators, citizens and policy workers came together to work on public school reform. Using the research of many of these same people the movement began to form to advocate the findings of this research and to disseminate the findings in schools and school districts around the nation. The culmination of this research identified the instructional leadership of the principal as an important educational component that guided the achievement of students and the success of schools (Hallinger, 2005; Hallinger & Heck, 1996b). Instructional leadership, as a model of educational leadership, is not a new idea, but it is a concept that continues to gain attention and research interest.

Much of the early work on instructional leadership is a product of research completed in urban elementary schools, often depicting the heroic, untiring leadership of the principal overcoming considerable obstacles in improving student academic achievement. Leadership tends to be romanticized in American culture; particularly in the public school context, both because we greatly endorse trait theories of success (e.g., leaders succeed because of their personal characteristics, more than because of effort, skill, and knowledge) and because we need our heroes to have characteristics that we think we don't have (Elmore, 2000). The success of principals was unvaryingly tied to their ability to effect positive change in schools, as measured by student achievement (Edmonds, 1979).

The typical definition of instructional leadership was a top-down, autocratic, transactional type of leadership (Hallinger, 2003). Instructional leaders carry increasing, if not full, responsibility in leading curriculum and instruction within their schools (Bamburg & Andrews, 1990; Hallinger & Murphy, 1985). The principal was expected to be the expert teacher in his or her building. It was the duty of principals as instructional leaders to be deeply and directly “involved with the teaching/learning process.” (Beck & Murphy, 1993, p. 149). This instructional responsibility is coupled with the lack of local control in key decision areas such as budget, physical plant or personnel (Leithwood & Prestine, 2002).

Models of instructional leadership were developed (Duke, 1987; Hallinger & Murphy, 1985; Smith & Andrews, 1989) and researchers identified key responsibilities of instructional leaders in terms of school climate, resources for teachers, school vision, and principal visibility. Instructional leadership lost some popularity in the 1990s with research focus turning towards transformational and distributive forms of leadership (Hallinger, 2003). However, the increased political accountability and focus on achievement test scores as the primary indicator of effective schooling and the surmounting pressure school leaders felt to take a more direct role in ensuring students perform on these tests has resulted in a return to research on instructional leadership and practices (Hallinger, 2005). School superintendents are holding principals accountable for student achievement due to demands of No Child Left Behind (Kaplan, Owings, & Nunnery, 2005) and the fiscal incentives of the federal programs like Race to the Top (RttT) (U.S. Department of Education, 2009).

This study examines the paramount importance of curricular and instructional matters for school principals; however, despite the academic, political, and professional

call for principals to be instructional leaders, Hallinger (2005, 2008) points out that few principals today directly engage in instructional leadership activities and behavior. As such, instructional leadership must be considered within the contexts in which it operates. The inner ring suburban context presents challenges to the implementation of traditional forms of instructional leadership, but principals in these settings are still expected to find ways to effectively fulfill their responsibilities as instructional leaders under the guidelines of NCLB. Reports suggest that not only urban central cities, but also surrounding inner ring suburbs suffer from widespread and progressing social and economic problems (Christie, 2005; Cohn, 2006; Ott, 2006; & Ohlemacher, 2006) Since these cities are intermediate suburbs and cities socially and economically, effective instructional leaders in these schools may think and behave differently than their counterparts at different levels and in different contexts. This study seeks to explore instructional leadership within the context of inner ring suburban schools to see how this phenomenon plays out in these settings in order to inform both the theory and practice of instructional leadership.

### **Purpose of the Study**

The increased pressure of principal accountability and the need to close the achievement gap has placed more scrutiny on leadership practices (Goldring et al., 2008). The purpose of this quantitative research study is to examine teacher's perceptions of principal instructional leadership in relation to eighth grade student achievement scores in inner-ring suburban middle schools. Principals in the past have focused more on the managing of school buildings rather than focusing on practices of instructional value (Goldring et al., 2008). The effect of principal instructional leadership on student achievement is an area strongly influenced by the No Child Left Behind (NCLB)

legislation (U.S. Department of Education, 2002), by which schools and principals are held accountable for closing the achievement gap (Crum & Sherman, 2008).

The study is designed to examine student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA) in relation to teacher and principal perceptions of principal instructional leadership in Northeast Ohio suburban school districts. A secondary variable for consideration will be student socioeconomic status (SES).

### **Research Questions**

1. Is there a significant relationship between principal instructional leadership behavior scores, as perceived by principals, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
2. Is there a significant relationship between principal instructional leadership behavior scores, as perceived by teachers, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
3. To what extent do principals' instructional leadership behavior scores, as perceived by principals, on the PIMRS, principal experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
4. To what extent do teachers' perceptions of principal instructional leadership behavior scores on the PIMRS principal experience and student socioeconomic status (SES) explain the variance in student performance in

grade eight reading as measured by the Ohio Achievement Assessment (OAA)?

### **Significance of the Study**

Although teachers, administrative supervisors, and superintendents are able to exhibit instructional leadership behaviors, principals are the foundation for instructional leadership at the school level (Sergiovanni, 1998). Principals occupy the critical space in the teacher leadership equation and center stage in the work required to transform the schoolhouse (Leithwood et al. 2004). Districts spend countless dollars and hours to develop teachers on the “best practices” and en vogue instructional strategies, often leaving out what research defined as the most important barometer of school success- the building principal (Lezotte, 1994).

There is also a limited body of research to help us understand the nature and role of inner-ring suburbs within metropolitan regions, yet we cannot adequately examine the complexities of schools in these areas without a fuller understanding.

### **Definition of Terms**

*Instructional leadership* - (a) providing the necessary resources so that the school's academic goals can be achieved; (b) possessing knowledge and skill in curriculum and instructional matters so that teachers perceive that their interaction with the principal leads to improved instructional practice; (c) being a skilled communicator in one-on-one, small-group, and large-group settings; and (d) being a visionary who is out and around creating a visible presence for the staff, students, and parents at both the physical and philosophical levels concerning what the school is all about (Smith & Andrews, 1989).



*Achievement gap* - An achievement gap is the disparity in academic performance in different ethnic, ability, gender, and socioeconomic groups (U.S. Department of Education, 2009).

*Similar schools* - Similar schools are schools throughout Northeast Ohio that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: (a) the grade levels served by the school, (b) rates of student poverty and limited English proficiency, and (c) the income and property wealth of district residents. Student poverty levels are indicated by determining the percentage of children in the school who participate in the free-lunch program (Ohio Department of Education (ODE, 2007).

*Average needs district/middle school* - Schools in this group are middle schools in districts with average student needs in relation to district resource capacity (ODE, 2007).

*High performing/gap closing school* - A school that met all applicable standards in 2011-2012 and that made Adequate Yearly Progress in both 2010-2011 and 2011-2012 on all applicable English language arts, mathematics, and science criteria. In addition, the school must have been accountable for 30 continuously enrolled students in at least two racial ethnic groups or at least one racial ethnic group and one of the following groups of students: low income students, students with disabilities, or limited English proficient students (ODE, 2007).

*Adequate Yearly Progress (AYP)* - A measure that indicates acceptable progress by a school toward the goal of proficiency for all students. To make AYP, the performance index (PI) of each accountability group with 30 or more students in a school

must equal or exceed its effective Annual Measurable Objective (AMO) or the group must make Safe Harbor (ODE, 2007).

*Performance Index (PI)* - The Performance Index provides an overall indication of how well students perform on the Ohio Achievement Tests in grades 3 through 8 and the Ohio Achievement Assessment (OAA) in grade eight. The tests have five performance levels - limited, basic, proficient, accelerated and advanced. The Performance Index score is calculated by multiplying the percentage of students at each performance level by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's Performance Index score. Performance Index scores range from 0 to 120, with 100 being the goal. (ODE, 2007).

*Principal Instructional Management Rating Scale* - Principal Instructional Management Rating Scale (PIMRS) is a questionnaire designed by Dr. Philip Hallinger, Hong Kong Institute of Education. The objective of the PIMRS is to provide a principal-based leadership profile. The questionnaire consists of 50 principal job practices and behaviors (Hallinger, 1982).

*Safe Harbor* - Safe Harbor provides an alternative means to demonstrate AYP for accountability groups that do not achieve their effective AMOS. The safe harbor target is the PI value that represents the required level of improvement over the previous year's performance. To make safe harbor, the accountability group must also make acceptable progress in science (ODE, 2007).

### **Limitations of the Study**

The primary limitations of this study involve the data collection methods used. The quantitative data of the first phase were collected using a survey instrument, the Principal Instructional Management Rating Scale (PIMRS). Although a much used and

validated instrument, the PIMRS falls under what Creswell (2005) defined as an attitudinal measure in that it measures participants' feelings or perceptions of the principal's instructional leadership abilities. The data from this instrument are self-reported data. Perceptions do not necessarily equal reality, and maintaining a level of honesty and accuracy with survey data can be difficult (Creswell, 2005). This concern was partially addressed by administering the instrument to both principals and teachers in order to obtain a more complete and balanced picture of the principals' instructional leadership. Also, the PIMRS measures the presence of instructional leadership and not the effectiveness of instructional leadership (Hallinger, 2008). Conclusions as to the effectiveness of instructional leadership should be cautiously made through the comparison of PIMRS data with achievement data.

### **Delimitations of the Study**

The researcher purposefully targeted this research project at suburban middle schools in Northeastern Ohio. This was a decision based on both personal research interest as well as a perceived gap in the research as revealed by the subsequent literature review. This decision, while limiting the generalizability of the study's findings, enables the researcher to examine the manner in which specific contextual variables within these types of schools influenced the exercise of instructional leadership.

### **Conclusion**

The goal of chapter 1 was to provide an overview of the importance of examining the perceptions of principal leadership practices on student achievement defined by student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA). This chapter consisted of an introduction to the overall introduction of the study, statement of the problem, significance and purpose of the study, definition

of key terms and limitations and delimitations of the study. The intent of this chapter was to emphasize the educational mandates set by the authors of the NCLB law and extended by proposed federal legislation. The purpose of the most recent reauthorizations of Elementary and Secondary Education Act of 1965 (ESEA) was to establish the precedence for the increased responsibility on school leaders to close the achievement gap (Smith, 2005). Facilitating schools and faculty so students achieve at higher academic levels has been an increasingly sole responsibility placed on building principals in recent years (Crum & Sherman, 2008). Educational leaders complying to NCLB and forthcoming ESEA reauthorization debates have spurred the need for further research in the area of principal instructional leadership and student achievement. The purpose of this study is to examine the perceptions of principal instructional leadership practices on student achievement defined by student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA) in suburban middle schools and to investigate whether or not a significant relationship exists. The examination of leadership practices and student reading scores may provide educators with information on effective instructional leadership strategies.

In chapter 2, a thorough relevant literature review on school leadership and student achievement will be presented. The literature presented will contain a historical timeline of the research conducted in this area. The purpose of these findings was to provide different stakeholder viewpoints on the impact of building principal leadership practices on school improvement designations.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

The purpose of this quantitative research study was to examine student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA) in relation to teacher and principal perceptions of principal instructional leadership in inner-ring suburban school districts.

The specific questions addressed in this literature review are:

1. Is there a significant relationship among teacher and principal perceptions of instructional leadership and student achievement?
2. What is the principal's role in student achievement?

#### **Theoretical Context**

As a topic of understanding cultural and ethnic foundations of education, there is much research on the relationship between leadership and student achievement.

