

**A Principal's and Teachers' Perceptions and Understandings of
Instructional Leadership:
A Case Study of One School.**

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Master of Education in the Department of Educational Administration
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ABSTRACT

The principal's role in the school is a complex one, a role that has many duties and responsibilities. One role is being an instructional leader to help the teachers improve their teaching. Improved teaching will result in higher student achievement. The principal, as leader, is key in creating a school environment in which instructional leadership can thrive.

The purpose of this study was to explain and describe the differences in a principal's and four teachers' perceptions and understandings of instructional leadership and supervision. In the literature review of Blasé and Blasé, Glanz, McEwan, Andrews and Soders, Quinn, and Hallinger and Heck, to name a few, I examined two focal areas: instructional leadership and supervision. The first area I examined was reasons for the lack of principal instructional leadership. I described the historical context, purpose, function, and personal qualities required for instructional leadership. Then, I discussed the negative and positive impacts that the implementation of instructional leadership may have on teachers. The second area I explored was the concept of supervision and, based on instructional supervision literature, I examined two core concepts that emerged: staff development and reflection. My conceptual framework for instructional leadership was based primarily on the works of Blasé and Blasé and Glanz and was centred on supervision, staff development, and reflection.

For the case study I used questionnaires and interviews conducted with the principal from Colourful School, along with two teachers from the primary grades and two teachers from the elementary grades. I collected data from the questionnaires and interviews of the principal and the four teachers I analyzed, and aggregated to examine the respondents' differences in perceptions on instructional leadership and supervision.

Regarding the theme of instructional leadership, the findings revealed a few differences between the principal's and teachers' perceptions. Concerning the theme of supervision, differences emerged about the purpose of supervision. There was no consensus on the portion of time a principal should spend on instructional leadership; none of the teachers chose the same portion of time as the principal did. Another difference was with the definition of instructional leadership. Teachers focused on personal characteristics to define an instructional leader, whereas the principal emphasized enhancing instruction. A third difference on instructional leadership centred on the impact of the instructional leader on a school; the principal focused on establishing school culture, whereas the teachers emphasized the support teachers must provide the principal. With respect to the theme of supervision, the difference concerned the purpose of supervision. The teachers perceived supervision as being primarily evaluative, while the principal's perception was that purpose of supervision was for teacher growth and recognition.

The implications of these findings emphasized the need for school educators to engage in clear communication and on-going dialogue about the responsibilities of the principal. Also, clarification is needed on the purpose and process of supervision. Finally, the policies and procedures needed to be put in place to provide the necessary professional development to enhance both principals' and teachers' skills and abilities to do their jobs more effectively.

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DEDICATION

To my wife Melissa, son Jared, and daughter Emma.

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CHAPTER ONE

Introduction: Connection between Instructional Leadership and Supervision

The reason for connecting the terms instructional leadership and supervision was the influence of the works of Blasé and Blasé and Glanz. Blasé and Blasé's (2004) research on instructional leadership emphasized that a primary element of successful instructional leadership was supervision. In addition, Glanz (2006) mentioned that principals must pay "attention to their role as instructional leader, which is paramount to positively affect teaching and learning. Engaging teachers in instructional dialogue and meaningful supervision [and] strive to encourage good pedagogy and teaching [is essential]" (p. 79). The ultimate goal of instructional leadership was to improve teaching, and meaningful supervision became the instrument to assist teachers in developing and growing in their professional knowledge, skills, and abilities.

Statement of the Problem

The primary goal of K- 12 education is centred on student learning and achievement, especially in an era of accountability. The principal has the pivotal role of providing the leadership for the school and its wider community. Hallinger and Heck's (1996) review of research on the principal's role in school effectiveness concluded that "strong administrative leadership was among those factors within a school that make a difference in student learning" (p. 5). The principal's role is a complex one, which includes being accountable to the public, building community relations, dealing with crises, and political issues, overseeing discipline, enhancing instruction, resolving managerial problems, and creating school culture. Unfortunately, the role of instructional leader may be secondary to all these other tasks and duties because of the amount of time instructional leadership requires. Therefore, the current lack of instructional leadership is not the fault of the administrator, but rather the nature of the job.

The principal's unique role in the school is that they have an influence on student achievement. Hallinger and Heck (1996) found the indirect effects of the principal's role resulted from internal school processes such as academic expectations, school mission, students' opportunity to learn, instructional organization, and academic learning time. All of the indirect effects had the greatest impact on students' achievements. Creating a collaborative working environment provides an opportunity for teachers' skills and abilities to grow and develop, which is enhanced through the direction of an effective leader.

Thus, an effective leader, as defined by Kouzes and Posner (2003), is one who can "challenge the process, inspire a vision, enable others to act, model the way, and encourage the heart" (p. 8). Instructional leadership is one form of effective leadership (Hallinger, 2003). An instructional leader's role consists of communicating the school mission and goals, providing supervision of the teachers in order to develop their skills and abilities, providing professional development opportunities, and creating school, which exudes collaboration, trust, and empowerment (Blasé & Blasé, 1999a). The results of principals incorporating instructional leadership principles into their role is that they create a school that works as a collaborative unit with a focus on enhancing student achievement and creating of lifelong learners.

In this chapter, I provide the purpose of this study, the research questions, a description of the case study site, the significance of the study, definitions, delimitations and limitations of the study, the underlying assumptions, and the organization of this thesis.

Statement of Purpose

There were two purposes for this research. The first purpose was to gain insight into instructional leadership through describing (a) one school principal's role and perception of instructional leadership and supervision, and (b) the same school's teachers' perceptions and

understandings of instructional leadership and supervision. Second, the case study provided a principal with feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness in the school.

Primary and Secondary Research Questions

The main question of this research was: what differences, if any, exist between a principal's and teachers' perceptions and understandings of instructional leadership and supervision within a school?

Secondary questions related to the main question were:

1. What is the principal's perception of the role of instructional leader?
2. What are teachers' perceptions of the principal's role as instructional leader?
3. What is the principal's understanding of the supervision process and what is the principal's role within the supervision process?
4. What are teachers' understandings of the supervision process within their school and what are teachers' perceptions of the principal's role as supervisor?

Case Study Site

The case study investigated the Colourful School (pseudonym) in the spring of 2009. The school was located in Western Canada. Colourful School was an urban elementary school. In Chapter Four I described the context of the school and its demographics.

Significance

The significance of the study was that it helped to provide an explanation of the existing role of instructional leadership and supervision within the context of a school. The knowledge gained through describing the principal's and teachers' perceptions and understandings of instructional leaders and supervision may allow the principal to develop the role as instructional

leader within the school. Hallinger, Bickman, and Davis (1996) found that “elementary school principals who are perceived by teachers as strong instructional leaders promote student achievement through their influence on the school-wide learning climate” (p. 543). The study provided a description for a principal, as perceived by teachers, to improve the knowledge, function, and role as an effective instructional leader. The personal significance of the study has provided me with a better understanding of instructional leadership and supervision in order to help develop my abilities, skills, and knowledge as a future administrator.

Definitions

The following definitions were used in this research.

Instructional Leaders

Instructional leaders were defined as principals who attempted to “improve instructional programs, teaching, and learning, and student performance by developing a conducive working environment; provide direction, needed resources, and desired administrative support; and who involve teachers in decision-making processes in the school” (Wanzare & Da Costa, 2000, p. 2).

Perception

The definition of perception is the process of interpretation (Engel & Snellgrove, 1989), and in this study I focused on the perception of a principal’s and teachers’ understandings of the concepts of instructional leadership and supervision.

Instructional Supervision

Instructional supervision is “assistance for the improvement of instruction” (Glickman, Gordon, & Ross-Gordon, 1998, p. 8), which is a “process that engages teachers in instructional dialogue for the purpose of improving teaching and learning and promoting student achievement” (Glanz, 2006, p. 55).

Delimitations

The following delimitations were placed on this study:

1. Information for this study was collected from one principal and four teachers.
2. The study described, identified, and analyzed a principal's and a staff's understandings and perceptions of the role of instructional leadership and supervision.
3. The time for the collection of data was confined to the spring of 2009.

Limitations

The following limitations existed for this study:

1. There were only five participants, the data were qualitative in nature, and the research was intended to increase the understanding of readers rather than to provide results for verification or generalization.
2. The interview process was based on individuals' perceptions and understandings of the concepts, which relied on each participant's willingness to answer the questions openly and honestly.
3. The perception of school specialists' contributions to instructional leadership and supervision were not considered for this particular study.
4. The study results only pertained to one specific school within the school division being studied.
5. The teachers' questionnaire or interview questions could not directly evaluate the principal, because of the Teachers' Code of Ethics.
6. The research was done late in the academic year, by which time teachers are tired, and this may have had an impact on their responses.

7. Gall, Gall, and Borg (2007) noted the following *four characteristics* that define a case was “(a) an in-depth study of (b) one or more instances of a phenomenon (c) in its real-life context that (d) reflects the perspective of the participants involved in the phenomenon” (p. 447). The researcher was unable to re-visit the participants to obtain clarification and increase the richness of the data needed to meet the characteristics of an in-depth study.

Assumptions

To proceed with the research, I made several assumptions.

1. One aspect of the role of the principal was instructional leadership.
2. There existed a difference in perception and understanding between teachers and administrators about the concepts of instructional leadership and supervision.
3. Instructional leadership had a direct influence on teachers’ skills and abilities.
4. The principal’s behavior, function, and knowledge had a direct influence on the skills and abilities of teachers.
5. Both the principal and teachers had knowledge about the concepts of instructional leadership and supervision.
6. The principal and teachers have provided honest and trustworthy perceptions and understandings of instructional leadership and supervision in their school.

Organization of the Thesis

I organized the thesis into five chapters. In Chapter One I provided the introduction, purpose, and significance of this case study. In Chapter Two I presented a comprehensive review of related literature on the concepts of instructional leadership, supervision, and school culture. In Chapter Three I outlined the methodology I utilized to collect data. In Chapter Four I provided

the demographics of the school and participants, and analyzed and aggregated the data and reported the findings of the case study. Chapter Five I summarized and discussed the case study by giving a synopsis, and reflecting on the data collection and findings of the case study.

CHAPTER TWO

Review of Literature

The purpose of this research was to describe and explain instructional leadership by examining the different perceptions of administrators and teachers regarding instructional leadership. A major concept continued to be emphasized in the literature on instructional leadership: supervision. The concepts of instructional leadership and supervision are interconnected and must exist simultaneously in order to increase teachers' skills and abilities. The concepts work to obtain the ultimate goal of education—student learning or student success. Understanding principals' and teachers' perceptions of instructional leadership and supervision allows for insight into whether there is need for change within the school. This chapter will provide an examination into the body of literature on the concepts of instructional leadership and supervision.

The specific question that needed to be addressed was *what differences, if any, exist between a principal's and teachers' perspectives and understandings of instructional leadership and supervision within a school?*

The literature review was comprised of two sections: instructional leadership and supervision. In the first section, an understanding of instructional leadership was provided through an examination of the reasons why there is a lack of instructional leadership, a description of the historical context, purpose, function, personal qualities required, and the impact of instructional leadership. In the second section, the concept of supervision were explained and, based on the literature on instructional supervision, two core concepts emerged: staff development and reflection.

Instructional Leadership

While examining the concept of instructional leadership, I discuss reasons for the lack of instructional leadership, as well as providing a description of the historical context, purpose, function, and personal qualities required for instructional leadership. Another feature of instructional leadership was related to the negative and positive impacts that the implementation of instructional leadership may have on teachers.

Reasons for the Lack of Instructional Leadership

The principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school" (Hallinger, 2003, p. 334). In addition, the accountability movement in education placed attention on students' achievement, and also placed responsibility on the school's leader. For example, Lashway (2002a) stated, "Standards based accountability challenges [*sic*] traditional assumptions about instructional leadership. Instead of encouraging teachers' efforts, principals now must lead teachers to produce tangible results on ambitious academic standards" (§ 11). According to Hallinger and Lashway, the end result of balancing all these tasks is that certain tasks do not receive the appropriate time and attention. For instance, Stronge (1988) found that typical principals spent 62% of their time performing managerial activities, but only 11% of their time related to instructional leadership activities. This research is similar to a survey of 3,359 high school principals conducted by the Milken Family Foundation and National Association of Secondary School Principals, which suggested that a typical week for a principal consisted of:

Sixty-two hours per week on administrative duties such as parental issues, community related tasks, discipline, and facilities management. Although principals believed that instructional leadership is important, very little of their time gets devoted to instructional leadership, due to lack of time and paperwork. (George, 2001, pp. 50-51)

The issue became *why* principals do not devote more time to instructional leadership. Blasé and Blasé (2004) also found that the “lack of instructional leadership frequently resulted in a loss of teachers’ respect for the principal and sub-par performances by teachers, especially among those who had become jaded” (p.120). Therefore, the effects of a school leader who is an instructional leader will have a positive influence on the culture of the school, which, in turn, affects teachers’ and students’ outcomes.

Principals’ lack of time dedicated to instructional leadership is due to the complexity of the principal’s role that involves understanding the historical context, purpose, function, personal qualities, and behaviours of instructional leaders. The historical context provides insight to the origins of the instructional leadership model and how it has evolved over time.

Historical Context of Instructional Leadership

The historical context section of the literature review examined the emergence of the instructional leadership concept in the educational field, and its evolution from the principal being the sole instructional leader to instructional leadership being the shared responsibility of all staff members.

According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school effectiveness. The principal became the leader who shaped the organization into the instructional leadership model. Hallinger (2003) identified instructional leadership models in the 1980s as “strong, directive leadership focused on curriculum and instruction from the principal” (p. 329). The top-down approach became apparent in leadership that “focuses predominately on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school” (Hallinger, p. 331).

Hallinger (2003) synthesized essential elements of various researchers' explanations of instructional leadership and noted that the principal's expertise and the principal's character both needed to be goal-oriented, and that there must be a focus on student outcomes and achievement. The principal also needed to help improve teaching and learning through curriculum and instruction. Hallinger pointed out principals who "shared leadership responsibility with others would be less subject to burnout than principal 'heroes' who attempt the challenges and complexities of leadership alone" (p. 345). Brewer (2001) outlined the focus of instructional leadership as the focusing on instruction; building a community of learners; sharing decision making; sustaining the basics, leverage time; supporting ongoing professional development for all staff; redirecting resources to support a multifaceted school plan and creating a climate of integrity, inquiry, continuous improvement.

The historical role of instructional leadership has evolved from an individual responsibility, to a school-based responsibility. However, the principal's leadership is the central element as facilitator of the instructional leadership in the school, which is connected to the purpose of instructional leadership.

Purpose of Instructional Leadership

The "word '*education*' comes from the Latin root '*educare*', meaning 'to draw out' or 'to lead.' That is, in fact, the goal of educators - to draw out that unique latent potential within each student . . . and within each teacher [*sic*]" (Glanz, 2006, p. 32). Therefore, the purpose of instructional leadership is to improve student achievement. Thus, the question, which arose, was just how much influence a principal has on improving student outcomes. Hallinger, Brickman, and Davis (1996) were unable to provide an exact percentage of the direct effect of principal leadership on student achievement in the area of reading. Hallinger and Heck (1996), who

analyzed empirical studies conducted between 1980 to 1995 on the role of principals on school effectiveness, were also unable to find a statistically significant number to support the direct influence of principals on students' outcomes. Reasons why the empirical data could not determine exactly how much direct influence principals had on student progress were due to variables such as "school and community characteristics, socio-economic status, school size, and school level" (p. 21). Nevertheless, the general consensus was that the direct influence the principal has on the school processes—such as academic, expectations, mission, student opportunities, instructional organization, and academic learning—directly affects student achievement (Hallinger & Heck, 1996). How does a principal influence the school process which, in turn, has an impact on student achievement? To address this question, the functions of the principal as instructional leader, were examined.

Functions of Instructional Leadership

In this section an overview of the literature on the function of the principal as instructional leader is provided. The conceptual frameworks of six instructional leadership theories were used to provide an understanding of how instructional leadership developed from its conception in the educational field and how it has evolved over time.

According to King (2002), instructional leadership in its simplest form would be anything to try and improve teaching and learning. However, the function of a principal as an instructional leader becomes complex when considering the different models for instructional leadership. The instructional leadership models, studied for this research, were developed from the mid 1980s to 2002 by Hallinger and Murphy (1986), Larsen and Hartry (1987, as cited in Quinn, 2002), Heck (1992), Andrews and Soder (1987), McEwan (1994), and King (2002). When examining the six models of instructional leadership, it became evident that early models of instructional

leadership, such as Hallinger and Murphy's (1985), tended to be more top-down in nature, whereas recent models such as McEwan's (1996) and King's (2002), embraced the shared leadership approach, which focused on empowering teachers to be part of the processes, resulting in a positive school culture. Table 1 presents principals' three functional areas related to instructional leadership: communication, instruction, and culture.

Communication. The first function of instructional leadership falls under the category of communication. The common factors for all the models can be summarized as communicating the school's mission or goals for instruction, discussion of instructional issues, high expectations for students' achievement, and creating positive relationships and attitudes in the school community among students, parents, teachers, and partners.

Andrews and Soder (1987) mentioned the importance of principals' organizational skills, especially written and verbal ability, in order to be precise and concise when communicating the school visions and recognizing the school community's accomplishment. Furthermore, Heck (1992) and King (2002) emphasized the importance of discussion with teachers about student results and data to assist in the decision-making process. The function of communication is to begin the process of developing relationships with the school community, which allows the principal to understand the needs of students, teachers, and community.

Understanding the needs of students, teachers, and community can only be accomplished if principals do not forget the most important aspect of effective communication, which is to listen. Brubaker (2004) emphasized the importance of the skill of listening:

Listening is probably the most powerful civility available to the . . . leader. It is flattering to the speaker and it demonstrates that you aren't self-centered, but instead are eager to learn more about the person speaking The true listener temporarily communicates total acceptance of the speaker, the result being that the person speaking will feel less threatened and will make himself or herself more vulnerable by telling you more. (p. 111)

Table 1

Function of Instructional Leaders

Function of Instructional Leaders	Hallinger & Murphy (1986) Instructional Leadership Role	Larsen & Hartry (1987, as cited in Quinn, 2002) 6 Categories of Instructional Leadership	Andrews & Soder (1987) Principal Leadership	Heck (1992) Instructional Leadership	McEwan (1994) 7 steps of Instructional Leadership	King (2002) Instructional Leaders Function
Communication	Framing school goals	Goal setting School-community Relations	Communicator: Commitment to clear performance standards and teacher behaviour to achieve goals & vision	Instructional goals Instructional issues Emphasize test results Discussion about how instruction affects achievement.	Step 4: Vision & mission Step 5: Set high expectations Step 7: Positive attitudes towards students, staff & parents	Use of data to inform decisions
Instruction	Supervising & evaluating Coordinating curriculum Developing high academic standards & expectations Professional development Protecting instructional time	Instructional coordination Supervision & evaluation Staff development	Instructional Resource: by principal, establishes expectations for improving performance & professional development through supervision. Resources provider: By identifying teachers' strengths & weaknesses and having them share their skills and knowledge in order to achieve goals & vision	Regular classroom visits Minimize class interruptions Monitor student progress	Step 1: Clear instructional goals Step 2: Support (collaboration, collegiality, cooperation & creative problem solving)	Lead learning Focus on teaching & learning by helping teachers skills through supervision Professional Learning Communities (PLC) Use Resources creatively
Culture		School climate	Visible presence	Protect teachers from external pressures	Step 3: Create a culture & climate conducive to learning Step 6: Develop teacher leaders	Distributing leadership (PLC)

The art of listening becomes an integral part of the communication process for principals, especially as principals move toward the second function of instructional leadership, which is instruction. The purpose of effective communication is to allow both the teachers and principal to share and reflect on the supervision process. Effective communication should assist in improving student achievement, which is the ultimate purpose of instructional leadership.

Instruction. Improving instruction is the central motivation for instructional leadership. According to Hallinger and Murphy (1985), Larsen and Hartry (1987, as cited in Quinn, 2002), Heck (1992), Andrews and Soder (1987), McEwan (1994), and King (2002), the common denominators for the instructional category consist of supervision and evaluation, professional development, monitoring student progress, providing support for teachers, developing teachers' skills and abilities, and protecting instructional time. In the first four models of Table 1, the principal provided the sole guidance for instructional leadership. For instance, in Andrews and Soder's model the principal was solely responsible for providing two major instructional resources for teachers, resources and instruction. Resources would consist of giving the staff opportunities to share ideas through staff development, professional conversations, and acknowledging teachers' strengths (Andrews & Soder, 1987). Instructional resources were based on the clinical supervision process. The principal provides both the "diagnoses of good teaching but also provides the teachers with feedback that enables professional growth . . . because he or she understands how students learn" (Andrews, Basom & Basom, 1991, p. 98).

On the other hand, the McEwan (1994) and King (2002) models showed that instruction becomes a group effort and the principal acts as the facilitator by providing support and opportunities for teachers to work collaboratively. For King (2002), the importance of collaboration worked best under Professional Learning Communities (PLCs). McEwan (1996)

did not address PLCs specifically. However, Step Two of her effective instructional leadership model emphasized support through collaboration, collegiality, cooperation, and creative problem solving.

Culture. The early function of leadership was centred on developing the climate of the school. According to Steller (1988), an effective principal's central objective is academic achievement; the principal must create a school environment through policies and procedures that provide the appropriate support for teachers to focus on the goal. The notion of developing a supportive environment for teacher support was also apparent in the works of Larsen and Hartry's (1987, as cited in Quinn, 2002) and Andrews and Soder's (1987) function of instructional leadership. For example, Andrews and Soder noted the importance of the principal being visible in order to have informal conversations, model behaviour, and advance the school's vision and mission.

As instructional leadership models evolved, so did the importance of climate in the school culture. For one to understand the importance of culture, shared leadership becomes a salient factor for cultural development, instructional leadership and supervision practices cannot be changed without understanding the school culture. Hallinger and Leithwood (1998) noted that culture and climate were "composed of those facets of a school that shape the attitudes and behaviours of staff and students toward instruction and learning" (p.140).

Shared leadership was only addressed specifically in McEwan's (1996) and King's (2002) models for instructional leadership. The movement towards sharing leadership and developing leaders within the school showed the shift in the instructional leadership paradigm from the *hero-principal* complex to the *collective-empowering* model of education. The movement toward shared leadership provided the model for teachers to move out of isolation

towards collaboration, resulting in “people working together and talking to each other about things that matter. People in collaborative schools watch, help, teach, and learn from each other” (McEwan, 1996, p. 105). The result of the principals letting go of complete control and moving to collaboration, collegiality and empowerment, assists in the development of a positive school culture. To function as an effective instructional leader, a principal must be able to communicate, instruct, and promote a healthy culture. The personal qualities of a principal are important factors in becoming an instructional leader.

Personal Qualities of Principals as Instructional Leadership

The concepts of historical context, role, and functions of instructional leadership have been previously addressed, but it was necessary to examine the personal qualities needed for an individual to be an effective instructional leader. The overview of the literature provided a list of researchers’ findings on the necessary personal qualities for principals, which included trust and perseverance, gender, good communication, flexibility, listening, open-mindedness, creative problem solving, vision, and expectations.

Quinn (2002) stated that instructional leadership can be learned; however, principals need to have high expectations of all members of the school community to create an atmosphere of trust and perseverance. A trusting atmosphere may be accomplished through developing positive relationships with teachers, allowing teachers to take risks without penalty, providing opportunities for professional development, giving leadership in staff development, and working collaboratively. Though instructional leadership can be learned, there are other variables, which need to be addressed. For instance, Harchar and Hyle (1996) indicated a key requirement for a principal to be an instructional leader was to have been a successful classroom teacher.