Academic achievement is a socially mediated phenomenon (Moje & Martinez, 2007) and instructional leadership provided by the principal has been identified as a contributing factor to higher student achievement. (Hallinger & Heck, 2000; Lezotte, 1994; Walters, Marzano, & McNulty, 2003). Anthropologists and school leadership scholars have steadily found that racial dynamics influence cultural norms and beliefs of students,

teachers and principals (Brown, 2005 and Delpit, 1995). With legislative changes, inner-ring suburban school districts are now under additional pressure from the federal and state level to improve instruction in low performing schools. This starts with the principal.

Historic issues grounded in racial segregation and urban poverty have molded and continue to mold, how individual students experience school, how resources are allocated, and what opportunities are available for student and professional learning (Noguera, 2005; Payne, 2008; Espinoza-Herold, 2003). The existing literature may further our understanding of social phenomena which affect the quality of education non-majority children receive in urban schools. Particularly, how the principal is instrumental in understanding the backgrounds of the population in which they serve.

Moje and Martinez (2007) examined the convergence of identity and academic outcomes of Latino students in large urban communities. They looked at the “role that various academic and social, interpersonal and institutional structures play in educational achievement as they foster and demand different understandings and enactments of identity among Latino students” (p. 1). Principals need to professionally develop their teachers to handle the disparity between the “home front” and “contact zones” which has a direct impact on student achievement. Home front represents the close-knit intergenerational support system students have at home that promotes positive ethnic self-worth and is in direct conflict with the perception of their culture and ethnicity in institutional settings i.e., schools. Contact zones are open spaces where cultures meet; co-exist, but mostly clash because of an asymmetrical power structure. These spaces are also where students become aware of discrimination, racism and classism in society.

Similarly, Laureau (2003) studied the clash in childrearing approaches in middle class teachers and poor and working class families. Middle class teachers were primarily white and the poor and working class students were minorities. Middle class teachers felt the parents' role was to assist in the learning and development of the students and be proactive in addressing issues as they develop. Poor and working class families felt the role of the parent was to not interfere in the work of the teachers. If a student had a problem, poor parents felt it was the responsibility of the school to diagnose and solve the problem as the school is seen as educational experts to the parent. Principals need to be sensitive to the needs and perceptions of the families of the students in the school contact zone and seek to understand the view of the parent and student in terms of academic achievement and parent-school interactions.

There is a need to learn about the common experiences of various stakeholders' viewpoints regarding inner ring suburban principal instructional leadership. According to Case (1996), there are three views of knowledge: didactic, constructivist, and cultural. Educators agree on the general point of education but vary widely on methods and educational aims. Researchers hold different views on the nature of knowledge and intelligence. The constructivist view is the most relative theoretical approach for the articles selected to review the relationship between instructional leadership and student outcomes.

The constructivist model asserts that "knowledge is acquired by a process in which order is imposed by the human mind on data that the senses provide, not merely detected in them" (Case, 1996, p. 78). In other words, learning takes place from the inside out. Perception creates the environment for building understanding. This seems to be the key approach in research studies examining instructional leadership. The primary

focus has been on different perspectives of instructional leadership behaviors in relation to student achievement variables. Most of the research involves surveys as the primary data gathering instrument, supported by interviews with principals, teachers, and students. The voices of the related populations are the center of these studies and are in line with the constructivist theoretical approach.

### **Role of the Building Principal over Time**

Researchers found that the quality of school leadership is the means for continual growth, learning, and advancement (Datnow, 2005; Hargreaves & Fink, 2006). Most researchers found that principals have no direct effect on student achievement even though principals are held accountable (Hallinger & Heck, 1996a; Witziers et al., 2003).

Conversely, Sergiovanni (1998) stressed the belief that principals provide the groundwork for instructional practices and are the instructional leaders of a school. The statement is somewhat of a contradiction. If the principal drives the instructional practices and is the foundation for the instruction, an assumption can be made that a direct influence exists between leadership and student achievement.

Historically, a principal has been thought of as a disciplinarian. In recent years, with the NCLB legislation, the role of a principal has shifted toward instruction (Grubb & Flessa, 2006). Hallinger and Heck (1996a) emphasized that even though previous researchers failed to find a relationship linking principals to student achievement, the conclusions have led to some doubt. Scholars hypothesized that some researchers found no relationship between educational leadership and student achievement due to the applied method and theoretical processes (Witziers et al., 2003). Even though various researchers found no direct relationship between leadership and student academic



achievement, some authors have concluded that an indirect effect between school leadership and student achievement does exist.

Researchers have found that although the leader can create a positive learning environment within which students can achieve (Hallinger et al., 1996), the leader does not directly affect student achievement. Other authors (Nettles, 2006; Waters et al., 2003) seem to differ in this regard. In examining the multiplicity of research, one would question whether school achievement is impacted by the direct influence of school leadership or whether student achievement is impacted by the leadership the organization provides, such as class size, school climate, professional development or teachers' proficiency (De Maeyer, Rymenans, Van Petegem, van den Bergh, & Rijlaarsdam, 2007).

### **Recent Legislation and its Impact on Leadership and Achievement**

Since its initial introduction more than 30 years ago, instructional leadership is still a research topic of some significance and relevance. In fact, recent political movements within education have led to a renewed interest in instructional leadership as the model of leadership to follow in our schools. In 2010, the President of the United States announced the priorities and criteria for the reauthorization of the Elementary and Secondary Education Act (ESEA). One of the four purposes of the competitive grant component of the proposed legislation, labeled "Race to the Top (RttT)", is to reward states that implement significant reforms in core education areas described in section four, "Raise the Bar and Reward Excellence". These areas include: increasing teacher and principal effectiveness, achieving equity in their distribution, and turning around our lowest-achieving schools. States which are desperately in need of the revenue, seek to "turnaround" ineffective schools in accordance with the guidelines set forth by the federal government.

Local Educational Agencies (i.e., school districts) must enter into a participating agreement with the state in order to be eligible for these federal funds. The school district must agree to implement most if not the entire state plan in order to receive monetary benefit from this program. This is where the problem for schools is created. The school districts must agree to implement one of the following four school intervention models in low performing school buildings.

The First model is the *Turnaround Model* which includes replacing the principal, releasing all staff, rehiring no more than fifty percent of the teachers, and hiring new ones. Second, is the *Restart Model* where the school district closes a low performing school and reopens it as a charter school. This means the school district would hire an outside agency to run the school. Third, is the *Transformation Model* that requires the school district to replace the principal and provide more rigorous teacher evaluations. Finally, the fourth intervention model is the *Closure Model* in which the low performing building is closed and students may enroll in other district schools or neighboring schools in reasonable proximity. This model could cause districts to lose per pupil allocations to another district. Two of the four models require the school district to replace the existing principal as an initial step in turning around a school. The other two require either a private agency or another district to educate the students from ineffective buildings. All four models require school districts to significantly change staffing in poor performing schools.

Although politicians, educators and the public are uneasy about the national outcomes of schooling evidenced by current proposed legislation, there is also considerable anxiety concerning the historic race, ethnicity, language, socioeconomic status, and special education need differences among these groups. Coined the

“achievement gap” by the U.S. Department of Education (2009), disparities in the experiences of students in schools and the assessment of what they learned are both proverbial and deeply disturbing. If the faculty and staff of a building fail to meet adequate yearly progress, government funding is potentially hampered and the responsibility falls primarily on the principal to improve student achievement (Smith, 2005). The primary indictment is students were not given equitable access to high-quality teaching and learning opportunities and, therefore, systemic differences in learning outcomes are particularly spotlighted, in inner ring suburban school systems. I believe the proposed reauthorization of the ESEA renewal contains a missed opportunity to focus attention on the principal as a critical component in low performing urban and rural schools.

### **Empirical Correlates with Leadership Styles**

“We need to build leadership around certain core questions and simple procedures that any leader could use to immediately improve the performance of schools” (Schmoker, 2001, p. 3).

Enueme and Egwunyenga conducted a study in 2008 to investigate the instructional leadership roles played by principals in Asaba Metropolis, Delta State, Nigeria. This study questioned the extent to which principals assist/encourage teachers in their classroom instruction and promote professional growth of their teachers.

The study collect data through a survey carried out in Asaba metropolis of Delta State. The sample size was 240 teachers randomly selected from teachers in all the secondary schools in Asaba. The instrument for the study was a questionnaire titled, “Questionnaire on Instructional Leadership Employed by Principals (QILEP)”. The analysis of the data was done using mean statistics for the research questions.

The result of the analysis of the research questions shows teachers believe principals in Asaba metropolis show a high level of instructional leadership responsibility by assisting their teachers with classroom instruction. The teachers also believe the principals promote the professional growth of their teachers. The null hypothesis was rejected indicating teachers' job performance positively relates to the principals' instructional leadership.

Gentilcci, J.L. & Muto, C.C. (2007) investigated what students perceive principals do to influence their academic achievement. The research question was: Do students perceive that leadership behaviors of principals have a direct effect on their (students') learning and academic achievement. If yes, what specific leadership behaviors do students perceive most positively influence learning and academic achievement in their schools?

An ethnographic data collection methodology known as respondent-driven interviewing was used in this study. Thirty-nine eighth grade students at three different middle schools in three different districts were selected for a stratified sample. This study found students believed effective principals can and do directly influence learning and academic achievement by engaging in certain student and instructionally focused behaviors. Students in this study also indicated that less effective principal behaviors focused on issues that were perceived as being only tangential to their academic success.

The purpose of a study done by Jackson, S.A. et al (1983) was to identify the leadership behaviors that distinguish effective, low-income urban schools from less effective schools. The study also aimed to flesh out the qualitative meanings of these behaviors from the perspectives of the schools' teachers. This mixed method design included a Likert-type questionnaire and interviews in four schools. Data from the

questionnaire underwent discriminant factor analysis and a recurring patterns analysis. Also, the data was collected using focused interviews to determine the leadership behaviors that distinguish effective schools from ineffective schools. The findings described the characteristics of an effective principal. These characteristics are a powerful taskmaster and supporter of teachers and students, a leader who expects and demands achievement regardless of differences, provides needed professional development, analyzes test data, and rewards successes.

Leech, D. & Fulton, C.R. (2008) conducted a correlational study to explore the relationship between teachers' perceptions of the leadership behaviors of secondary school principals in a large urban school district and their perceptions of the level of shared decision making practiced in their schools. The sample consisted of 646 participants from 26 schools within a large urban school district. Each participant was asked to complete two survey instruments, one that measured leadership behaviors and the other which measured the level of shared decision making in schools. The statistical test included Pearson product-moment correlations, multiple regressions, and both sample and independent sample t-tests.

The strongest finding from this study was between the leadership practice of challenging the process and the level of shared decision making in the area of policy development. The more risk taking behavior exhibited by the principal, the greater the teachers perceived their input into the decision in the area of policy development. The study also challenged principal preparation institutions to develop programs that provide experiences which enhance potential leaders' skill to create learning organizations.

Leithwood, K. & Jantzi, D. (2008) is part of a larger project designed to better understand how successful leadership effects student learning. Questions motivating this

research focus on: district antecedents of school leaders' efficacy and possible differences in the antecedents of individual as compared with collective leader efficacy, consequences of school leader efficacy for leader behavior, as well as school and classroom conditions, and effects of leader efficacy on student learning. Stratified random sampling procedures were used to select 180 schools within 45 districts in nine states. Data from this study was collected via two surveys, one for principals and one for teachers. Several types of analyses were carried out to answer the research questions including Pearson product correlations, standard multiple regressions, hierarchical multiple regressions and a t-test. The results indicate the school leaders' efficacy is an important link between district conditions and both the conditions found in schools and their effects on student achievement. The leaders' sense of collective efficacy also had a strong, positive relationship with leadership practice found in earlier studies.