An interesting body of research suggested that women tend to be better instructional leaders than their male counterparts. Pavan and Reid (1994) found that female principals “who emphasize instructional issues in a supportive climate have more productive schools” (p. 437). Also, a gender study by Ortiz and Marshall (1988), found that female principals focused on instructional leadership by spending more time on interacting with teachers. It appears that female principals tend to put more focus on supervision and may have more knowledge than males in the area of teaching methods. These feminine qualities contributed to higher performances and student achievement.

Bulach, Boothe, and Michael (1999) also found that female principals’ behaviours tended to provide better instructional leadership than males in the following areas: providing feedback on teaching, knowing more about curriculum and instructional strategies, and being more consistent in applying policies and procedures. Furthermore, Leithwood, Begley, and Cousins (1990), reviewed the literature on the difference between men and women in the area of instructional leadership and found that women tended to be stronger instructional leaders because of the socialization process:

Socialization experiences of men and women are linked with differences in career aspirations and views of the principal’s role. Such experiences appear to cause more men to seek the principalship earlier in their career (before age 30) and to aspire to the superintendency as a career move. Gender socialization experiences also seemed to contribute to a relatively large proportion of women viewing themselves as more curriculum and instructional leaders; relatively larger proportions of men, in contrast viewed themselves as general managers. (p. 19)

Evidently, if male principals want to succeed as instructional leaders, they will have to put more effort into the following personal qualities and behaviours: incorporating reflective conversations; focusing on instructional improvement; supervision; development of curriculum; and developing relationships conducive to creating a positive climate.

Leithwood (2005) synthesized the research from seven countries regarding their participants' understanding of successful principal leadership. Five countries reported the following qualities were necessary: skilled communicating, cognitive flexibility, willingness to listen carefully, open-mindedness, and creative problem solving. According to Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance.

Blasé and Blasé (1999a) asked approximately 800 teachers what principal behaviours they believed improved teaching and learning, and created the TiGeR Model of effective instructional leadership behaviour (see Table 2).

Blasé and Blasé focused mainly on the principal's instructional leadership, especially in the area of supervision. However, the comprehensive list provided in Table 2 shows that principals need to develop good communication skills and collaborative relationships, and to promote personal growth through staff development and reflection.

McEwan (1994) provided a simplified perspective of the key qualities or behaviours needed to be a good instructional leader. The leader needs to have "vision and a knowledge base, be willing to take risks and put in long hours, be willing to change and grow constantly, thrive on change and ambiguity, and empower others" (p. 13). Ultimately, the essence of instructional leadership behaviour may be summarized by Kouzes and Posner (2003): "Five key qualities of leaders at their best are when they challenged the process, inspire a vision, enable others to act, model the way, and encourage the heart" (p. 8).

Table 2:

Instructional Leadership Behaviour (TiGeR Model of Effective Instructional Leadership)

Themes	Leaders' Behaviours
Talking with Teachers	Building relationships Developing the group Fostering collaboration Supporting peer coaching Observing in classroom Conferring with teachers about teaching and learning Empowering teachers Maintaining visibility
Promoting Teachers' Professional Growth	Studying literature and proven programs Supporting practice of new skills, risk taking, innovation and creativity Providing effective staff development programs Applying principles of adult growth and development Praising, supporting, and facilitating teachers' work Providing resources and time Giving feedback and suggestions
Fostering Teacher Reflection	Developing teachers' reflection skills Collaboratively constructing professional knowledge and social insight Developing action research skills (critical study) in teachers Modeling an inquiry orientation Using data to question, evaluate, and critique both teaching and learning Extending autonomy to teachers

Note: Adapted From Handbook of Instructional Leadership, by J. Blasé & J. Blasé, 2004, pp. 179-180.

The key elements from the research highlighted the importance of the principal's vision and communication skills, the ability to build collaborative and empowering relationships with teachers, and the capacity to develop teachers' abilities and personal awareness through reflection. However, in the development and implementation of instructional leadership in the school, the principal must be aware of both the negative and positive impacts of instructional leadership on teachers.

Negative and Positive Impacts of Instructional Leadership on Teachers

Negative impacts. As principals develop their instructional leadership skills and abilities, they must be attuned to the negative impact of improperly implemented instructional leadership.

Blasé and Blasé (2004) noted that ineffective instructional leadership becomes dictatorial in nature and “limits teacher involvement in decision making, unilaterally directing a wide range of instructional aspects of teachers’ work, and manipulating teachers to control classroom instruction” (p. 146). From their study, Blasé and Blasé (2004) found that the controlling aspect of instructional leadership has a “negative impact on teachers in the following areas: motivation, anger, self-esteem, fearfulness, confusion, loss of respect and trust for the principal, thoughts of quitting teaching, compliance, avoidance, resistance/rebellion, quitting, and lack of communication with the principal” (p. 147).

Ballenger (1996, as cited in Blasé & Blasé, 2002) also “found that the principal’s use of direct controlling strategies to influence teachers’ instruction-related behaviour results in teacher compliance and/or resistance; in contrast, the use of supportive and empowering strategies was linked to teacher commitment and compliance” (p. 21).

Positive impacts. For principals to produce a positive impact from their instructional leadership, they must utilize and emphasize the instructional supervisory role which includes an understanding and commitment to the following elements:

- Training for administrators as well as teachers in supervision, mentoring, and coaching;
- Sensitivity to the processes of professional growth and continuous improvement;
- Training in observation and reflection on practice in teacher preparation programs;
- Integration of supervision with staff development, curriculum development, and school improvement systems;
- Improved professional practice both inside and outside the classroom;
- Continuous improvement as part of every educator’s daily life;
- Focus on group processes in classroom rather than a one-on-one supervisory experience;
- Collegial assistance among educators, parents, and students;
- Use of terms such as colleague, consultation, and coaching to describe collaboration among professionals helping each other to improve practice. (Zepeda, 1996, as cited in Blasé, 2004, pp.164-165)

The utilization of these positive aspects of instructional leadership should help principals to avoid the negative repercussions of an authoritarian instructional leadership style. The principal creates a school culture that does not limit teachers' involvement, but rather develops teachers' skills and abilities, through reflection, collaboration, shared leadership, and empowerment.

Based on the literature and research about instructional leadership, a major concept emerged as being integral to a principal as instructional leader: the utilization of supervision. The supervision concept provided the necessary tool for a principal to listen to the needs of teachers and to learn from them in order to assist in the development of teachers' instructional skills and abilities. Through the supervisory process, the principal learns to identify and understand the needs and strengths of the school and of his or her staff. With this knowledge, the principal can help improve instruction in order to improve students' achievements.

Supervision

A primary concept emerging from instructional leadership was supervision. This section provides an overview of the definition of supervision by first explaining ineffective supervision. Second, it will define the effective supervision process, which includes clinical supervision, cognitive and peer coaching, walk-through, and action research. From the literature review on effective supervision, especially the works of Blasé and Blasé (2004), two fundamental concepts emerged: staff development and reflection. Staff development and reflection were not only important to supervision, but also integral to instructional leadership. The fundamental concept of staff development emphasized the importance of professional growth for teachers and principals. Staff development assists in the expansion of one's knowledge on best practices, creates an awareness of present educational research, and promotes the development of one's

skills and abilities (Blasé & Blasé, 2004). Professional growth can best be achieved through reflection. This fundamental concept provided an explanation of how reflection assists and provides both teachers and principals with greater self-awareness, which in turn leads to both personal growth and improved teaching (Blasé & Blasé, 2004).

Ineffective Supervision

One way to understand the positive effects of supervision is to examine ineffective supervision. Supervision at its best should be a collaborative approach rather than “inspection, oversight, and judgment” (Blasé & Blasé, 2004, p. 8). Zepeda and Ponticell (1998), in a study of 114 teachers in two states, identified supervision at its worst as: *dog and pony show, weapon, meaningless/invisible routine, a fix-it list, and unwelcome interventions*. In Table 3 an explanation of each type of supervision at its worst was provided and shows the results of the 114 teachers’ responses to the study on *Lousy Supervision*.

Table 3

Lousy Supervision Definition and Teachers’ Responses.

Type of Lousy Supervision	Definition of supervision at its worst	Teachers’ Responses
Dog and Pony Show	An evaluative process to fill in a check list;	90%
Weapon	Control, discipline, or retribution for punishment or disloyalty;	75%
Meaningless or Invisible Routine	Providing nothing useful or meaningful;	69%
A Fix-it List	An evaluative checklist for fixing behaviour or issues;	51%
Unwelcome Intervention	Supervisor distracts the learning environment.	23%

Note: Adapted from Zepeda & Ponticell, 1998.

Sergiovanni's research into supervision could compare Zepeda and Ponticell's *dog and pony show* and *meaningless routine* to a version of supervision that a "nonevent, a ritual they [teachers] participate in according to well-established scripts without much consequence" (as cited in Reitzug 1997, p. 325). To add to ineffective supervision, Renihan (2005) provided the *Profile of a Lousy Supervisor*:

- Demonstrates inadequate basic listening skills;
- Unclear expectations;
- Did not have a sense of how teachers were doing;
- No initial conference to identify your needs;
- Unprepared for supervising the lesson;
- Supervisee did not value the opinion;
- No basic understanding about what you were teaching;
- Only vague feedback provided;
- Supervisor's focus was on developing the skill/technique, not you as a person;
- Exclusively negative feedback;
- Supervisee was left not knowing what to improve on;
- Purpose was only to fill a requirement to have a certain number of supervisions completed (p. 4).

Lousy supervision can be described as supervision that has taken more of a summative function, which means supervision is "conducted for the purpose of developing records which can be used to justified continuing or terminating the employment of the teacher" (Rossow & Warner, 2000, p. 66). To summarize the findings of Zepeda and Ponticell (1989) and Renihan (2005), the common elements missing from the summative model of supervision are a lack of purpose and reflection, and inadequate knowledge of the supervisory process.

Effective Supervision

To understand the effective supervision process, one must define what effective supervision consists of and what the research stated were forms of effective supervision, such as clinical supervision, cognitive and peer coaching, walk through, and action research.

Andrews, Basom, and Basom (2001) stated that the main purpose of instructional leadership is to improve instruction, and is accomplished by utilizing supervision as a way to improve teachers' skills and abilities. In Table 1, under the category of instruction, the supervisory process allows for principals to begin a dialogue with teachers to start developing a plan of action to improve teaching. Blasé and Blasé (2004) also confirmed the importance of communication between principals and teachers to develop reflection for the purpose of growth, especially through supervision. According to Glickman, Gordon, and Ross-Gordon (1998), supervision in its most simplistic form must be thought of as assisting teachers to improve their instructional skills and abilities. Supervision is not a simple task, but rather a “process that engages teachers in instructional dialogue for the improvement of teaching and promoting student achievement” (Glanz, 2006, p. 54). Unfortunately, supervision is not always used for the purpose of improving instruction, as pointed out in Zepeda and Ponticell's (1998) and *Lousy Supervision* and Renihan's (2005) examples in *Profile of a Lousy Supervisor*.

Zepeda and Ponticell (1998) identified the following aspects of supervision at its best: validation, empowerment, visible presence, coaching, and a vehicle for professionalism (p. 3). The focus of this type of supervision is to develop the skills of teachers. Glickman (1998) listed five major tasks of supervision: direct assistance, group development, professional development, curriculum development, and action research. As well, Pajak (1989), under the sponsorship of the Association of Supervision and Curriculum Development, developed a review of the literature from textbooks and research on supervision, identifying twelve dimensions of effective supervisory practice:

- Community relations (productive relations);
- Staff development (meaningful);
- Planning and change (collaborative strategies for improvement);
- Communication (open and clear);

- Curriculum (development and implementation);
- Instructional programming (support);
- Service to teachers (resources and support for teaching and learning);
- Observation and conferencing (feedback);
- Problem solving and decision making (variety of strategies);
- Research and program development (encouraging experimentation and assessing outcomes);
- Motivating and organizing (shared vision and goals);
- Personal development (Personal and professional reflection on beliefs, abilities and action) (p.6).

The research into effective supervision showed that supervision is an essential aspect of instructional leadership, as confirmed in the studies by Zepeda and Ponticell (1998), Glickman (1998) and Pajak (1989). Different instructional supervision processes could be followed, but this research examined the effective supervision processes of clinical supervision, cognitive and peer-coaching, walk-through, and action research,

Clinical supervision. This section highlighted the definition of clinical supervision, and examined the research on how to best utilize clinical supervision within the concept of instructional leadership. A clinical supervision approach allows a principal to model appropriate behaviour, technique and skills, steps, and to move toward the goal of instructional supervision, which is the movement from principal-led to peer-led assistance.

Weller (as cited in Sullivans & Glanz, 2000) defined clinical supervision as being “focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performance in the interest of rational modification” (p. 107). Glanz (2006) noted that for clinical supervision to work, it must be separated from evaluation and “promote instructional dialogue between principal and teacher in an open, collegial, and trusting manner” (p. 57). He further stated that the “fundamental premise of clinical supervision is to open up channels of communication; provide feedback to

teachers about their teaching in an objective, nonjudgmental manner; and to dialogue about teaching and learning” (p. 57).

In the clinical supervisory model there were three approaches that may be utilized: directive-control or informational approach (principal-led or suggested), collaborative (shared leadership), and/or self-directed (teacher-led). Under directive-control the principal leads the supervision process and gives a specific plan of action, whereas with directive-informational, the principal suggests a plan of action (Glickman, 2002). The collaborative approach was based on “resolving a problem or reaching a goal through shared decision making” (Glanz, 2006, p. 62). The self-directed model “is to enable the teacher to reflect on the problem, draw a conclusion, and construct his or her own alternatives” (Glanz, p. 63).

The purpose of clinical supervision becomes one way for principals to model effective supervision, using the directed-informational approach, to facilitate teachers towards self-directed processes. Effective supervision involves purposeful behaviour, which includes listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing (Glickman, 1998). These behaviours will be used differently based on each individual’s teaching experience, and will also affect the approach that will be utilized, whether directive-control or informational, collaborative, or self-directed. For instance, Glickman (2002) pointed out the directive-control/information approach works best in emergent situations or for beginning teachers, whereas the collaborative and self-directed work best for collegial reflection and master teachers.

The steps identified by Glickman’s (1998) version of clinical supervision consisted of a five-step supervisory process: pre-conference, observation, analyzing and interpreting data, post-conference, and critiquing the whole process. The ultimate purpose of clinical supervision is to

critique the whole process, which fosters reflections on teaching. In Figure 1, a visual representation of clinical supervision was provided.

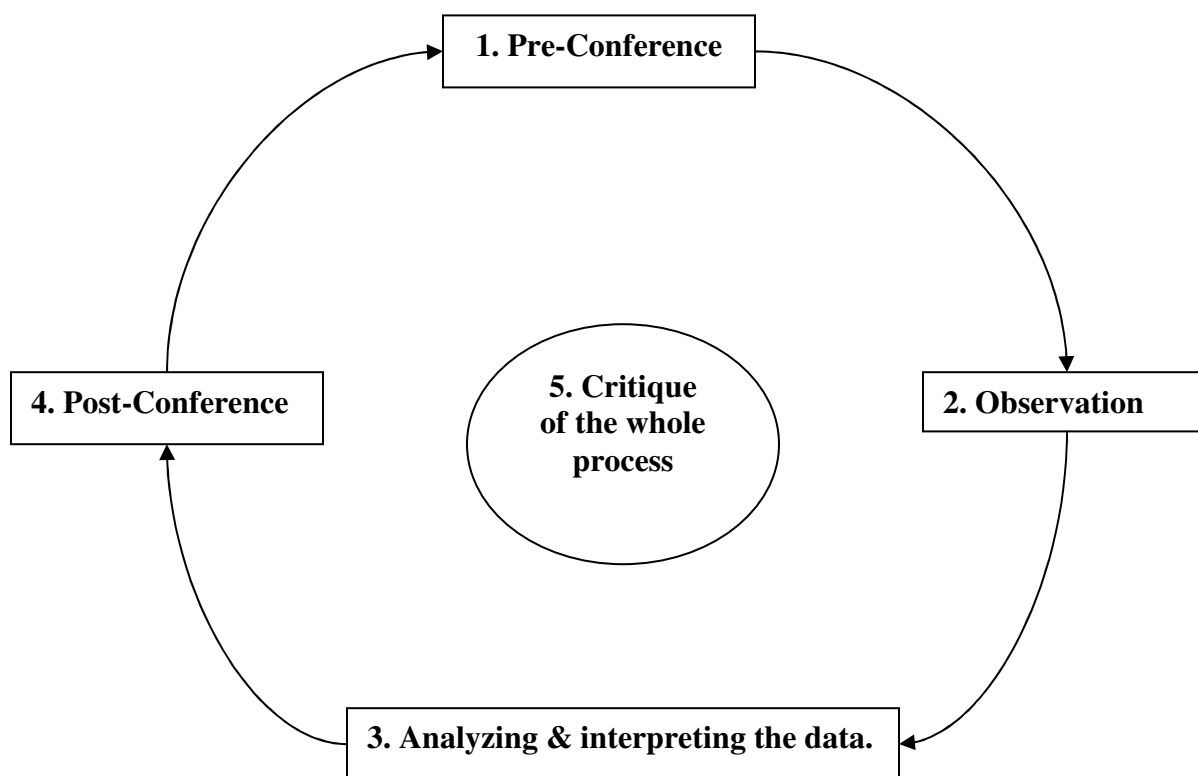


Figure 1. Glickman's (1998) five sequential steps of clinical supervision (p.297-302).

Figure 2 provides a visual of the approaches to conferencing, with the added dimension of showing the movement of instructional leadership from principal-directed to shared leadership.

In Figure 2 the progression of instructional leadership from its early form, when the principals were the sole leaders, to the present understanding of the principals as facilitating instructional leadership was shown. Based on Figure 2, the goal of instructional supervision would be to have all teachers working towards the non-directive approach, in which teachers become responsible for developing their own action plans for improvement. As teachers become more reflective and understand the clinical approach, supervision has the ability to move towards

developing shared leadership, which can be attained through the utilization of cognitive and peer coaching.

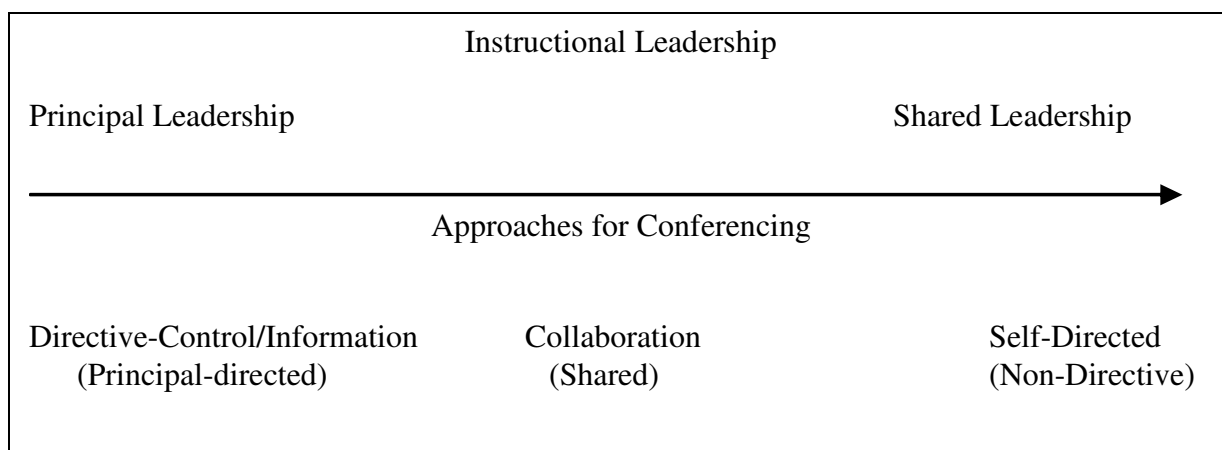


Figure 2. Glanz (2006): Approaches to Conferencing

Cognitive and peer coaching. According to Rossow and Warner (2000), cognitive coaching is the latest and improved version of clinical supervision, and it involves reflection. Cognitive coaching uses a cyclical process similar to Glickman’s version of clinical supervision, and includes pre-conferencing, observation, and post-conferencing (see Table 1).

Sullivan and Glanz (2000) defined cognitive coaching as a “set of strategies for creating a school environment that builds teachers’ intellectual capacities and fosters teachers’ abilities to make changes in their own thinking and teaching process” (p. 125). Also, Sullivan and Glanz noted that cognitive coaching relied on thought-provoking questions, as well as body language and other non-verbal behaviour throughout the supervisory process to facilitate the teacher’s learning and growth. Rossow and Warner (2000) stated the cognitive coaching model is a “non-judgmental approach to supervision” (p. 59), with the “ultimate goal of teacher autonomy; the ability to self-monitor, self-analyze, and self-evaluate” (Garmston, Linder & Whitaker, 2002, p. 58.).

Cognitive coaching is a meta-cognitive process, which means thinking about teaching by getting teachers to reflect on their teaching. However, Rossow and Warner (2000) have added another component to cognitive coaching, peer-coaching. Peer-coaching occurs when at least two teachers work together and question their own teaching. The reason for utilizing peer coaching is another step toward principals removing themselves from directive-control of supervision to collaborative and non-directive supervision (see Table 2).

In peer-coaching, the principal needs to provide teachers with knowledge and understanding of the purpose of clinical supervision or the cognitive approach. Glickman (2002) identified the following training that teachers need for peer coaching:

- Understanding the purpose and procedures of peer coaching;
- Conducting a pre-conference to determine the focus of observation;
- Conducting and analyzing an observation to distinguish between observing and interpreting classroom events; and
- Performing two post-conferences with different approaches for developing an action plan – such as a non-directive (self-directed) and a collaborative approach (pp.14-15).

The approach to cognitive coaching, with the added aspect of peer coaching, is to have a supervision process that concentrates on teacher-reflection to improve instruction. Costa and Garmston (1994) have identified four reasons why the cognitive approach should be utilized:

- Cognitive coaching enhances the intellectual capacities of teachers, which in turn, produces greater intellectual achievement of students;
- Few educational innovations achieve their full impact without a coaching component;
- Working effectively as a team member requires coaching; and
- Coaching develops positive interpersonal relationships which are the energy sources for adaptive school cultures and productive organizations (pp. 7-8).

For a principal to utilize cognitive and peer coaching, he/she must schedule and release teachers to participate in collaborative approaches without vast personal sacrifice from the teachers (Glickman, 2002).

The function of the supervision process is to improve teachers' abilities and skills, moving them from working in isolation to working together on reflecting about their skills collaboratively with colleagues. Therefore, collaboration allows a teacher to move towards the self-directed approach, which focuses on self-improvement and growth. As the supervision process moves away from the directive approach, the principal's function also moves from direct-control to non-directive or being a facilitator of instruction. As the principal takes on more of a non-directive approach, the walk-through allows the principal an efficient way to observe and keep in touch with teachers.

Walk-through. Clinical supervision, or cognitive coaching, is a formal but essential tool for principals to get into the classroom to begin developing relationships with teachers. A more informal method of supervision is known as the walk-through, which was "frequent, short, unscheduled visits which can foster focused, reflective, and collaborative adult learning; generally teachers welcome the opportunities for feedback and discussion that walk-throughs provide" (Ginsberg & Murphy, 2002, p. 34).