Marks, H.M. & Printy, S.M. (2003) examined the potential collaboration between principals and teachers around instructional matters to enhance the quality of teaching and student performance. The researchers examined the relationship between transformational and shared instructional leadership to the pedagogical practice of teachers and to student performance on authentic measures of achievement. The data collection comprised of quantitative and qualitative methods and was analyzed with a scatter plot analysis and a one way analysis of variance. Teachers responded to surveys and the researchers conducted interviews with 25-30 staff members. The researchers also observed scheduled governance and professional meetings as well as collecting over 5,000 student assignments. The findings showed that an integrated (shared and instructional) leadership was effective in eliciting the instructional leadership of teachers

for improving school performance. The focus on restricting school as a sample prohibits the findings of this study to be generalized.

The purpose of a study done by O'Donnell, R.J. & White, G.P. (2005) was to identify significant relationships between principals, instructional leadership behaviors, and student achievement with school socioeconomic status (SES) as a secondary variable of interest. This was a quantitative correlational study limited to middle schools in Pennsylvania. The research was guided by the following questions: 1) is there a significant relationship between principal instructional leadership behavior scores and the level of student achievement in eighth grade reading and math? 2) Does teacher perception of principal instructional leadership behavior accurately determine student achievement of eighth-grade English and math students? 3) What is the relationship between principal instructional leadership behavior scores and the students' socioeconomic status (SES) in calculating student achievement in reading and math measured by the Pennsylvania System of School Assessment (PSSA)? Three hundred and twenty-five middle level principals and teachers were surveyed using Hallinger's (1987) Principal Instructional Management Rating Scale (PIMRS). The data analysis section of this study utilized a forward selection regression, Pearson correlation, and t-test techniques. The findings indicate that higher teacher perceptions of principal instructional leadership behaviors relate to higher student achievement and vice versa. Also, this study emphasized the leadership behaviors that compose the dimension of promoting the school learning climate to a higher degree that defines the school mission and manages the instructional program, as measured by PIMRS.

Similarly, Waters (2005) sought to determine the relationship between the instructional leadership behaviors of principals and student achievement. Secondly, the

study examined teachers' perceptions of principal instructional leadership behaviors in seven high poverty elementary schools in Virginia, as compared to fifth-grade Standards of Learning (SOL) English and Math scores. The Principal Instructional Management Rating Scale (PIMRS) survey was administered to participants from seven elementary schools in Virginia. The PIMRS was used to identify the frequency of instructional leadership behaviors exhibited by principals. The findings of the initial research question concluded that the results were unable to predict what principal behaviors directly affect student achievement on the Math and English SOL tests. However, the findings in this study also revealed that through teacher perception, there is a significant predictor of changes in both English and Math (SOL) scores attributed to certain leadership behaviors described in selected questions when using the multiple regression method. These questions are:

1. To what extent does your principal use data on student performance when developing goals?
2. To what extent does your principal inform teachers of the school's performance results in written form?
3. To what extent does your principal contact parents to communicate improved or exemplary student performance or contributions (Waters, 2005)?

Reitzug, U.C. (1989) examined and compared principal-teacher interactions in instructionally effective and ordinary elementary schools. The research questions asked: Does the principal contribute to a school's instructional effectiveness or only to a school's ineffectiveness? The data source was two elementary schools, one defined as effective and the other defined as ordinary. The data collected in this study were principal



and teacher interviews and logs of principal-teacher interactions kept by selected teachers from each school. The findings created three categorical distinctions between the effective and the ordinary school. The effective schools shared a culture of concern, instructional emphasis and expectations, and a high number of principal-teacher instructional interactions.

Reitzug, et al (2008) focused on how principals understand the relationship between their day-to-day operations and instructional leadership in respective schools. The study proposed several research questions. 1. How do principals view their instructional leadership role? 2. How do they practice as an instructional leader? 3. Toward what instructional outcomes do they strive? This was a phenomenological qualitative study which focused on direct experience of principals in North Carolina in relation to their daily work. Data was collected via the interviewing of twenty principals. The intent was to understand how each principal viewed their practice and how they perceived themselves to be impacting teaching and learning in the school. An overview portrait of each principal was created by looking across quotes related to instructional leadership extracted from each principal's in-depth interviews. As a result, four dominant conceptions of instructional leadership emerged from the data termed relational, linear, organic, and prophetic.. This study identified multiple conceptions of instructional leadership and discussed problematic aspects of these concepts.

Robinson, et al (2008) examined the relative impact of different leadership types on students' academic and nonacademic outcomes. The study addressed the paradoxical differences between qualitative and quantitative evidence on leadership impacts by focusing on types of leadership rather than on leadership as a unitary construct. The methodology involved an analysis of the findings of 27 published studies. The first meta-

analysis included 22 of the 27 studies comparing the effects of transformational and instructional leadership on student outcomes. Twelve studies contributed to the second meta-analysis comparing the effects of five inductively derived sets of leadership practices on student outcomes. The first meta-analysis indicated that the average effect size of instructional leadership on student outcomes was three to four times that of transformational leadership. The second meta-analysis found strong average effects for the leadership dimension involving promoting and participating in teacher learning and development. This analysis showed moderate effects for the dimensions concerned with goal setting and planning, coordinating, and evaluating teaching and the curriculum.

Waters, T., Marzano, R.J. & McNulty, B. (2003) examined the effects of leadership practices on student achievement. The research question asked: What practical guidance can thirty years of instructional leadership studies give school leaders? The methodology was a meta-analysis of thirty years of research. This analysis spanned seventy studies including unpublished doctoral dissertations. These studies involved 2,894 schools with approximately 1.1 million students and 14,000 teachers. The data from the meta-analysis demonstrated a substantial relationship between leadership and student achievement with an average effect size of 0.25. The findings indicated that an increase in leadership ability correlates to an increase in mean student achievement. The study found just as leaders can have a positive impact on achievement; they can also have a marginal or negative impact on student academic outcomes.

### **Contemporary Models of Leadership**

The selected studies are also varied in the determination of best perspective on the relationship of leadership behaviors and student achievement. Four of the studies focused on both principal and teacher perceptions (Jackson, et al 1983; Leithwood & Janzi, 2008;

O'Donnell & White, 2005; Reitzug, 1989). Three of the studies looked at only teacher perception of instructional leadership of principals (Enueme & Egwunyenga, 2008; Leech & Fulton, 2008; Marks & Printy, 2003). These seven studies focused primarily, or in part, on the teacher perception of the principals as instructional leader as a predictor of student success.

In O'Donnell & White (2005), teacher perceptions of principals' efforts to promote the school learning climate had the largest explanatory power for predicting mathematics and reading scores. "These findings indicate that higher teacher perceptions of principal instructional leadership behaviors relate to higher student achievement and vice versa" (O'Donnell & White, 2005). In Enueme & Egwunyenga (2008), teacher job performance positively related to the principals' instructional leadership role. Teachers work harder and with greater dedication when the principal is supportive and helpful as an instructional problem solver. Research supports the notion of teacher perception as reality in schools when examining the effectiveness or ineffectiveness in leadership behaviors as a predictor of student success.

The studies also examined the cost and benefits of transformational versus instructional leadership. The two main blueprints of the school principalship have reigned in recent decades- instructional leadership and transformational leadership (Hallinger, 1992). The majority of the literature in this current study advocates for direct and indirect instructional leadership principal behaviors for the purpose of increasing student outcomes (Enueme & Egwunyenga, 2008; Gentilucci & Muto, 2007; Jackson et al, 1983; O'Donnell & White, 2005; Robinson et al, 2008; Waters et al, 2004).

Instructional leadership portrays the principals as the main source of instructional expertise. The principal's role is to sustain high expectations for teachers and students,

oversee classroom instruction, and monitor student progress (Marks & Printy, 2003). The principal is the sole, sometimes heroic, force to enact substantial change in a school. Enueme and Egwunyenga (2008) define instructional leadership to include two major areas of responsibility: (a) assisting teachers in their classroom instructions and (b) promoting professional development of their teachers. The “administrator is a leader who expects and demands achievement regardless of student background, provides needed services and training, monitors test scores, and rewards success (Jackson, et al, 1983, p. 70).

Transformational leadership looks at problem finding, problem solving, and collaboration with all stakeholders with the goal of improving organizational performance (Hallinger, 1992). It affirms the principal’s role in reform especially in the areas of innovation and shaping the organizational culture (Leithwood, 1994). One of the criticisms of this model is that transformational leadership does not specifically focus on curriculum and instruction but on personnel and organizational reformation (Marks & Printy, 2003).

### **Summary**

For almost four decades the research on the effects of instructional leadership in relation to student achievement has focused intensely on the principal. The primary responsibility for establishing effective schools and raising student achievement has been handed from the federal level to the states. The states entrust districts to get the job done. Districts have espoused this priority to building level administrators. This becomes problematic since principals need to spend more time directly maintaining the physical security of the students and staff than they do directly supporting student learning (Archer, 2004). As the old saying goes, the job of principal is about buses, beans, and

basketballs. The focus use to be on field trips, lunch, and sports, but the renewed agenda shifts the focus on books and Blooms' Taxonomy otherwise known as student achievement. With the myriad of responsibilities on the principal's plate it is hard to directly influence student achievement.

As a result, much of the research examines indirect instructional leadership strategies such as allocating resources, promoting school climate, and principal-teacher relationships (Hallinger et al, 1996, Leithwood et al. 2004) in an effort to influence teacher behavior and instructional effectiveness (Gentilucci & Muto, 2007). Principals attempt to influence student learning through the efforts of others rather than directly impacting the student themselves.

Administrators committed to implementing direct instructional leadership behaviors see their responsibilities differently. These principals are actively engaged in meaningful relationships with individual student learning (Gentilucci & Muto, 2007). These individuals frequently visit classrooms, monitor student work, meet with students, discuss student progress and problems, publicly and privately praise individual academic achievement, and provide help to struggling teachers and students (Waters, Marzano & McNulty, 2004). Critics argue direct instructional leadership is difficult in comprehensive large high schools, but the research defends that large and small school principals directly impact student achievement with success (Gentilucci & Muto, 2007; Robinson, Lloyd, & Rowe, 2008).

## **CHAPTER III**

### **METHODOLOGY**

#### **Research Questions**

This study investigated the relationship between inner ring suburban middle school principal instructional leadership behaviors and student achievement. A cross-sectional survey is appropriate for this study because the observations within the analyses were measured over the same point and time, and the study does not measure cause and effect. Instead, this correlational study seeks to identify the relationship between identified predictor variables such as specific principal behaviors and socioeconomic status as well as outcome variables such as the Ohio Achievement Assessment (OAA) reading, as it relates to the PIMRS.

The following research questions guide this study:

1. Is there a significant relationship between principal instructional leadership behavior scores, as perceived by principals, on the PIMRS and student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
2. Is there a significant relationship between principal instructional leadership behavior scores, as perceived by teachers, on the PIMRS and

3. student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
4. To what extent do principals' instructional leadership behavior scores, as perceived by principals, on the PIMRS, principal experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
5. To what extent do teachers' perceptions of principal instructional leadership behavior scores on the PIMRS principal experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?

### **Participants**

Principals and teachers in 50 inner ring suburban middle school surrounding Cleveland, Ohio are the targeted populations identified as according to geographic proximity. The researcher seeks to secure at least 50 school principals and at least 30 percent of their respective teachers for this study.

### **Instrument**

There were two instruments the researcher proposes to collect the data for this study: the Principal Instructional Management Rating Scale (PIMRS) and the Ohio Achievement Assessment (OAA). The PIMRS measures faculty and principal perceptions of the frequency of instructional leadership behaviors exhibited by middle level principals (O'Donnell, 2002). The second method of data gathering included the use of the average scores on grade 8 OAA reading assessment data for each school. The

researcher also will access data on student SES, as defined by the number of students qualifying for free and reduced meals via education.ohio.gov, teacher and principal years of experience.

### **Principal Instructional Management Rating Scale (PIMRS)**

In his PIMRS Resource Manual Version 2.2, Hallinger asserted that the PIMRS is a valid, reliable instrument that exceeds the general standards for instruments used for research and diagnostic purposes (i.e., leadership assessment and development). This instrument is composed of 50 questions within 10 job functions. Respondents are asked to answer each of the 50 survey questions on a Likert scale ranging from 5, almost always, to 1, almost never. Two versions of the survey will be used to collect instructional leadership behavior perceptions from Northeast Ohio inner-ring suburban middle school principals and teachers. The principal version asks principals to answer each question based on what extent they actually feel they perform the instructional behavior (Appendix A). In addition, demographic questions are included to the survey to collect data about the principal respondents. These questions include years of experience in current position and years of experience as a principal. The teacher version of the survey asks teachers to answer each question based on to what extent they perceive their respective principal actually performed the instructional behavior (Appendix B). Demographic questions are included to the survey to collect data about the teacher respondents. These questions include years of teaching experience and years worked under current administrator. Permission will be granted from Dr. Philip Hallinger for the researcher to use the two survey versions (Appendix C). The PIMRS has been used in 119 other research studies since its conception (Hallinger, 2008).



Content validity addresses the degree to which items on the PIMRS are appropriate measures of the instructional leadership subscales. Hallinger (1982) employed procedures outlined by Latham and Wexley (1981) to measure the content validity of the instrument that suggest that items should achieve 80% agreement for inclusion in the instrument. Four educational professionals familiar with the instructional leadership behaviors of principals—three principals and one assistant principal— independently assigned potential items to the most appropriate instructional leadership of the ten subscales for the instrument. Table 1 indicates agreement scores of the experts familiar with instructional management functions of principals.

Table 1

Content Validity Agreement Scores (Hallinger, 1982)

Subscale	Number of Items	Average Agreement
Frame Goals	6	91%
Communicate Goals	6	96%
Supervision/Evaluation	11	80%
Curricular Coordination	7	80%
Monitors Progress	8	88%
Protects Time	5	85%
Incentives for Teachers	4	100%
Professional Development	10	80%
Academic Standards	5	95%
Incentives for Learning	4	94%

In assessing the instruments content validity, each item assigned to a subscale had to achieve a minimum average agreement of .80 from the group of raters. These efforts achieved average agreements of 80% to 100% on items, depending on the subscale (Hallinger). Hallinger (2008) measured the internal consistency of the PIMRS in order to establish the instrument's reliability.

Internal consistency refers to how "items that have been grouped together conceptually as subscales correlate with each other" (Hallinger, p. 8). The minimum acceptable reliability standard was set at .80 in assessing the instruments internal consistency (Latham & Wexley, 1981). Cronbach Alpha coefficients for the subscales ranged from a low of .78 for providing incentives to teachers to a high of .90 for supervising/evaluating instruction, coordinating curriculum, and monitoring student progress (Hallinger, 1982). Table 2 indicates reliability estimates.

Table 2

## Reliability Estimates (Hallinger, 1982)

Subscale	Reliability*	Sample Size
Frame Goals	.89	77
Communicate Goals	.89	70
Supervision/Evaluation	.90	61
Curricular Coordination	.90	53
Monitors Student Progress	.90	52
Protects Instructional Time	.84	70
Visibility	.81	69
Incentives for Teachers	.78	70
Professional Development	.86	58
Academic Standards	.83	76
Incentives for Learning	.87	61

\* Reliability estimates are Cronbach Alpha coefficients (Hallinger, 1982).

In terms of internal consistency, the PIMRS is a reliable instrument. Hallinger (2008) also assessed the instrument's discriminant validity, or the instrument's ability to discriminate among the performance of principals. Discriminate validity is indicated in Table 3 and is "the variance in principal ratings within school must be less than the variance in ratings of principals between schools" (Hallinger, 1982, p. 6). If between school variances on subscales were significantly greater than those within schools, then the instrument was deemed as differentiating principal instructional leadership behaviors. One-way analysis of variance (ANOVA) was used to compare between and within school

variances of teacher ratings. “Professional development” and “Academic Standards” were the only subscales to fail to meet this validity standard (Hallinger, 1982).

Table 3

Discriminant Validity Measures (Hallinger, 1982)

Subscale	F Value	Significance
Frame Goals	6.01	.0000
Communicates Goals	6.12	.0000
Evaluates Instruction	2.23	.0266
Coordinates Curriculum	3.13	.0024
Monitors Progress	2.66	.0087
Protects Instructional Time	2.84	.0052
Visibility	3.12	.0025
Incentives for Teachers	3.49	.0010
Professional Development	1.46	.1729
Academic Standards	1.78	.0829
Incentives for Learning	4.18	.0001

### **Sampling Strategy**

Purposeful sampling (Creswell, 2007) is the primary method and will be used to focus this research project on inner ring suburban middle schools and will also be utilized in the selection of specific sites. Two rationales for purposeful sampling, according to Creswell, were especially relevant for this study: (1) to explore cases vital to the research and its questions and (2) to compare differences between settings or individuals.

Principals and, in turn, their teachers ultimately will have to volunteer to participate in the

research study. Specific criteria will inform this selection process: (1) willingness of principals to participate in both phases of the study, (2) geographic proximity to Cleveland, Ohio (3) ability of researcher to secure participation of all eligible schools within the same district(s), and (4) logistic issues/concerns in successfully completing both phases at selected sites.

### **Ohio Achievement Assessment (OAA)**

Since 2003, the Ohio Reading Achievement Assessment (OAA) is administered to Ohio students in grades three through eight. This assessment is designed to measure a student's literacy skills specifically in the areas of acquisition of vocabulary, reading process, informational text and literary text. Typically a student receives a score report six to eight weeks following the administration of the assessment. Scores achieved on this measure are then placed into one of the five state categories. The researcher used grade eight student reading achievement scores on the OAA as part of the second set of data to be collected. The researcher used the average school scores from the 2011-2012 school years. Table 4 provides the score needed to attain a given category, the label associated with each score as well as a descriptive explanation as to the skills needed to attain each level.

Table 4

8<sup>th</sup> grade Reading Performance-Level Scores Established by Ohio Board of Education

Category	Score
Limited	below 378
Basic	378-399
Proficient	400-427
Accelerated	428-450
Advanced	451-530

(ODE, 2009)

### **Quantitative Data Collection Procedures**

A list of 50 northeastern schools serving 8<sup>th</sup> grade that fall under the designation of inner ring suburb was compiled. Email inquiries requesting permission to conduct research was sent to the appropriate district level entities followed a week later by phone calls if no response were forthcoming. A study information sheet, copies of the teacher and principal versions of the Principal Instructional Management Rating Scale (PIMRS) and an informed consent document accompanied the emails.

District level permission was contingent on the willingness of the individual schools' principals. Email inquiries requesting permission to conduct research with the aforementioned attachments was sent to school principals. Principals were contacted by phone.

The quantitative research design involved the use of a Likert scale instrument, the Principal Instructional Management Rating Scale (PIMRS), that measures perceptions of the principal's instructional leadership (Appendix A and B).

Permission to use the PIMRS for this mixed methods study was acquired from Dr. Philip Hallinger based on an email correspondence in November of 2010 (See Appendix C). Using this instrument, the perceptions of both school principals and their faculties will be collected.

Part one of the principal version of the PIMRS asked participants for district and school's names, number of years as principal of the school, and total years of administrative experience. Part one of the teacher version of the PIMRS asked participants for the school's name, number of years as a teacher in the school, and total years of teaching experience.

Part two of the PIMRS uses a Likert scale of five responses from almost never (1) to almost always (5) to rate the principal's instructional leadership in 10 subscales: (1) framing school goals, (2) communicating school goals, (3) supervising and evaluating instruction, (4) coordinating curriculum, (5) monitoring school progress, (6) protecting instructional time, (7) maintaining high visibility, (8) providing incentives for teachers, (9) promoting professional development, and (10) providing incentives for learning (Hallinger 2005, 2008). The 10 subscales are further grouped under three broad instructional leadership dimensions (see Figure 1).

Subscales 1 and 2 constitute Dimension 1 of Defining the School Mission. Subscales 3 through 5 constitute Dimension 2 of Managing the Instructional Program. Subscales 6 through 10 constitute Dimension 3 of Promoting a Positive School Learning Climate. The principal and teacher versions are identical except for the stem "To what extent do you (principal version)" and "To what extent does your principal (teacher version)." The researcher delivered survey packets to the schools in early December 2011. Surveys were given to both principals and teachers within the schools for purposes

of comparing the perception data. The goal is for 50 principals to complete the PIMRS (principal version), and the teacher version was administered to a total teaching population of each respective principal.

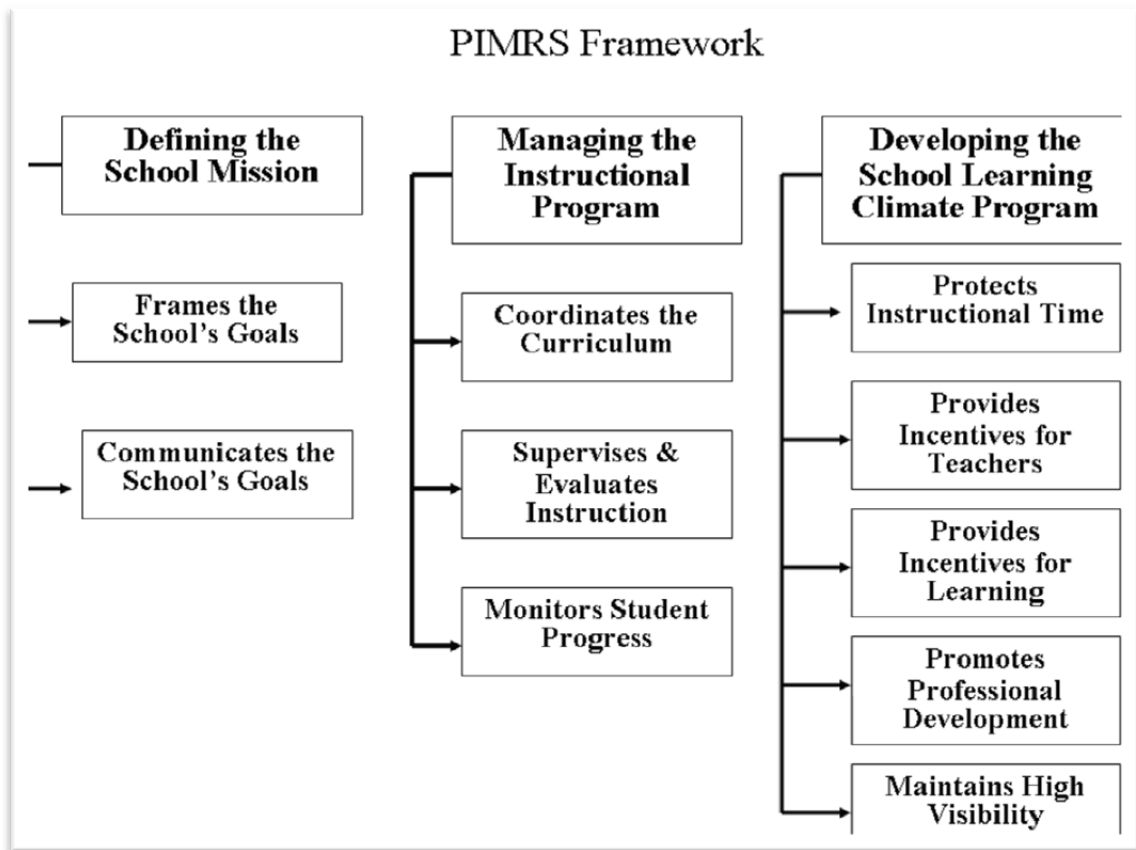


Figure 1. Principal Instructional Management Rating Scale (PIMRS) conceptual framework

### Analysis of Quantitative Data

Quantitative methods was used to analyze the responses of the participants and thus address research questions 1 and 2 means and standard deviations were computed and analyzed for each leadership behavior rated on the PIMRS instrument (48 items total), and within the three leadership domains: (a) defines mission, (b) manages the instructional program, and (c) developing the school learning climate program for both teacher and principal responses.