Downey, Steffy, English, Frase, and Poston (2004) noted the focus of the walk-through was to develop teachers' professional growth through reflection, and the supervisor takes on the role as coach, rather than judge. The ultimate goal for this informal approach was for teachers to take on the non-directive (self-directed) approach, which is a "journey toward collaboration, reflective dialogue" (p. 8). Both Glanz (2006) and Glickman (1998) noted that the non-directive approach was the same goal for clinical supervision. Downey et al. (2004) have developed five key aspects for the walk-through:

- Short, focused, yet informal observation (2 to 3 minutes);
- Possible areas for reflection;
- Curriculum as well as instructional focus (gather data on both areas);
- Follow-ups occur only on occasion and not after every visit;

- Informal and collaborative (non-judgmental).

The walk-through allows the principal to visit many classrooms in a short period of time, which promotes the visibility of the principal in classrooms and fosters reflective dialogue on teaching. The brief visits allow the principal to do supervision in a less time-consuming manner, since lack of time is a major problem for most principals. Renihan (personal communication, 2007) mentioned that two to five minutes is not long enough to get a full picture. Instead, Renihan is researching the utilization of 15-minute intervals at the beginning, middle, and end of a class. The purpose of this model of supervision, the walk-through, would allow the principal to observe the teacher during key times of instruction. Overall, the walk-through is definitely a useful approach; however, it should complement the formal supervision process, especially with novice and struggling teachers (Downey et al., 2004). As a school takes more of a shared leadership approach, the walk-through becomes a useful tool for principals to keep in touch with teachers, while facilitating collaboration such as peer coaching or professional learning communities.

Action Research. A recent movement in supervision has been action research, used by “principals and teachers to discover which pedagogical practices are most effective in raising achievement levels for particular classes or students in a given school or grade” (Glanz, 2005, p. 19). Action research provided data on specific problems for which teachers or principals needed to find a solution to increase student performance. To effect an improvement in student performance, the principal must “encourage teachers to reflect, refine, and improve teaching” (p. 17). This type of approach for examining improvements to instruction shows a paradigm shift in supervision from the principal-directed towards the self-directed inquiry into best practices.

The action research process involved “four basic cyclical steps: selecting a focus, collecting data, analyzing and interpreting data, and taking action” (Glanz, 2005, p. 24). Through this process, the teacher is able to reflect on the problem that may stand in the way of student achievement, and can take action to solve the problem. Husby (2002, as cited in Blasé, 2004) identified the positive results of “action research as enhancing teachers’ positive self-image, professional learning, and interaction with peers; in the program that formed the basis of this research, teachers’ growth derived from autonomous, self-directed learning” (p. 79).

Staff Development. Supervision and instructional leadership often go hand-in-hand. A principal cannot be an instructional leader without knowledge, self-understanding, and the vision to improve student outcomes by facilitating the process of developing teachers’ abilities through supervision (Fink & Resnick, 2001; Lashway, 2000a). Increasing teachers’ professional skills and abilities is usually accomplished through the process of staff development.

Staff development consists of programs that assist “personnel to meet school districts’ objectives and also provide individuals with the opportunity for personal growth and professional growth” (Rebore, 1982, p. 12). Payne and Wolfson (2000) noted that the principal plays a fundamental role in teacher development by being a role model for continual learning. The principal is also the leader of the learning organization, the motivator and supporter, the resources provider, and the facilitator for staff development.

Staff development is as important for the principals as it is for their teachers. Rebore (1984) highlighted six key areas for a principal’s own development: instructional skills, management skills, human relations abilities, political and cultural awareness, leadership, and self-understanding” (p. 177). Probing Rebore’s topics for staff development, Rebore also discussed many aspects, which were previously identified as part of the role of the principal. By

providing staff development in these areas, principals would develop their abilities, skills, and knowledge, all needed to be effective instructional leaders. In fact, McQuarrie and Woods (1991) noted that staff development is a prerequisite for supervision because it equips both teachers and supervisors with the necessary knowledge of both instruction and supervision. It is important to realize the interconnectedness between staff development and supervision. According to McQuarrie and Wood, staff development and supervision are two key elements needed for improving the teacher's instruction, because

- Staff development and supervision focus on assisting teachers to be more effective;
- Staff development and supervision create a judgment-free process to improve instructional practices in a non-threatening atmosphere;
- Supervision can be provided by teachers, supervisors, and/or administrators; and
- Participation in these two elements promotes ownership, commitment, and *trust* in instructional improvement. (p. 94).

Therefore, through the instructional supervisory process, principals are made aware of the staff development needed to assist their teachers' needs. Glanz (2006) stated that "professional development is undoubtedly an invaluable learning activity to support teachers and to improve student learning. However, much of staff development is content-weak, episodic, and at its worst, irrelevant to the needs of teachers" (p. 84). Unfortunately, staff development sometimes comes in a top-down form and is not useful for a teacher or groups of teachers' specific situations. To enhance staff development, Blasé and Blasé's (2006) solution to these weaknesses consisted of the following:

- Emphasizing the study of teaching and learning;
- Supporting collaboration among educators;
- Developing coaching relationships among educators;
- Using action research to inform instructional decision making;
- Providing resources for redesign of programs;
- Applying the principles of adult growth, learning, and development to all phases of the staff development program. (p. 52)

Within the processes of instructional leadership and supervision, the principal must facilitate the appropriate professional development to increase both the principal's and teachers' knowledge and skills. According to Zepeda and Ponticell (1998), the best supervision includes “validation, empowerment, visible presence, coaching, and a vehicle for professionalism” (p. 70). As the supervision process moves towards the self-directed approach of teacher-reflection, using such means as peer-coaching or action research, it assists teachers in obtaining appropriate staff development. The shift towards self-directed supervision and staff development also assists in treating teachers as professionals who “possess a body of knowledge, skills, and practices that must be continually tested and upgraded with colleagues” (Glickman, 2002, p. 4).

Staff development becomes a key for providing teachers and principals with the necessary knowledge, skills, and abilities to improve their practices. The underlying goal of staff development is to improve teachers' practices, but improved teaching can only be obtained through self-awareness as teachers reflect on their teaching.

Reflection. An integral aspect of instructional leadership is the development of teacher-reflection to improve teaching. Teachers will be able to improve their skills and abilities if they are given the opportunity to reflect. Much educational literature leans heavily toward developing reflective practices within schools.

One goal of supervision and professional development is to have teachers develop their reflective practices. Marchant (1989) provided one type of reflection model known as *meta-teaching*, which emphasize reflecting on teaching. The concept of meta-teaching was derived from the concept of meta-cognition, which is the process of *thinking about thinking* (Kasschau, 1995). Thus, utilizing meta-cognitive processes in education allows the “learner to select, evaluate, revise, and abandon the use of specific information and strategies” (Marchant, 1989, p.

488). By developing meta-cognition skills, teachers are constantly thinking of the best way to meet the needs of their students.

Blasé and Blasé (2006) identified a principal's behaviours for reflective practice and the benefits this had for teachers. The principal needed to model effective teaching, show interest through formal or informal observations, create dialogue on instruction, allow teachers to experiment with instruction, give teacher praise, create relationships based on trust and collaboration, and allow time for the reflective process to develop. Blasé and Blasé (2006) noted positive results on teachers' behaviour, including increased "motivation, self-esteem, confidence, and sense of security" (p. 99).

Principals who encouraged teachers to reflect on their teaching allowed teachers to become aware of their own strengths and weaknesses in order to grow as professionals. Developing teachers' reflections allows the principal or teachers to identify areas for professional development to improve instructional skills. For a principal to advance teachers' reflective practices within a school, the principal must create a working environment that does not limit teachers' involvement, but rather develops teachers' skills and abilities through reflection, collaboration, shared leadership, and empowerment.

Summary of Chapter Two

In this summary, two objectives were presented. The first was to provide a synthesis of the literature review, and the second to develop the researcher's conceptual framework on instructional leadership.

The literature on instructional leadership addressed developing relationships with teachers. Through these relationships, principals can create a school based on trust, collaboration, and empowerment. When principals incorporate instructional leadership, they begin engaging

teachers in dialogue about instruction by way of supervision, providing the needed professional development to strengthen teachers' and the principal's own skills, and them reflecting on the whole process. The purpose of instructional leadership is to improve student achievement. A sensible way for principals to assist in student learning is to concern themselves with the areas over which they have direct control or influence. Principals have direct influence on teacher instruction through supervision, professional development, and reflection.

Figure 3 shows how the principal's areas of influence are interconnected. The works of Blasé and Blasé and Glanz became the premise for the researcher's conceptual framework for instructional leadership.

Instructional Leadership: Principals Areas of Direct Influence

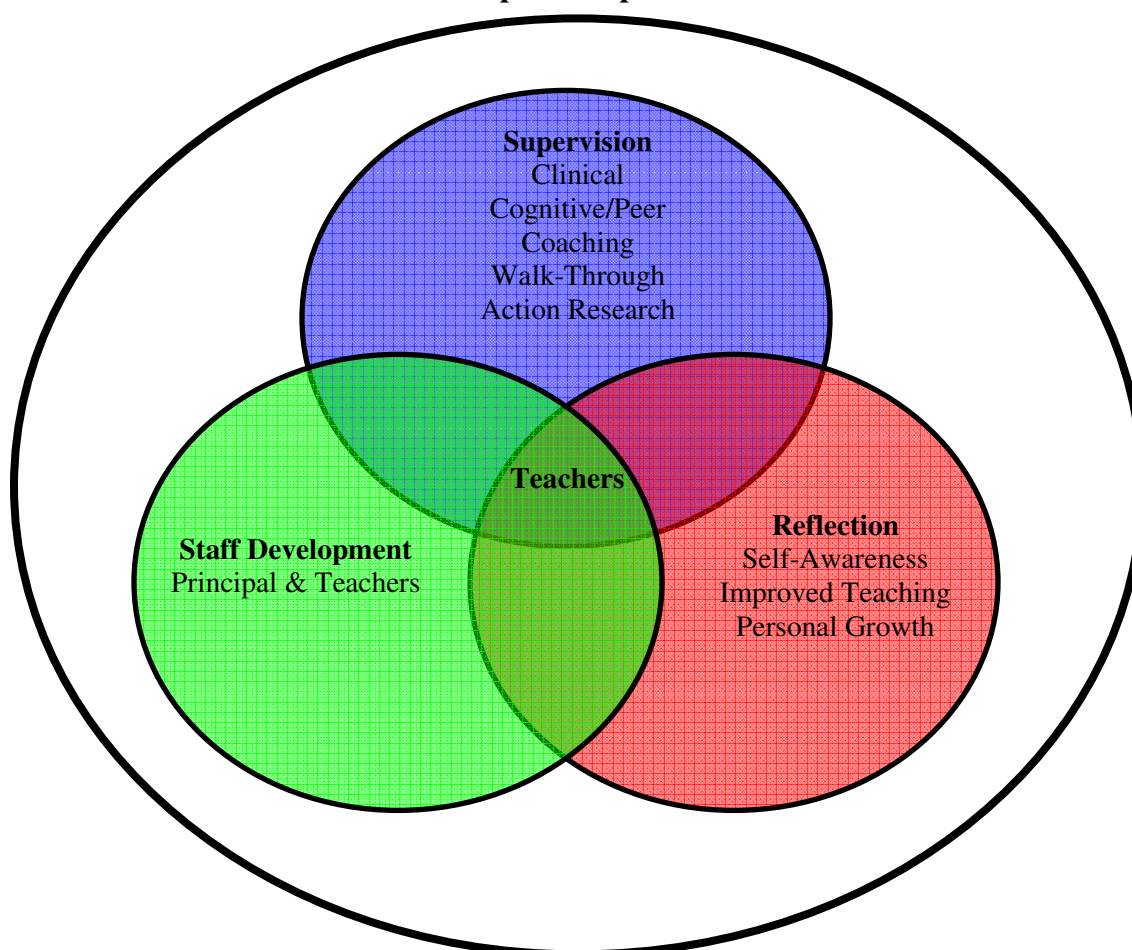


Figure 3. The researcher's conceptual framework on instructional leadership

Each school or school division provides the following three core concepts in some manner: supervision, staff development, and reflection. Each circle in Figure 3 represents the realm of each concept. The purpose of this study was to describe and explain instructional leadership in one school, in order to present the principal with an understanding of the existing needs of the teachers. Based on what the needs were, the principal would be encouraged to examine what changes may be needed in the school, so that instructional leadership could be more effectively incorporated into the school.