Because the research study involves the analysis of scores between two groups (principals and teachers) as well as demographic data within the two groups (experience and student SES), and correlation test (Pearson's correlation) was used to analyze the data.

Multiple regression was used to address research questions 3 and 4. Socioeconomics, teacher and principal experience, teacher perceived scores, and principal perceived scores served as the predictor variables. Student achievement in reading on the OAA is identified as the outcome variable. This study involved the use of forward selection in which the first predictor to enter the equation will be the one with the largest correlation with the predictor variable. If the predictor was significant, then the predictor with the largest semi-partial correlation with the predictor variable was considered. This procedure continued until at some stage in the process, a given predictor did not make a significant contribution to the prediction and the procedure is terminated (Stevens, 1986). Since the PIMRS includes multiple data areas, the multiple regression analysis was the best fit for the investigation of middle-level principals' instructional leadership behaviors and their 8<sup>th</sup> grade students' reading OAA scores to answer research question 3 and 4.

This study used simple regression analysis to explain the variance between instructional leadership behaviors and student achievement. A regression analysis allows the researcher to identify specific instructional leadership behaviors that best predicted student achievement (O'Donnell, 2005). A regression analysis is appropriate for this study because it identified the relationship between two or more variables. This type of analysis assisted in validating the study that will identify specific instructional leadership behaviors that best predicted student achievement. Regression analysis is important to

this study because it allows the researcher to explain the variance, which is critical when using a number of variables. Since the researcher proposes multivariate statistics to analyze the data, the Statistical Package for the Social Sciences (SPSS) software will be used in the analysis of the data.

### **Summary**

The purpose of this study is to investigate the relationships between inner ring suburban middle principal instructional leadership behaviors and student achievement. Secondary variables of interest will be student SES, teacher and principal experience. Since this study investigates the relationship of quantitative variables, a quantitative study is justifiable. The quantitative research study will explore the strength of the association of the independent variables to the dependent variable using scaled scores. The researcher will explore the strength of the association between the independent variable of school improvement designation and the dependent variable of principal and teacher perception on instructional leadership behaviors. The researcher used an analysis of variance and regression analysis to answer research questions related to principal and teacher perception of instructional leadership behaviors and student achievement.

## **CHAPTER IV**

### **ANALYSIS OF DATA**

#### **Purpose of the Study**

The increased pressure of principal accountability and the need to close the achievement gap has placed more scrutiny on leadership practices (Goldring et al., 2008). The purpose of this quantitative research study was to examine teacher's perceptions of principal instructional leadership in relation to eighth grade student achievement scores in inner-ring suburban middle schools. Principals in the past have focused more on the managing of school buildings rather than focusing on practices of instructional value (Goldring et al., 2008). The effect of principal instructional leadership on student achievement is an area strongly influenced by the Instructive Effective School Research, No Child Left Behind (NCLB) legislation (U.S. Department of Education, 2002), by which schools and principals are held accountable for achievement gap closing (Crum & Sherman, 2008). This research study will be conducted using a quantitative methodology to identify the leadership behaviors that distinguish effective inner ring suburban schools to reach conclusions about contextual factors that influence the nature and exercise of instructional leadership in inner ring schools. A secondary variable for consideration will be student socioeconomic status (SES).

## **Research Questions**

1. Is there a significant relationship between principal instructional leadership behavior scores, as perceived by principals, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
2. Is there a significant relationship between principal instructional leadership behavior scores, as perceived by teachers, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
3. To what extent do principals' instructional leadership behavior scores, as perceived by principals, on the PIMRS, principal experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?
4. To what extent do teachers' perceptions of principal instructional leadership behavior scores on the PIMRS principal experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?

## **Descriptive Statistics**

Fifty principals and four hundred and fifty-three teachers throughout Northeast Ohio participated in this comprehensive research study. Demographic information regarding the number of years principals had been working in their current position is presented in Table 5. Of the 50 responses, 54% of principals had been working in their

current position between 2 to 4 years, while 28% had held their current position for 5 to 9 years and 12% were first year principals. Only 6% of those who responded had been employed 10-15 years which is lower than the national average of 27% (Keigher, 2010).

Table 5

Demographic Information of Principals (N=50)

Years in Current Position	Frequency	Percent	Years in Total Experience	Frequency	Percent
1	6	12.0	2-4	5	10.0
2-4	27	54.0	5-9	27	54.0
5-9	14	28.0	10-15	12	24.0
10-15	3	6.0	More than 15	6	12.0

Demographic information regarding the number of years teachers had been working for their current principal is presented in Table 6. Of the 453 responses, 63.6% of teachers had been working for their current principal between 2 to 4 years, while 18.2% had worked with their current principal for 5 to 9 years and 17.4% worked with their current principal for 1 year. Only 0.2% of those who responded had been working with their current principal for 10-15 years.

Table 6

## Demographic Information of Teachers (N=453)

Years with Current Principal	Frequency	Percent	Years in Total Experience	Frequency	Percent
1	79	17.4	1	13	2.9
2-4	288	63.6	2-4	121	26.7
5-9	85	18.2	5-9	219	48.3
10-15	1	0.2	10-15	79	17.4

**Research Findings**

*Research Question 1: Is there a significant relationship between principal instructional leadership behavior scores, as perceived by principals, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

Question 1 examined the relationship between principals' self-perception of their instructional leadership behaviors and the level of student performance in 8<sup>th</sup> grade reading. To address this question, data from the principal respondents on all 50 instructional leadership questions were combined and correlated by the 10 leadership behaviors on the Principal Instructional Management Rating Scale (PIMRS) conceptual framework which are Framing the School Goals (FSG), Communicating the School Goals(CSG), Supervising and Evaluating Instruction(SEI), Coordinating the Curriculum(CC), Monitoring Student Progress(MSP), Protecting Instructional Time(PIT), Maintaining High Visibility(MHV), Providing Incentives for Teachers(PIT), Promoting Professional Development (PPD), and Providing Incentives for Learning(PIL).

Table 7 shows the results of the comparative mean ratings for principals and teachers on the PIMRS. Principals perception mean ratings are higher on each subscale than teacher perception mean score ratings. Table 8 displays the results of the correlational analysis of all the principal respondents by presenting the correlation coefficient and statistical significance of each applicable relationship.

Table 7

Comparative Means of Principals and Teachers on the PIMRS

	Principal	Teacher	Total
FSG	4.22	3.59	3.66
CSG	4.04	3.37	3.43
SEI	4.02	3.37	3.44
CC	4.16	3.44	3.51
MSP	3.98	3.32	3.38
PIT	4.02	3.38	3.44
MHV	3.84	3.22	3.28
IFT	3.68	3.15	3.21
PPD	4.18	3.6	3.66
PIL	3.84	3.28	3.33

Table 8

Correlation of Principal PIMRS scores and 8th Grade OAA (N=50)

	FSG	CSG	SEI	CC	MSP	PIT	MHV	IFT	PPD	PIL	8th Grade OAA
FSG	1										
CSG	.479**	1									
SEI	.594**	.494**	1								
CC	.426**	.316*	.528**	1							
MSP	0.274	.515**	.518**	.478**	1						
PIT	0.188	0.163	0.199	0.259	.311*	1					
MHV	0.052	0.185	0.213	0.223	.409**	0.213	1				
IFT	.343*	.359*	.465**	.525**	.442**	0.15	.384**	1			
PPD	.511**	0.214	.605**	.539**	.441**	0.213	.307*	.373**	1		
PIL	0.172	.423**	.549**	.377**	.694**	0.233	.488**	.593**	.433**	1	
OAA	.336*	0.167	0.192	.290*	0.271	0.177	0.146	0.261	0.258	0.197	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



As shown in Table 8, the results of the analysis suggest there is a significant relationship using a .05 level of significance between subscales of instructional leadership, as perceived by principals, and OAA scores. Significant relationships with 8<sup>th</sup> grade OAA scores were observed between Framing School Goals ( $r(50)=.37, p<.05$ ) and Coordinating the Curriculum ( $r(50)=.29, p<.05$ ). A significant relationship was not observed between 8<sup>th</sup> grade OAA scores and the instructional leadership subscales of Communicating the School Goals ( $r(50)=.17, p<.05$ ), Supervises & Evaluates Instruction ( $r(50)=.19, p<.05$ ), Monitors Student Progress ( $r(50)=.27, p<.05$ ), Protects Instructional Time ( $r(50)=.18, p<.05$ ), Maintains High Visibility ( $r(50)=.15, p<.05$ ), Provides Incentives for Teachers ( $r(50)=.26, p<.05$ ), Promotes Professional Development ( $r(50)=.26, p<.05$ ), and Provides Incentives for Learning ( $r(50)=.20, p<.05$ ) per principal ratings.

*Research Question 2: Is there a significant relationship between principal instructional leadership behavior scores, as perceived by teachers, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

Question 2 examined the relationship between teacher perceptions of their principals' instructional leadership behaviors and the level of student performance in 8<sup>th</sup> grade reading. To address this question, data from the teacher respondents on all 50 instructional leadership questions were combined and correlated by the 10 leadership behaviors on the Principal Instructional Management Rating Scale (PIMRS) conceptual framework. Table 9 displays the results of the correlational analysis of all the teacher respondents by presenting the correlation coefficient and statistical significance of each applicable relationship.

Table 9

Correlation of Teacher PIMRS scores and 8th Grade OAA (N=453)

	FSG	CSG	SEI	CC	MSP	PIT	MHV	IFT	PPD	PIL	8th Grade OAA
FSG	1										
CSG	.603**	1									
SEI	.422**	.562**	1								
CC	.609**	.619**	.537**	1							
MSP	.499**	.537**	.564**	.646**	1						
PIT	.449**	.415**	.392**	.483**	.575**	1					
MHV	.359**	.486**	.557**	.508**	.510**	.472**	1				
IFT	.339**	.437**	.491**	.514**	.560**	.455**	.644**	1			
PPD	.531**	.479**	.404**	.490**	.475**	.510**	.404**	.408**	1		
PIL	.407**	.411**	.467**	.469**	.446**	.339**	.530**	.592**	.378**	1	
OAA	.477**	.302**	.257**	.341**	.331**	.356**	.247**	.295**	.376**	.298**	1

\*\*. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 9, the results of the analysis suggest there is a significant relationship using a .01 level of significance between subscales of instructional leadership, as perceived by teachers, and OAA scores. Significant relationships with 8<sup>th</sup> grade OAA scores were observed between Framing School Goals ( $r(453)=.48, p<.01$ ), Communicating the School Goals ( $r(453)=.30, p<.01$ ), Coordinating the Curriculum ( $r(453)=.34, p<.01$ ), Supervises & Evaluates Instruction ( $r(453)=.26, p<.01$ ), Monitors Student Progress ( $r(453)=.33, p<.01$ ), Protects Instructional Time ( $r(453)=.37, p<.01$ ), Maintains High Visibility ( $r(453)=.25, p<.01$ ), Provides Incentives for Teachers ( $r(453)=.36, p<.01$ ), Promotes Professional Development ( $r(453)=.38, p<.01$ ), and Provides Incentives for Learning ( $r(453)=.30, p<.01$ ).

*Research Question 3: To what extent do principals' instructional leadership behavior scores, as perceived by principals, on the PIMRS, principal experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

Standard Multiple Regression was employed to determine if subscales of instructional leadership, as perceived by principals, on the PIMRS, principal experience and student socioeconomic status (SES) significantly predicted the student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA). Table 10 shows the correlations between variable, the unstandardized regression coefficients (B), the intercept, the standardized regression coefficients ( $\beta$ ), the semi partial correlations, R,  $R^2$ , and the adjusted  $R^2$ . R for regression was statistically significant from zero,  $F(12, 37) = 2.850, p = .007$ , with  $R^2$  at .480.  $R^2$  of .480 (.312 adjusted) indicates that 48% of the variability in the student performance on the 8<sup>th</sup> grade OAA is predicted by

principals' instructional leadership behavior scores, as perceived by principals, on the PIMRS, principal experience and student socioeconomic status (SES).

Table 10

Summary of Simple Regression Analysis for Principal Variables Predicting Student Performance on the OAA

Variable	B	SE B	$\beta$
Student SES	-.408	.090	-.670**
Framing School Goals	13.028	5.004	.493*
R <sup>2</sup>		0.48	
F		2.85**	

\* $p < .05$ , \*\* $p < .01$

Based on standardized regression coefficients and statistically significant ( $p < .05$ )  $t$  scores, it would appear that student socioeconomic status (SES) and framing school goals were the best predictors of student performance on the 8th grade OAA. The student socioeconomic status (SES) is the most important of the two, based on the squared semi-partial correlations.

*Research question 4: To what extent do teachers' perceptions of principal instructional leadership behavior scores on the PIMRS, teacher experience and student socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

Standard Multiple Regression was employed to determine if subscales of instructional leadership, as perceived by teachers, on the PIMRS, teacher experience and student socioeconomic status (SES) significantly predicted the student performance in

grade eight reading as measured by the Ohio Achievement Assessment (OAA). Table 11 shows the correlations between variable, the unstandardized regression coefficients (B), the intercept, the standardized regression coefficients ( $\beta$ ), the semi partial correlations, R,  $R^2$ , and the adjusted  $R^2$ . R for regression was statistically significant from zero,  $F(12, 440) = 29.912$ ,  $p = .001$ , with  $R^2$  at .449.  $R^2$  of .449 (.434 adjusted) indicates that 45% of the variability in the student performance on the 8<sup>th</sup> grade OAA is predicted by principals' instructional leadership behavior scores, as perceived by teachers, on the PIMRS, teacher experience and student socioeconomic status (SES).

Table 11

Summary of Simple Regression Analysis for Teacher Variables Predicting Student Performance on the OAA

Variable	B	SE B	$\beta$
Student SES	-0.249	0.021	2.603**
Framing School Goals	3.85	0.899	0.222**
Provide Incentives for Teachers	2.094	0.816	0.121*
$R^2$		0.449	
F		29.912**	

\* $p < .05$ , \*\* $p < .01$

Based on standardized regression coefficients and statistically significant ( $p < .05$ )  $t$  scores, it would appear that student socioeconomic status (SES), Framing School Goals, and Providing Incentives for Teachers were the best predictors of student performance on the 8th grade OAA. The student socioeconomic status (SES) is the most important of the three, based on the squared semi-partial correlations. Providing incentives for teachers

involves recognizing teacher performance by providing opportunities for professional growth or verbal and written praise or other external motivation.

## **CHAPTER V**

### **DISCUSSION**

The purpose of the quantitative correlational research was to determine whether a relationship existed between instructional leadership behaviors and student achievement in middle school principals. Correlation analysis was conducted with the data pertaining to the variables of instructional leadership behaviors and student performance obtained from the use of two instruments, the Ohio Achievement Assessment (ODE, 2012) and the Principal Instructional Management Rating Scale (PIMRS) (Hallinger, 1985). The researcher also accessed data on student SES, as defined by the percentage of students qualifying for free and reduced meals via [education.ohio.gov](http://education.ohio.gov), teacher and principal years of experience.

Chapter 5 includes a summary of the results with regard to the relationship among student performance and middle principals' instructional leadership behaviors. Chapter 5 begins with a discussion of the various findings included in chapter 4 vis-a-vis the results found in previous empirical research on student achievement and effective leadership. Following the discussion section are the conclusions, and the implications of the research study. The chapter concludes with recommendations for further research and a summary of results.

## **Summary**

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorized federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act of 2002 (NCLB). In the absence of a reauthorized ESEA in 2012, the U.S. Department of Education approved Ohio's ESEA Flexibility Request (Waiver), which provides relief from certain requirements under No Child Left Behind.

By the implementation of Ohio's ESEA flexibility waiver of 2012, increased demands were placed upon local school districts and principals. These demands included greater accountability in providing instructional leadership to low achieving districts and schools. In order to receive this flexibility, Ohio has agreed to dedicate more resources to close sub-group achievement gaps (i.e., low income populations) and implement a more rigorous principal evaluation system that will support effective instruction and leadership.

The implementation of Ohio's ESEA flexibility waiver (2012) required school districts and buildings to meet high accountability standards. According to the waiver, principal evaluations now include a principal's final summative effectiveness rating will be based 50% on student growth measures and 50% on an evaluation of the principal's proficiency on the standards. It should be noted that the Ohio Teacher Evaluation System that requires that all principals and other evaluators are trained and credentialed in the use of National Institute for Excellence in Teaching (NIET) developed rubrics for observation and evaluation of teachers. These evaluations and ratings will be reported to the Ohio Department of Education. District officials are required to observe principals



and conduct walkthroughs coupled with student achievement scores on standardized test (i.e. OAA) to determine the effectiveness of the principals. Because of increased accountability, the rating of the principal will be publicized to the community and invite greater scrutiny of the principal from all stakeholders. Now more than ever principals must be acutely aware of what is happening in their buildings, but more importantly, what is happening in the classrooms because they will be expected to provide improvement plans for the individual teachers.

### **Conclusions from Research Questions**

#### **Research question 1.**

*Is there a significant relationship between principal instructional leadership behavior scores, as perceived by principals, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

The results of the descriptive analysis for principal self-perceptions of their instructional leadership behaviors indicated that framing school goals and coordinating the curriculum were correlated with higher student achievement. To frame school goals principals must work with parents and staff to identify areas in need of improvement and develop goals to address the problem (Hallinger & Murphy, 1985). Principals need to use formal and informal modes of communication to communicate the goals to the stakeholders. Communication can express to the stakeholders the importance of the goals. In low-achieving schools, principals tend to work in silos and do not include the staff or parents in the framing of school goals. Due to their academic standings, the goal is either explicitly or implied to raise test scores. By engaging the other stakeholders, the school

may be able to identify unforeseen root causes to students not performing on standardized tests.

Coordinating the curriculum involves monitoring the classroom curriculum to ensure school curricular goals are being met. It requires a principal to be actively and expertly engaged in the day-to-day classroom decisions. In low-achieving schools, principals tend to do more managing of student misbehavior and conducting crowd control (Jackson et al, 1983; O'Donnell & White, 2005). They must learn to prioritize their efforts and get into the classrooms to monitor the curriculum.

**Research question 2.**

*Is there a significant relationship between principal instructional leadership behavior scores, as perceived by teachers, on the PIMRS and the level of student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

The results of the descriptive analysis for the relationship between teacher perceptions of their principals' instructional leadership behaviors and student performance mirrored the principals as to the importance of framing schools goals. Principals rated themselves as "frequently" framing goals while teachers indicated "sometimes". This is evident to teachers not feeling included in the goals and reinforces the need for increased communication of principals in low-achieving schools. Principals need to have daily interactions with teachers to ensure they are fulfilling the school goals in their classrooms.

**Research question 3.**

*To what extent do principals' instructional leadership behavior scores, as perceived by principals, on the PIMRS, principal experience and student*

*socioeconomic status (SES) explain the variance in student performance in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

According L. Lazotte (Hoy & Miskel, 2013) the School Effective Research the principals are one of the important correlates with student achievement (Seashore-Louis, et al. 2010, Wallace Foundation 2012). A highly effective principal can increase his or her students' scores up to 10 percentile points on standardized tests in just one year (Waters, Marzano and McNulty 2003). Principals can also affect other student outcomes including reducing student absences and suspensions, and improving graduation rates.

The results of the multiple regressions of independent variables of principal self-perception, experience and student SES indicated that student socioeconomic status and framing school goals were the best predictors of student achievement. Student SES was the more important of the two predictors. Throughout the literature, research that focused on school SES and student achievement has consistently related lower SES to lower student achievement (Barth, 2001; Cunningham & Sanzo, 2002; Hinson, 2002; Marcon, 1999). The present study confirmed this relationship. One possible contributor to student performance differences in high and low poverty schools is that parents of children in high SES schools have greater confidence in and support of their children's education (Sui-Chu & Willms, 1996).

Principals in low-achieving or high poverty, minority schools tend to have a greater impact on student outcomes than principals at less challenging schools (Leithwood, et al. 2004, Seashore-Louis, et al. 2010). Unfortunately, this impact is not seen in achievement scores but in student growth measures (i.e., Value-Added). In

addition, principals typically transfer to less challenging schools as they gain experience (Beteille, Kalogrides and Loeb 2011).

The average experience in the current position of 54% of the principals surveyed was only 2 to 4 years. In high poverty, low achievement schools, the new principal is more likely to have less experience and be less effective than a new principal at a less challenging school, often resulting in a longer, more pronounced slowdown of achievement gains. The reason for the staffing difference is that many principals gain their initial experience at challenging schools, and then transfer to easier-to-manage schools as those positions open up. A study of one large urban district found that principals' second or third schools typically enrolled 89 percent fewer poor and minority students than their first position (Beteille, Kalogrides and Loeb 2011, Miller 2009).