The principal's leadership had an impact on how much each concept correlated and interconnected with the other concepts through the principal's direct influence. When a principal lacks strong instructional leadership, the concepts do not overlap as much. Therefore, teachers are left to work in isolation, thus creating a school environment that can lead to meaningless supervision and staff development, in which teachers are not given time for sharing professional ideas and reflections with colleagues. Teachers are no longer located in the middle of Figure 3, but rather left by themselves on the fringes of each circle. The end result is that the school environment would not create opportunities for teachers to learn and grow individually and professionally, nor would it provide a positive environment for improving students' achievement.

When a principal is an effective instructional leader, he or she develops an environment that fosters a direct influence on the three concepts. In turn, the principal's leadership creates a school environment based on trust, collaboration, shared leadership, and empowerment. Supervision and staff development become useful tools for teachers to use to work together to develop their abilities and skills through collaboration. The end result is that teachers have the time and opportunity to reflect, increase self-awareness, and improve teaching and professional

growth. When the principal establishes an environment in which the three elements are working harmoniously and in balance, this creates a positive environment for improving students' achievement.

CHAPTER THREE

Research Design

There were two purposes for this research. The first purpose was to gain insight into instructional leadership and supervision through describing (a) one school principal's role and perception of instructional leadership, and (b) the same school's teachers' perceptions and understandings of instructional leadership and supervision. Second, the case study provided a principal with feedback on the school strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness in the school. The data for this qualitative case study were collected with the assistance of one principal and four teachers from the same school. Data were collected using a questionnaire and standardized open-ended interviews. The main source for the data collection was from the interview. This chapter is an outline of the method decisions made to conduct the study as they relate to the research questions.

Methodology

The research questions developed on the topic of instructional leadership guided this study towards qualitative research in the form of a case study. Denzin and Lincoln (1998) stated that "qualitative" implies an emphasis on processes and meanings rather than focusing on quantity or frequency. Qualitative research emphasizes the "socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry" (p. 8). Therefore, qualitative research can be defined as "an inquiry process based on distinct methodological traditions of inquiry that explores a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" (Creswell, 1998, p.15). Creswell noted that *distinct methodological* traditions included biographical life history,

phenomenology, grounded theory study, ethnography, and case study. The case study was used as the qualitative method.

Case Study

The definition of a case varied from a simplistic definition such as “a slice of life or an in depth examination of an instance” (Lincoln & Guba, 1985, p. 360), to a more complex definition such as Creswell’s (1998). Creswell (1998) defined a case study as the investigation of a case (object of study) over time through detailed, in-depth data collection, involving multiple sources (questionnaire and interview) of rich information in a context (physical or social setting of the case). Gall, Gall, and Borg (2007) noted the *four characteristics* that define a case were “(a) an in-depth study of (b) one or more instances of a phenomenon (c) in its real-life context that (d) reflects the perspective of the participants involved in the phenomenon” (p. 447). For the purpose of this research, a case study was defined as an investigation into a principal’s and teachers’ perspectives on instructional leadership and supervision in Colourful Elementary School.

A case study was done in order “to shed light on a phenomenon, which is a process, event, person, or other item of interest to the researcher” (Creswell, 1998, p. 447). The purpose of using a case study was to produce “detailed description, to develop possible explanation, and to evaluate the phenomenon being studied” (pp. 451-453). The case study provided an in-depth analysis of the phenomenon. Yin (1989) pointed out that the use of case studies assisted in recognizing the why and how of a complex situation. Based on the above definitions, purposes, and uses of case study research design, the case study was chosen as the method to collect data on the perceptions of instructional leadership in the school context. Therefore, the case was to

provide a detailed description and understanding of the different perceptions on the concepts of instructional leadership and supervision in Colourful Elementary School.

Data collection and analysis were intended to answer the following primary and secondary research questions:

Primary Research Question:

- What differences, if any, exist between a principal's and teachers' perceptions and understandings of instructional leadership and supervision within a school?

Secondary Research Questions:

- What is the principal's perception of the role of instructional leader?
- What are teachers' perceptions of the principal's role as instructional leader?
- What is the principal's understanding of the supervision process, and what the role is within the supervision process?
- What are teachers' understandings of the supervision process in their school and school division and what are teachers' perceptions of the principal's role as supervisor?

The data were gathered for this case study through a questionnaire and interviews, using participants from the same school.

Site Selection

The site for the case study was selected from the Rainbow School Division, with permission from the Director of Education. By the time I received ethics approval the principals' meeting had passed. Therefore, due to time restrictions, to select a school from this division, each principal was contacted personally and given a handout package and also received a face-

to-face explanation of the purpose of research. Principals' who were interested in participating in the research, became the pool of possible choices for the site of the case study.

The case study utilized purposeful sampling, which Patton (2002) defined as the rationale for "selecting information rich for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (p. 230). Patton (2002) provided a variety of purposeful sampling strategies for selecting information-rich cases; however, the sampling strategy utilized was the convenience sampling. Convenience sampling approach means "cases that are selected simply because they are available and easy to study" (Gall, Gall, & Borg, 2007, p. 185). Patton (2002) noted that convenient sampling was a common strategy used; however, the convenience approach has the lowest credibility or may yield information-poor cases. The sample was convenience because the school was located in close proximity to my residence, which allowed ease of contact with the participants. Thus, based on the sampling approach, Colourful School was conveniently selected to participate in the study. Chapter Four contains the background and demographics of Colourful School.

Participant Selection

Gall et al. (2007) mentioned that sample size in qualitative research was typically small. In addition, Patton (2002) suggested that a small sample size for a qualitative study can still provide in-depth information:

With the same fixed resources and limited time. . . In-depth information from a small number of people can be very valuable, especially if the cases are information-rich. Less depth from a larger number of people can be especially helpful in exploring a phenomenon and trying to document diversity or understand variation. (p. 244)

The intended school for this study was selected based on the principals' willingness to participate in the study. Colourful School's principal was purposefully selected to be part of the study.

At a staff meeting, all teachers from Colourful School were invited to take part in the research. Each teacher received an invitation, a self-addressed envelope, and consent form, which provided the background, process, and procedure for the study. In addition, the teachers received a brief explanation of the purpose and significance of the research. Potential participants were told that: (a) the school division, the school, and the participants would remain anonymous; (b) the data collected would be confidential. Interested participants were asked to return their consent forms using the addressed envelope by a preset date (Appendix C).

The sampling strategy for selecting the teacher-participants for the study utilized stratified random sampling. Stratified random sampling allowed the researcher to include parameter(s) for selecting the sample (Tuckman, 1994), and in this case study the parameter was the grade level being taught (primary and elementary) by participants. Of the four participants selected, two taught in the primary grades and two in elementary grades. Each selected participant received the survey and the set of interview questions that pertained to the topic of instructional leadership and supervision.

Data Collection

The data collection for this case study utilized multiple sources to collect data. According to Yin (1989), multiple sources was defined as the opportunity to use different research strategies to gather data, such as experiments, surveys, observations, and interviews. Yin also noted that using multiple sources provided a broad range of data, which may be more accurate and

convincing. In this case study I utilized multiple sources to gather data to address the research questions, a questionnaire, and an interview.

Questionnaire Method. Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The reason for using a questionnaire was to gather personal and professional information about the individuals involved in the sample. Tuckman (1994) noted that questionnaires provide self-reported data from the participant. As Gall et al. observed, a “questionnaire cannot probe deeply into respondents’ beliefs, attitudes, and inner experience” (p. 228). Questionnaires allow for a quick and simple way to gather information, which does not need in-depth explanation.

The questionnaire consisted of mainly fill-in-the-blank responses, checklists, rankings, and open-ended questions. The fill-in-the-blanks and checklists provided nominal data that have the advantage of being less biased and allowing for greater flexibility; however, it is also difficult to score (Tuckman, 1994). The ranking-response items are difficult to complete and they force discrimination, but provide easy-to-score ordinal data (Tuckman, 1994). The open-ended questions were asked so participants could provide specific explanations of concepts, such as instructional leadership.

Two different questionnaires were administered to the sample group on a one-to-one basis. The reason for this disparity between the questionnaires was due to the difference in responsibilities, duties, and roles between the principal (Appendix G) and teachers (Appendix I). The main area of difference was in the number of questions. The principal’s questionnaire consisted of 8 questions, whereas the teachers’ questionnaire had 11 questions. Both the principal’s and teachers’ questionnaires took approximately 15 to 20 minutes to complete.

The questions developed for this survey were a combination of the researcher's own questions, and questions developed by Bedard (2005), who carried out a similar study on the concept of instructional leadership. Bedard's research focused on the instructional knowledge and skills of administrators, research that surveyed both administrators and teachers. In addition, Renihan, a professor at the University of Saskatchewan, assisted in further adapting both questionnaires for clarity. The principal's questionnaire had 8 questions, 4 of which were adapted from Bedard's questions. The teachers' questionnaire consisted of 6 questions, 3 of which were questions adapted from Bedard's (2005) work. A sample set of the questions can be found under Appendix G, The Principal's Questionnaire and Appendix I, The Teachers' Questionnaire.

Interview Method. An interview can be defined as the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007, p.228). The strategy for data collection for my interview utilized the standardized open-ended interview, which "involves a predetermined sequence and wording of questions of the same set of questions to be asked of each respondent" (p. 247). According to Patton (1990), the reason for asking the exact questions was to reduce the influence the interviewer may have had on the interviewee.

Patton (1990) also stated that the "purpose of qualitative interviewing in evaluation is to understand how program staff and participants view the program, to learn their terminology and judgments, and capture the complexities of their individual perceptions and experiences" (p. 290). Therefore, the face-to-face interview process for this study provided a comprehensive explanation of each individual's perspective and understanding of the research question and the sub-questions. Patton noted the strength of the open-ended questions allowed for the interviewees to provide their own thoughts, words and insights.

Gall et al. (2007) pointed out that the interview process is flexible; it allows the interviewer to build a trusting relationship with the interviewee, which should make the individual comfortable enough to reveal information that they would not normally communicate through other forms of data collection. Denzin and Lincoln (1998) affirmed that the importance of gaining the participant's trust was an essential element for the success of the study; however, the relationship of trust was a fragile one. The data collected from this type of study tended to be more personal, private, intimate, and dependent on a relationship developing between the participants and researcher (Gall et al., 2007). However, Patton pointed out a weakness in the structured open-ended interview, in that it does not allow the researcher to pursue unanticipated responses provided by the interviewee. Ultimately, the interview process allowed participants to explain and share their knowledge, experience, insights, and perceptions, as related to the research questions.

Yin (1989) stated that open-ended questions allowed the researcher to ask participants for their opinions, their insights, and the personal interpretations of the case being studied. Professor Renihan assisted in adapting and refining the researcher's questions as well as the questions tailored from Bedard's (2005) study for both the principal and teachers interview questions. Colourful School's principal's interview questions consisted of 11 questions; 9 questions had been developed from the research question, and 2 questions were adapted from pre-existing questions developed by Bedard's (2005) study of instructional leadership. The questions generated for the principal sought the principal's perceptions and understandings of the role as instructional leader, the role in supervision, the supervision process, barriers to the principal's job, and supports the principal needs to be an effective instructional leader (see Appendix H). There were 11 open-ended questions for the teachers, 9 of which were developed from the

research questions, and 2 questions developed by Bedard (2005). Teachers' questions focused on their perceptions and understandings of the principal as instructional leader and supervisor, the supervision process, the principal's strengths and weaknesses, and barriers that hindered the development of teachers' skills and abilities (Appendix J).

Each of the five participants was interviewed for approximately 15 to 40 minutes. With the permission of the interviewee, an audio-recording was made of the conversation in order for me to record the information collected as accurately as possible. Lincoln and Guba (1985) noted the advantage of recorded data allowed the researcher to have complete records of the participants' answers to the questions.

Following the initial interview all participants were told they might be contacted for further explanation, clarification, and additional questions if needed. The conversations were transcribed and each participant was given a copy of the transcript to review, revise, and delete any part if necessary. When participants received their transcripts, together we went through the questions to determine whether the participants had more information to add to any of the previous responses. The purpose of going over their responses was to make sure that the participants had ample opportunity to review their initial responses. The process of going over the questions with them and giving time to review their transcripts was to ensure the information they provided was as accurate and reliable as possible. After additional comments and changes were completed, the participants were asked to sign transcript release forms, which stated that the information collected and recorded was accurate (see Appendix F).

Data Analysis

Patton (1990) noted the "purpose of classifying qualitative data for content analysis is to facilitate the search for patterns and themes within a particular setting or across cases" (p. 384).

Themes were defined as an “inference that a feature of a case is salient and characteristic of the case” (Gall, Gall, & Borg, 2007, p. 656). Patton (2002) noted that themes “take a more categorical or topical form” (p. 453). The approach used to analyze the data was deductive analysis, which “involves identifying themes and patterns prior to data collection and then searching through the data for instances of them” (Gall et al., p. 28). Deductive analysis was chosen to describe the important dimensions of the differences between a principal’s and teachers’ perceptions of instructional leadership and supervision. The data collected from the questionnaires and interviews done by the principal and teachers were compared and contrasted with each other, and to the themes of instructional leadership and supervision as defined in the research questions and the literature review.

The data collected from the principal were analyzed and coded into common patterns, themes, generalizations, and categories (Patton, 1990). The same process was applied to the teachers’ responses, with an additional comparison among the teachers’ responses to identify similarities and differences in perceptions. Finally, the principal’s responses were compared to the teachers’ responses to find the commonalities and differences in perceptions as related to the patterns, themes, and research questions. The process was to identify themes that are “salient, characteristic features in a case” (Gall et al., 2007, p. 452). This process was conducted manually and did not rely on a computer program to find the constructs, patterns and themes.

Trustworthiness

An important aspect of data analysis is to establish the trustworthiness of the data. Lincoln and Guba (1985) stated that “Trustworthiness is simple: how can an inquirer persuade his or her audience (including self) that the findings of inquiry are worth paying attention to, worth taking account” (p. 290). Lincoln and Guba provided four factors that assist in achieving

the trustworthiness of the data: credibility, transferability, dependability, and confirmability. To increase the trustworthiness of this study, the following steps were taken: credibility, transferability, dependability, and confirmability.

Credibility. The activities utilized to increase the credibility of the data were accomplished through triangulation and member checking. To increase credibility in the data analysis, triangulation was utilized. Patton (1990) described the concept of triangulation:

Triangulation is taken from land surveying. Knowing a single landmark only locates you somewhere along a line in a direction from the landmark, whereas with two landmarks you can take bearings in two directions and locate yourself at their intersection . . . The term triangulation also works metaphorically to call to mind the world's strongest shape - the triangle. (p. 187)

The method of triangulation increases credibility by relying on more than one source of data.

Patton presented four approaches for triangulation in a qualitative study: methods (utilizing mixed methods), sources (utilizing a variety of data sources), analysis (utilizes several researchers to evaluate the data), and theory (utilized multiple theoretical perspectives to evaluate the data). The sources approach “compares the perspectives of people from different points of view” (p. 467), and in this case study the different points of view were the principal's perspective as compared to the teachers' perspectives. The data sources included a questionnaire, interviews, and transcripts, which all assisted with the method of triangulation. Also, the data in the study were compared and corroborated with existing theories and literature on instructional leadership and supervision (Lincoln & Guba, 1985). The participants' responses were compared to, and corroborated with, the literature on instructional leadership.

Another form of establishing credibility is through member-checking, when “the data, analytic categories, interpretations, and conclusions are tested with members of those stake-holding groups from the data were originally collected” (Lincoln & Guba, 1985, p. 314).

Member-checking was accomplished by having participants read, delete, or revise their transcripts, as well as participants were selected to review the aggregated data. Participants were asked to sign transcript release forms, which stated that the information collected and recorded was accurate (Appendix F).

Transferability. Lincoln and Guba (1985) stated that instead of establishing external validity, the establishment of transferability within the naturalistic approach means to “provide a thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility” (p. 316). Lincoln and Guba (1985) pointed out that in a naturalistic approach, the responsibility of the researcher is not to provide transferability; rather the researcher provides a data base that allows an individual to judge whether transferability is possible. The readers of this case study will be the ones to judge whether the data and findings were similar, and whether they might be able to transfer certain aspects of the study to their own situations. Therefore, the case study attempted to create a description and explanation of instructional leadership, which may be used by others to identify any school principal’s and teachers’ perceptions and understanding of instructional leadership and supervision. Unfortunately, the data collected were not rich enough. Therefore, transferability was not possible for this study.

Dependability and confirmability. The inquiry audit technique was the method chosen to provide the dependability and confirmability of the study. Lincoln and Guba (1985) explained that the inquiry audit technique concerns itself with the process and product of the study. The process utilized assists in establishing dependability, which “examines the process of the inquiry and in determining its acceptability the auditor attests to the dependability of the inquiry” (p. 318). Schwandt (1997) explained Lincoln and Guba’s definition of dependability as the “process

of the inquiry and inquirer's responsibility for ensuring that the process was logical, traceable, and documented" (p. 164). In terms of this study, the following processes were taken to ensure the dependability: (a) outlining the methodological procedures, (b) audio-recordings of interviews, (c) transcript release forms to verify the data collected were accurate, and (d) outlining the data analysis procedures.

Confirmability concerns itself "with establishing the fact that the data and interpretations of an inquiry were not merely figments of the inquirer's imagination. It calls for linking assertions, findings, interpretations, and so on to the data themselves in a readily discernable way" (Schwandt, 1997, p.164). In establishing confirmability for this study, the focus was on the products which were the "data, findings, interpretations, and recommendations – and attests that it is supported by data and is internally coherent so that the "bottom line" may be accepted" (Lincoln & Guba, 1985, p. 318). Therefore, in terms of this study, the data obtained from the study were confirmed from research and literature on the subject of instructional leadership and supervision.

Bias

Bias means "a set to perceive events or other phenomena in such a way that certain facts are habitually overlooked, distorted, or falsified" (Gall, Gall, & Borg, 2007, p. 633). To reduce the researcher's bias, the following strategies were used: neutrality and triangulation.

According to Patton (2004), the researcher should "adopt a stance of neutrality . . . which means that the investigator does not set out to prove a particular perspective or manipulate the data to arrive at predisposed truths" (p. 51). To remain neutral the researcher tried only to describe the differences between a principal's and teachers' perceptions of instructional leadership and supervision.

Another way to limit research bias is through triangulation. Triangulation means to “use multiple data-collection methods, data sources, analysts, or theories as corroborative evidence for the validity of qualitative research findings (Gall, Gall, & Borg, p. 657). For the purpose of controlling bias in a case study, the researchers “typically triangulate their data from one method of observation by seeking corroboration from other types of data that they have collected” (p. 19). In this study, the participants’ data were triangulated in three ways: the principal’s interview and questionnaire data were aggregated, the teachers’ interview and questionnaire data were aggregated, the teachers’ data with principal’s data were compared, and the participants’ data with research on instructional leadership and supervision were corroborated.

Ethical Considerations

When researching human subjects, ethical issues may arise, especially when examining the differences in perception between a leader and those he or she leads. The ultimate purpose of the ethical process is to protect the human dignity of the participants in the study. The University of Saskatchewan (2007) provided policies and procedures to ensure that “one must respect the dignity and preserve the well-being of human research” (p.1). Prior to conducting this study, an application for the approval of research protocol was submitted to the Behavioural Research Ethics Board, and the study was conducted, subject to approval.

To protect the identity of the school division, the school, the principal, and the teachers, pseudonyms were used. All individuals were interviewed at a location away from the school in order to decrease the chance of their identities being revealed. All participants received copies of their transcripts to review, revise, edit, delete, and approve. After additional comments and changes were completed, each participant was asked to sign transcript release forms, which stated that the information collected and recorded was accurate (Appendix F). During the whole

interview process, communication was done by contact through personal email, at home, or mail to protect individual identity

Summary of Chapter Three

In this chapter I discussed the research methods of data-collection for the case study of perceptions of instructional leadership in Colourful Elementary School. I utilized snowball, critical, and convenient sampling approaches to select the site and the principal for the study. I used stratified random sample process to select the teachers participants, based on the parameter of grade level. Each participant was required to fill in a questionnaire and participate in an interview. I digitally recorded the interviews and then had them transcribed. Inductive data analysis consisted of manually coding the information into themes or patterns that emerged from the data. I used the following steps to increase the trustworthiness of the study: credibility, transferability, dependability, and confirmability. In Figure 4, I provide a visual summary of Chapter Three. In Chapter Four, I provided the demographics of Colourful School, and I presented the data collected and categorized into the themes that emerged from the case study, as outlined in this chapter. Finally, I used the essential themes as the foundation for responding to the research questions and for recommendation as described in Chapter Five.

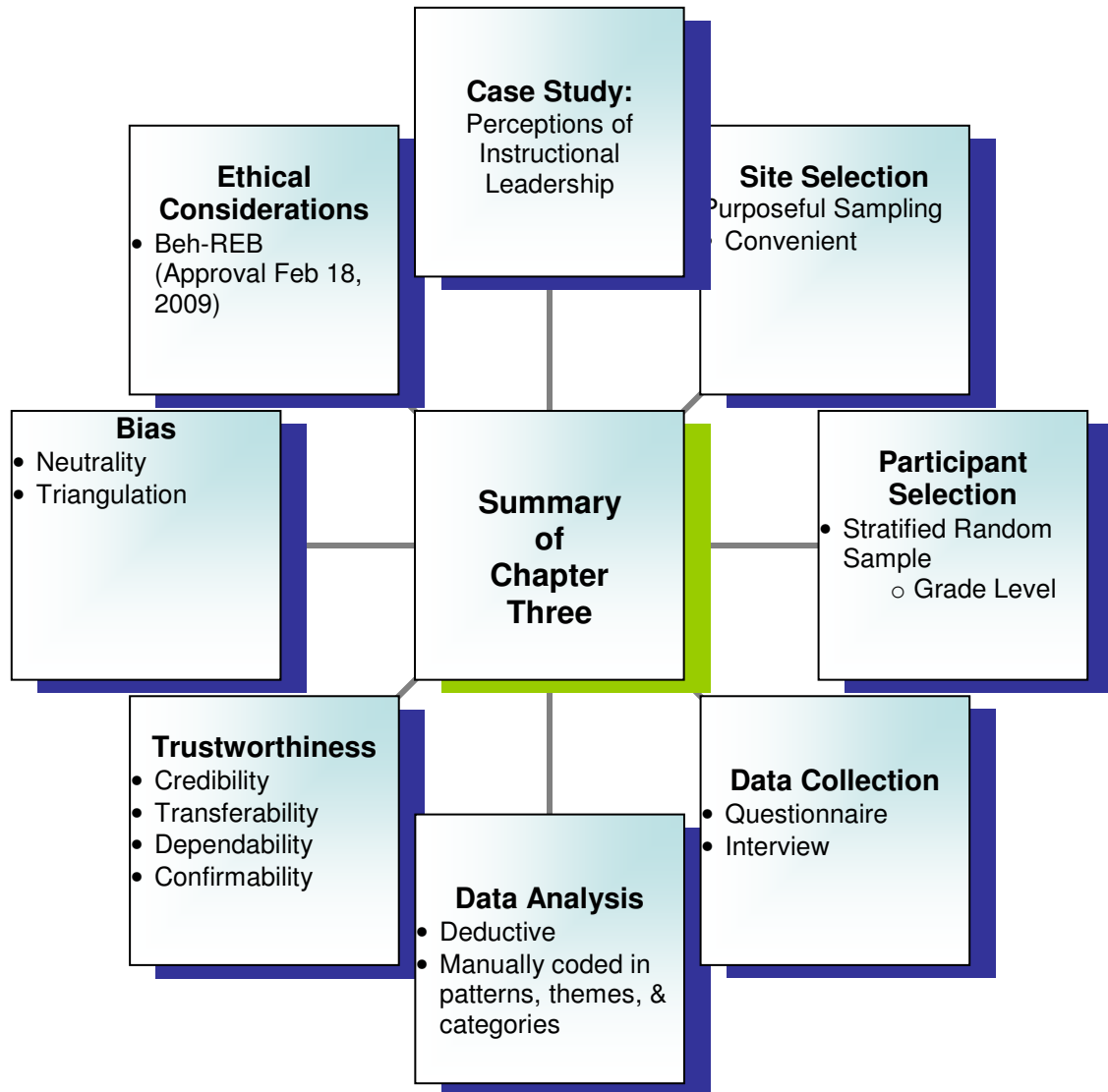


Figure 4. Summary of chapter three.