The average teaching experience of 48% of the respondents was 5 to 9 years. Teacher turnover rates typically increase (regardless of whether teachers leave voluntarily or involuntarily) when there is a change in principals, no matter if the principals are effective or ineffective (Beteille, Kalogrides and Loeb 2011). However, less effective teachers tend to leave under an effective principal, while more effective teachers tend to leave when the school is taken over by an ineffective principal. Furthermore, effective principals are more likely to replace teachers who leave with more effective teachers (Beteille, Kalogrides and Loeb 2011, Branch, Hanushek and Rivkin 2012, Portin, et al. 2003).

#### **Research question 4.**

*To what extent do teachers' perceptions of principal instructional leadership behavior scores on the PIMRS, teacher experience and student socioeconomic status (SES) explain the variance in student performance*

*in grade eight reading as measured by the Ohio Achievement Assessment (OAA)?*

The results of the multiple regressions of independent variables of teacher perception, experience and student SES indicated that student socioeconomic status, framing school goals and providing incentives for teachers were the best predictors of student achievement. Student SES was the most important of the three predictors. The analysis of research question four mirror question 3. When looking at teacher perceptions, providing incentives for teachers was a significant variable.

Providing incentives for teachers involves recognizing teacher performance by providing opportunities for professional growth or verbal and written praise. In the era of belt-tightened budgets, few monetary rewards are available principals to use with teachers. The single salary schedule and tenure system severely limit the alternatives open to principals with respect to motivating teachers. However, recognition is the single greatest motivator of teachers. Additionally, one study in which the relative effects of money, praise and public recognition were measured found that money was only slightly more effective than praise as an incentive. Clearly money is less cost effective. This suggests that the principal should make the best use of both formal and informal ways of providing teachers with praise when it is deserved (Latham & Wexley, 1981).

### **Implications**

As a result of this research, four implications were developed for school leaders. The first implication for school leaders is utilizing a leadership style with high expectations for student achievement and staff performance. Again, a review of related literature supports this assertion (Edmonds, 1979; Kitchen et al., 2004; West, 1985). Without high expectations from a leader, it is impossible to ensure that the teachers will

strive to achieve at a high level. With clear expectations, teachers are more likely to strive for improvement and ultimately, excellence.

A second implication is that principal preparation and training must be realistic and futuristic. Principals develop their leadership style during the first few years of practice (Osterman & Sullivan, 1994; Osterman & Crow, 1997). This study provides useful information to those who can influence new or aspiring principals as they develop their practices in Pennsylvania in the context of NCLB and, perhaps more importantly, beyond. Aspiring principals must be prepared to lead not a replica of the schools they attended nor the schools where they currently teach, but schools that mirror the changing face of America in the twenty first century. Every day, newspapers and other media point out the increasing numbers of children living in poverty, of children without health insurance, of burgeoning numbers of immigrant families with no English skills, of single parent households, of the rise in autism and other learning disabilities. While once residing primarily in urban areas, these children now populate every community.

Principals must have the skills and the agility to oversee an appropriate education for these children because NCLB has made principals accountable for their proficiency. That will be a constant factor on the educational landscape for the foreseeable future. It demands that universities develop strict criteria for who should be accepted into principal preparation programs and make careful selections. While the theoretical training must remain an important component of the program, programs must move towards more hands on experience, more field work in multiple settings, and formal mentoring not only during the classroom years, but during the formative years of professional practice as well. A model for this can be found at the Center for Urban School Leadership at the University of Memphis. This program is a triangular partnership among the public

schools, the Department of Education, and the University system. It focuses on preparing visionary leaders who know instruction, can analyze data, can solve problems, can respond quickly to changing circumstances, and who are capable of building learning communities. The program is built largely on the research of Leithwood (Green, Williams, Griffin & Watson, 2008).

A third implication for school leadership is to create a culture of caring and pride in the school. This is consistent with the literature about creating a culture of collaboration and continuous improvement (Goldring, 2002; Habegger, 2008) and the positive effects of school pride (Van der Westhuitzen et al., 2005). The caring is twofold, caring for students and caring about the success and performance of the school. Caring teachers will strive to meet the high expectations that are set. They are also more likely to give extraordinary effort and commitment to teaching because of concern and care for the students and the school.

A final implication for effective school leadership is identifying a means of providing additional academic support to students. This was identified in the literature (Kitchen et al., 2004) as an important factor in the effectiveness of high poverty, high performing schools. Even with exceptional effort, school teachers and staff cannot provide everything that every student needs in a typical school day. Many students will need extra academic support outside of the time constraints of the school day. Supplemental academic support for students fills a critical gap in the learning of many students.

### **Further Research**

The present study adds to the limited body of research to help us understand the nature and role of inner-ring suburban schools within metropolitan regions, which we

cannot adequately examine the complexities of schools in these areas without a fuller understanding. This study adds to the dearth of literature on the changing context of Northeast Ohio middle schools.

In considering this perceptual investigation of principals and teachers of instructional leadership behavior in Northeast Ohio middle schools, the researcher suggests the following ideas for future study:

1. Further research is recommended in high performing, high poverty schools. Contrasting leadership that is present in high achieving, high poverty schools with leadership in low achieving, high poverty schools may prove beneficial and help to isolate leadership components essential to school success.
2. Another interesting study would be contrasting the leadership in a school that had been a low achieving, high poverty school in the past but became a high achieving, high poverty school. Again, this would help to isolate the components of leadership that are truly essential to effective leadership.
3. Although this study demonstrated principal and teacher perceptions of the principals' leadership, it did not allow for participants to explain or elaborate their answers. Future research could combine both quantitative and qualitative procedures in a mixed-method study.
4. Additional research could explore differences in teacher and principal perception based on a variety of demographic factors, such as age, race, gender, and educational background.



5. Another interesting study would examine the partnerships high poverty schools have with community groups.
6. Future research in a case study to determine the causes of turnover of teachers and principals in high poverty districts and schools.
7. Additional research could explore differences in high poverty schools that intentional deal with issues of poverty and districts with high poverty that do not identify with being high poverty.
8. Another interesting study could replicate this study with a high school focus to determine if the perceptions would be higher or lower.

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## **APPENDICES**

**APPENDIX A**

**PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE -  
PRINCIPAL VERSION**

PART I: Please provide the following information if instructed to do so by the person administering the instrument:

(A) District Name: \_\_\_\_\_

(B) Your School's Name: \_\_\_\_\_

(C) Principal's Name: \_\_\_\_\_

(D) Number of school years you have been principal at this school:

\_\_\_ 1            \_\_\_ 5-9            \_\_\_ more than 15

\_\_\_ 2-4            \_\_\_ 10-15

(E) Years, at the end of this school year, that you have been a principal:

\_\_\_ 1            \_\_\_ 5-9            \_\_\_ more than 15

\_\_\_ 2-4            \_\_\_ 10-15

PART II: This questionnaire is designed to provide a profile of your leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice as you conducted it during the past school year. For the response to each statement:

5 represents Almost Always

4 represents Frequently

3 represents Sometimes

2 represents Seldom

1 represents Almost Never

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question.

Thank you.

To what extent do you . . . ?

	ALMOST NEVER			ALMOST ALWAYS	
<b>I. FRAME THE SCHOOL GOALS</b>					
1. Develop a focused set of annual school-wide goals	1	2	3	4	5
2. Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3. Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4. Use data on student performance when developing the school's academic goals	1	2	3	4	5
5. Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5
<b>II. COMMUNICATE THE SCHOOL GOALS</b>					
6. Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7. Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8. Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5
<b>III. SUPERVISE &amp; EVALUATE INSTRUCTION</b>					
11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12. Review student work products when evaluating classroom instruction	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
<b>IV. COORDINATE THE CURRICULUM</b>					
16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
17. Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19. Assess the overlap between the school's curricular objectives and the school's achievement tests	1	2	3	4	5
20. Participate actively in the review of curricular materials	1	2	3	4	5
<b>V. MONITOR STUDENT PROGRESS</b>					
21. Meet individually with teachers to discuss student progress	1	2	3	4	5
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	1	2	3	4	5
23. Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25. Inform students of school's academic progress	1	2	3	4	5
<b>VI. PROTECT INSTRUCTIONAL TIME</b>					
26. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27. Ensure that students are not called to the office during instructional time	1	2	3	4	5
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
<b>VII. MAINTAIN HIGH VISIBILITY</b>					
31. Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
32. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34. Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35. Tutor students or provide direct instruction to classes	1	2	3	4	5
<b>VIII. PROVIDE INCENTIVES FOR TEACHERS</b>					
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37. Compliment teachers privately for their efforts or performance	1	2	3	4	5



	ALMOST NEVER		ALMOST ALWAYS		
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39. Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5
IX. PROMOTE PROFESSIONAL DEVELOPMENT					
41. Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
42. Actively support the use in the classroom of skills acquired during in-service training	1	2	3	4	5
43. Obtain the participation of the whole staff in important in-service activities	1	2	3	4	5
44. Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
45. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	1	2	3	4	5
X. PROVIDE INCENTIVES FOR LEARNING					
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48. Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49. Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

## APPENDIX B

### PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE - TEACHER VERSION

PART I: Please provide the following information about yourself:

(A) School Name: \_\_\_\_\_

(B) Years, at the end of this school year, that you have worked with the current principal:

\_\_\_ 1            \_\_\_ 5-9            \_\_\_ more than 15

\_\_\_ 2-4            \_\_\_ 10-15

(C) Years experience as a teacher at the end of this school year:

\_\_\_ 1            \_\_\_ 5-9            \_\_\_ more than 15

\_\_\_ 2-4            \_\_\_ 10-15

PART II: This questionnaire is designed to provide a profile of principal leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your observations of the principal's leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice of this principal during the past school year. For the response to each statement:

5 represents Almost Always

4 represents Frequently

3 represents Sometimes

2 represents Seldom

1 represents Almost Never

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question.

Thank you.

To what extent does your principal . . . ?

ALMOST

ALMOST

NEVER

ALWAYS

I. FRAME THE SCHOOL GOALS

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Develop a focused set of annual school-wide goals   | 1 | 2 | 3 | 4 | 5 |
| 2. Frame the school's goals in terms of staff responsibilities for meeting them                        | 1 | 2 | 3 | 4 | 5 |
| 3. Use needs assessment or other formal and informal methods to secure staff input on goal development | 1 | 2 | 3 | 4 | 5 |
| 4. Use data on student performance when developing the school's academic goals                         | 1 | 2 | 3 | 4 | 5 |
| 5. Develop goals that are easily understood and used by teachers in the school                         | 1 | 2 | 3 | 4 | 5 |

II. COMMUNICATE THE SCHOOL GOALS

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 6. Communicate the school's mission effectively to members of the school community   | 1 | 2 | 3 | 4 | 5 |
| 7. Discuss the school's academic goals with teachers at faculty meetings   | 1 | 2 | 3 | 4 | 5 |
| 8. Refer to the school's academic goals when making curricular decisions with teachers   | 1 | 2 | 3 | 4 | 5 |
| 9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress) | 1 | 2 | 3 | 4 | 5 |
| 10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)  | 1 | 2 | 3 | 4 | 5 |

III. SUPERVISE & EVALUATE INSTRUCTION

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school | 1 | 2 | 3 | 4 | 5 |
| 12. Review student work products when evaluating classroom instruction   | 1 | 2 | 3 | 4 | 5 |

	ALMOST NEVER			ALMOST ALWAYS	
	1	2	3	4	5
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
<b>IV. COORDINATE THE CURRICULUM</b>					
16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
17. Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19. Assess the overlap between the school's curricular objectives and the school's achievement tests	1	2	3	4	5
20. Participate actively in the review of curricular materials	1	2	3	4	5
<b>V. MONITOR STUDENT PROGRESS</b>					
21. Meet individually with teachers to discuss student progress	1	2	3	4	5
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	1	2	3	4	5
23. Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25. Inform students of school's academic progress	1	2	3	4	5
VI. PROTECT INSTRUCTIONAL TIME					
26. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27. Ensure that students are not called to the office during instructional time	1	2	3	4	5
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
VII. MAINTAIN HIGH VISIBILITY					
31. Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
32. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34. Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35. Tutor students or provide direct instruction to classes	1	2	3	4	5
VIII. PROVIDE INCENTIVES FOR TEACHERS					
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37. Compliment teachers privately for their efforts or performance	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39. Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5
<b>IX. PROMOTE PROFESSIONAL DEVELOPMENT</b>					
41. Ensure that inservice activities attended by staff are consistent with the school's goals	1	2	3	4	5
42. Actively support the use in the classroom of skills acquired during inservice training	1	2	3	4	5
43. Obtain the participation of the whole staff in important inservice activities	1	2	3	4	5
44. Lead or attend teacher inservice activities concerned with instruction	1	2	3	4	5
45. Set aside time at faculty meetings for teachers to share ideas or information from inservice activities	1	2	3	4	5
<b>X. PROVIDE INCENTIVES FOR LEARNING</b>					
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48. Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49. Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

## APPENDIX C

### EMAIL CORRESPONDENCE TO REQUEST PERMISSION TO USE

#### PIMRS INSTRUMENT

Henry:

Here are the files for the instrument. I will send the letter of permission after receiving your check.

Best of luck.

Philip H.

--

Philip Hallinger  
Hong Kong Institute of Education  
Hong Kong: 852 6129 4624  
[www.ied.edu.hk/aplc/](http://www.ied.edu.hk/aplc/)

In Thailand: 668 1881-1667  
[www.philiphallinger.com](http://www.philiphallinger.com)

On Sun, Apr 15, 2012 at 12:32 AM, Pettiegrew, Henry  
<[Henry.Pettiegrew@mapleschools.com](mailto:Henry.Pettiegrew@mapleschools.com)> wrote:  
I agree to these terms. What is the specific payment information?

Thanks,

Henry Pettiegrew II  
Director of Curriculum and Instructional Technology  
Maple Heights City Schools  
Maple Heights, Ohio  
[216-906-3978](tel:216-906-3978) mobile

**From:** "Dr. Philip Hallinger" <[hallinger@gmail.com](mailto:hallinger@gmail.com)>  
**Date:** Tue, 2 Nov 2010 04:49:25 -0400  
**To:** Henry Pettiegrew <[henry.pettiegrew@mapleschools.com](mailto:henry.pettiegrew@mapleschools.com)>  
**Subject:** Re: PIMRS use

Henry

The PIMRS is available for a fee of \$100 for which you receive master copies, permission to reproduce copies, a manual and related information.

Users are also required to supply me with a PDF file of the completed study and a copy of their dataset.

Let me know if this is agreeable and I'll send specific payment info.

I am also attaching a relevant paper that will come out shortly.

Best regards,

P. Hallinger

--

Dr. Philip Hallinger  
Hong Kong Institute of Education  
Hong Kong: +852 6129 4624  
[www.ied.edu.hk/apclc/](http://www.ied.edu.hk/apclc/)

On Tue, Nov 2, 2010 at 6:19 AM, Pettiegrew, Henry <[Henry.Pettiegrew@mapleschools.com](mailto:Henry.Pettiegrew@mapleschools.com)> wrote:

Dr. Hallinger:

What is the process to utilize the PIMRS instrument in a future research study? I am a doctoral student at Cleveland State University interested in examining stakeholder perceptions of principals as instructional leaders in northeast Ohio under Ohio House Bill 1.

Thanks,

Henry Pettiegrew II  
Director of Curriculum and Instructional Technology  
Maple Heights City Schools  
Maple Heights, Ohio  
216-906-3978 mobile



## APPENDIX D

### LETTER OF SOLICATION TO SUPERINTENDENTS AND CEOS

Dear (Superintendent's name),

My name is Henry Pettiegrew II and I am the Director of Curriculum and Instructional Technology in Maple Heights, Ohio. I am also a doctoral student at Cleveland State University and currently beginning my research for my dissertation titled: The Perceptions of Principal Instructional Leadership Practices on 8<sup>th</sup> grade Ohio Achievement. The purpose of my study, which will take place fall 2012, is to examine the potential relationship between perceived instructional leadership behavior and student achievement. I will be seeking to identify the relationship between identified predictor variables such as specific principal behaviors and socioeconomic status as well as outcome variables such as the Ohio Achievement Assessment (OAA) reading.

I am requesting your participation because a school in your district meets the criteria for the 2011-2012 school year. The data that will be collected will be from teacher and principal completed surveys from the middle school(s) in your district.

Participation would include:

- Principals completing a 15 minute online survey (The Principal Instructional Management Rating Scale) that assesses their perception of their own instructional leadership behavior.
- Teachers taking a nearly identical online survey that assesses their perceptions of the principal's instructional leadership behavior.

All information will remain completely confidential and will be coded so as to ensure anonymity. I will only access the information through a coded system and will not be able to match the data to your specific school district or school. The data will be stored in digital form on a USB jump drive, which will be kept in a secure location at all times.

**If you would be interested in your district or school participating, please respond to this email stating your willingness to do so. I will then send you an official hard copy consent letter for your signature.** I do need **at least 50** principals and their corresponding schools throughout northeast Ohio to participate and will need at least 30% of your eighth grade teachers to participate. Their data will be anonymous.

I hope you will consider being part of this study, I believe that it has potential to help us learn more about principal instructional leadership behaviors and possible connections to student achievement.

Thank you for considering this invitation, and please do not hesitate to ask me any questions. A response to the email does not obligate you to participate.

Sincerely,

Henry Pettiegrew II

**APPENDIX E**

**LETTER OF CONSENT TO SUPERINTENDENTS**

Dear (Superintendent's name):

Thank you for agreeing to allow the middle school principal and teachers at (Name of school) to participate in my research study on perceived principal instructional leadership behavior and 8<sup>th</sup> grade student academic achievement. This study is the basis of my dissertation, which I am completing in my pursuit of a doctoral degree in urban administration: school administration from Cleveland State University.

Research indicates that the instructional leadership behaviors of the principal are considered to be a critical aspect for the success of middle level schools. This study seeks to identify and compare these behaviors at a sampling of northeast Ohio middle schools through the administration of a survey instrument. The survey to be used (Principal Instructional Management Rating Scale) was developed by Dr. Phillip Hallinger and has been utilized in over 180 studies around the world. The online survey consists of 50 questions and can be completed in approximately 15-20 minutes.

The decision to participate is entirely yours and will not affect your current or future relations with Cleveland State University. Once again, the survey is completely anonymous and the data coded. No identifying information will be reported. No information will be used in any published report that would make it possible to identify a subject.

The researcher will store all data on a USB jumpdrive that will be kept in a secure location when not in use. After three years, all raw data will be destroyed. There are no risks associated with this study, and benefits may include the satisfaction that accompanies being involved in research that helps to identify specific leadership behaviors associated with increased student academic achievement.

Thank you once again. Please sign and date as indicated below and return in the enclosed self-addressed and stamped envelope.

Sincerely,

Henry Pettiegrew II

Superintendent's Signature

Date \_\_\_\_\_

## APPENDIX F

### PRINCIPAL LETTER OF PARTICIPATION AND CONSENT

Dear Colleague:

My name is Henry Pettiegrew II and I am the Director of Curriculum and Instructional Technology in Maple Heights, Ohio. I am also a doctoral student at Cleveland State University and currently beginning my research for my dissertation titled: The Perceptions of Principal Instructional Leadership Practices on 8<sup>th</sup> grade Ohio Achievement. The purpose of my study, which will take place fall 2012, is to examine the potential relationship between perceived instructional leadership behavior and student achievement. I will be seeking to identify the relationship between identified predictor variables such as specific principal behaviors and socioeconomic status as well as outcome variables such as the Ohio Achievement Assessment (OAA) reading.

I am requesting your participation because a school in your district meets the criteria for the 2011-2012 school year and your superintendent/CEO has given permission for you and your teachers to take part in the study. The data that will be collected will be from teacher and principal completed surveys from your middle school.

Participation would include completing a 15 minute online survey (The Principal Instructional Management Rating Scale) that is a self-assessment of your instructional leadership behavior. I will also be asking you to forward a different version of this letter to all your teachers so they may also complete the survey. **Your participation is completely voluntary and you may withdraw at any time without penalty.**

All information will remain completely confidential and will be coded so as to ensure anonymity. I will only access the information through a coded system and will not be able to match the data to your specific school district or school. The data will be stored in digital form on a USB jump drive, which will be kept in a secure location at all times, and will be destroyed three years after completion of the study.

If you are willing to participate, please reply to this email and proceed with taking the survey. The survey link below will be available for completion until Midnight on June 30, 2012.

<https://www.surveymonkey.com/s/PRINCIPALPIMRS>

All questions must be answered and you must click next to move to the next page. The submit button must be clicked at the conclusion of the survey to officially record your responses.

If you have any questions, about your rights as a research subject you can contact the CSU Institutional Review Board at (216) 687-3630.

Thank you once again for your participation, and please do not hesitate to contact me if you have any questions or difficulties. Response to this email does not obligate you to participate.

Sincerely,

Henry Pettiegrew II

## APPENDIX F

### TEACHER LETTER OF PARTICIPATION AND CONSENT

Dear Colleague:

My name is Henry Pettiegrew II and I am the Director of Curriculum and Instructional Technology in Maple Heights, Ohio. I am also a doctoral student at Cleveland State University and currently beginning my research for my dissertation titled: The Perceptions of Principal Instructional Leadership Practices on 8<sup>th</sup> grade Ohio Achievement. The purpose of my study, which will take place fall 2012, is to examine the potential relationship between perceived instructional leadership behavior and student achievement. I will be seeking to identify the relationship between identified predictor variables such as specific principal behaviors and socioeconomic status as well as outcome variables such as the Ohio Achievement Assessment (OAA) reading.

I am requesting your participation because a school in your district meets the criteria for the 2011-2012 school year and your superintendent/CEO and principal have agreed to take part in the study. The data that will be collected will be from teacher and principal completed surveys from your middle school.

Participation would include completing a 15 minute online survey (The Principal Instructional Management Rating Scale) that assesses your perceptions of the principal's instructional leadership behavior. **Your participation is completely voluntary and you may withdraw at any time without penalty.**

All information will remain completely confidential and will be coded so as to ensure anonymity. I will only access the information through a coded system and will not be able to match the data to your specific school district or school. The data will be stored in digital form on a USB jump drive, which will be kept in a secure location at all times, and will be destroyed three years after completion of the study.

If you are willing to participate, please reply to this email and proceed with taking the survey. The survey link below will be available for completion until Midnight on June 30, 2012.

<https://www.surveymonkey.com/s/TEACHERPIMRS>

All questions must be answered and you must click next to move to the next page. The submit button must be clicked at the conclusion of the survey to officially record your responses.

If you have any questions, about your rights as a research subject you can contact the CSU Institutional Review Board at (216) 687-3630.

Thank you once again for your participation, and please do not hesitate to contact me if you have any questions or difficulties. Response to this email does not obligate you to participate.

Sincerely,

Henry Pettiegrew II