CHAPTER FOUR

Presentation of the Data

The case study examined how four teachers and a principal perceived and understood instructional leadership and supervision. This chapter presented the data collected from the questionnaires and interviews with the teachers and principal. First, the teachers' questionnaire and interview data were aggregated and summarized into themes developed from the information collected. Second, the principal's questionnaires and interviews were aggregated and summarized into themes that emerged from the data. Finally, thematic comparisons of the perceptions of the teachers' and principal's data were presented.

Case Study Site

The Rainbow School Division, located in urban western Canada, consists of nine schools. All principals were contacted and three principals chose to participate in the study. Colourful Elementary School and its principal were chosen for the study. Colourful Elementary School employed more than 25 staff members, more than 10 of whom were teachers and more than 10 support staff. Colourful School had approximately 200 students, approximately 40% to 60% of whom were of First Nations background.

Data Collection

The data from the study were collected from the principal, Mr. Green, and four teachers, Mrs. Indigo, Mrs. Orange, Mrs. Red, and Mrs. Violet [pseudonyms]. Each participant was asked to fill in a questionnaire and participate in an interview. All the interviews were conducted between April 1 and April 8, 2009, following a standardized open-ended format. Each interview was digitally recorded and lasted between fifteen and forty-five minutes. After the recordings were transcribed, the participants read the transcripts to make any revisions to the data and, if in

agreement, signed the transcript release form. Finally, the data were manually coded. The results of this data analysis were presented within sections of this chapter.

Instructional Leadership and Supervision: Teachers' Perceptions

Four teachers were stratified-randomly selected to be part of the study, Mrs. Indigo, Mrs. Orange, Mrs. Violet, and Mrs. Red. Three participants had taught for nearly 20 years and one had been teaching for nearly 15 years. According to Tuckman (1994), stratified random sampling allows the researcher to put parameter(s) on selecting the sample and in this case the parameter was grade level. Two participants had taught in the primary grades (pre-K-3) and two in the elementary grades (grades 4-6). All teachers had their Bachelor of Education degrees and two teachers had secretarial diplomas. None of the participants had any experience in administration. The questionnaire and interview data provided by the teachers were aggregated and include quotes from specific teachers for verification or to explain a perspective on the topic. The teachers' responses were divided into two major themes: instructional leadership and supervision.

Instructional Leadership: Teachers' Perceptions

To explain the teachers' perceptions of instructional leadership, the following sub-themes were identified: definition of instructional leadership, characteristics of an instructional leader, the barriers and facilitators to the principal's function as instructional leader, and the requisite supports needed for a principal to have an impact on the school.

Definition of Instructional Leadership

Teachers' definitions of instructional leadership varied. Definitions included leading by example, being an effective teacher, providing time and resources, devising the plan for the school that included staff duties and responsibilities, team building, and drawing on personal

skills and qualities for providing effective leadership. The definition of instructional leadership provided by Mrs. Red encompassed the other three teachers' definitions:

Instructional leadership is being able to lead other professionals in a collegial manner while contributing to their professional growth. It's the ability to be an effective communicator, a good listener, problem-solver, decision-maker, with the needs of each student, staff, and parent in mind. It's being compassionate and passionate about people and education.

The teachers' understandings of instructional leadership provided insight into the characteristics and knowledge needed to be an instructional leader.

Characteristics of an Instructional Leader

The teachers' perceptions of the characteristics of an instructional leader were separated into three categories: the principal's knowledge, skills, and abilities; the professional support the principal provides the staff; and the principal's ability to create a supportive learning environment through collaboration.

Knowledge, skills, and ability. All teachers agreed that one of the characteristics needed to be a good instructional leader was the principal being knowledgeable. The principal needed to know about curriculum, resources, time frames, the profession, and teaching organizations. Another characteristic three teachers emphasized was leadership skills, which included a principal being "personable, respectful, approachable, fair and consistent, having good communication and listening skills, interacting positively, setting boundaries and expectations, fostering teamwork and collaboration, encouraging hard work and success, and responding to people and their concerns." When the teachers were asked to give one word to describe their principal's most positive quality, teachers responded with "true leader, supportive, compassionate, and loving."

Professional support. A principal provides professional support through leading by example and establishing high expectations for the school. According to Mrs. Orange the principal must “*walk the talk*” and demonstrate they are a “*life-long learner*” (Mrs. Red). The principal must share his vision and establish high expectations for the school. Mrs. Violet stated that Principal Green did both, reminding teachers what he expected from them:

He told us all at the start of the year, you know, work hard . . . don't just, you know put your best foot forward . . . Don't be happy with less than your best, and expect the best from your students. And that's kind of a consistent theme throughout everything we do, and we're often reminded of it not in a threatening way, but just in a nice, nice way to remind us all to keep trying, and we're in this together and do your best.

According to Mrs. Red, the principal also “leads the school in a collegial manner, while contributing to [the teachers’] professional growth.” Mrs. Orange stated that the principal must have practical knowledge to answer questions about curriculum and instruction. She described practical knowledge as “an administrator who has been in the classroom and has tried out what they are telling you to do . . . because this is the best way to do it.” The principal must be able to problem-solve and make decisions while always keeping the needs of students, staff, and parents in mind. The principal must be flexible and trust teachers in their judgments on resources, and draw on teachers’ strengths. The principal must be aware of what is going on in the school in order to discuss instruction and methodologies with teachers.

Creating a supportive environment through collaboration. Mrs. Violet emphasized the importance of the principal creating a supportive environment, which meant the “[principal] is empathetic; he allows you to do your job and he also draws out your strengths . . . and encourages hard work and success.” In creating a supportive environment, the principal must “accommodate different personalities and teaching styles” (Mrs. Violet). In addition, Mrs. Orange stated the importance of the principal “[promoting] and [fostering] the concept of

teamwork [and] promoting the value of each member of the team.” The principal must collaborate with teachers rather than control all aspects of the school. The teachers all agreed that the principal was genuinely concerned for the well-being of the staff by creating a supportive environment.

The teachers emphasized an effective principal not only had the necessary knowledge, skills, and abilities, but the principal also had to support teachers professionally and be able to create a supportive learning environment. There were, however, barriers and facilitators that affect the function of the principal as instructional leader.

Principal’s Function as Instructional Leader: Barriers and Facilitators

In this section, the teachers provided their perceptions of the barriers and facilitators related to the principal being able to function effectively as an instructional leader.

Barriers. Barriers hinder a principal in functioning effectively as an instructional leader. The teachers identified four main categories of barriers: the principal’s personal qualities, the staff, central office, and time. All teachers mentioned aspects of a principal’s personal characteristics that could interfere with the provision of effective instructional leadership, including the “lack of education and professional training, lack of communication skills (especially listening), being too controlling, not taking advantage of the strengths of staff members, and not having good relationships with students.” Three teachers noted that staff could create barriers for a principal by “not working together towards the common goal,” and by being “non-supportive” of the principal. Mrs. Orange said that the “lack of guidance by head office regarding leadership skills, [and] team-building philosophies” were also a barrier for a principal. Mrs. Indigo and Mrs. Orange identified time as a barrier. There was just not enough time for the principal to accomplish all his duties and responsibilities, and also when the

principal was not able to provide enough “time to meet with teachers during the school day (collaborate)” (Mrs. Orange).

Facilitators. The facilitators assist a principal in functioning effectively as an instructional leader. Facilitators that the teachers identified were divided into the same four categories as the barriers: the principal’s personal characteristics, the staff, central office, and time. The principal’s characteristics that helped to provide effective instructional leadership were “communication skills, professional qualifications, the principal had been a successful teacher, and the principal took genuine interest and concern in the well-being of all members of the school community.” Mrs. Indigo and Mrs. Red identified the school staff as a key facilitator for the success of the principal as instructional leader through their willingness to work collaboratively and cooperatively to grow and learn together. Mrs. Red also noted both staff and students need to be “open-minded, positive, and respectful.” Mrs. Orange mentioned the role that the central office administration team had in facilitating the principal’s leadership through providing resources and professional development that “focused on leadership and team building.” Mrs. Orange also outlined the importance of other “outside agencies such as police, social services, etc.” Mrs. Indigo identified release time as a facilitator for the principal to do his or her job.

The barriers and facilitators that the teachers described affected the principal’s ability to function effectively as instructional leader. As a result, the teachers’ perspectives on the overall function of the principal as instructional leader in the school covered everything that took place within the school setting, from daily problems to the overall environment of the school. Furthermore, the principal’s function also included gathering resources, giving guidance, and especially giving support, to their teachers. The principal provided all these supports by keeping

in contact with teachers. Also, Mrs. Indigo mentioned the ultimate function of the principal was “to help teachers to be better instructors and lead our students to greatness.” In addition, the teachers provided a list of facilitators and barriers to the principal functioning as an effective instructional leader.

A principal may be affected by the barriers and facilitators that interfere or assist them in becoming an effective instructional leader. The teachers’ responses highlighted the importance of the personal characteristics of the principal, but also the role staff and central office had in assisting the principal in performing effectively in the school.

Three Requisite Supports Needed for a Principal to have an Impact on the School

The teachers’ perspectives on the impact of instructional leadership on the school were related to the support, which was provided and offered by the principal, fellow teachers, and central office. The impact of the principals’ instructional leadership on the school relied on the support the principal had in order to accomplish his function as instructional leader. From the teachers’ perspectives, there were three types of supports, which must be in place in the school: support for teachers, teachers supporting the principal, and the school division supporting the school and principal.

Principal supporting teachers. Teachers believed a principal’s support for them was important for teachers to do their jobs. Three areas where teachers needed support were: dealing with student and parent problems, personal and professional support, and scheduling.

Mrs. Indigo, Mrs. Orange, and Mrs. Red emphasized the importance of the principal supporting and backing teachers when it came to student discipline, behaviour, and other problems, especially when dealing with parents. For instance, Mrs. Orange emphasized the need for “support in dealing with discipline problems with the child, and knowing that the principal

will back your documentation of a student when it comes to a parent.” In addition, Mrs. Indigo echoed the importance of a principal “backing the teachers [when dealing] with students and parents, as a big and [essential] support. Also, Mrs. Red noted the importance of a principal “supporting parent relationships and support with any interventions in the classroom.” Knowing the principal would support teachers assisted in the development of a positive relationship between the principal and the teachers.

A principal must also provide teachers with personal and professional support. All four teachers emphasized personal and professional support, though their responses varied. Mrs. Indigo mentioned that the principal’s compassion and empathy towards teachers provided them with emotional and spiritual support. Mrs. Red stated the importance of the principal’s ability to smooth over “any staff relationships that could be strained.” Professional support included “trust . . . and [the] whole respect issue between [the principal and teacher].” Mrs. Violet noted that:

A good principal is allowing you to do your job, in the best way you can. And I think to be open, open to suggestions. That you can go to him or her and say, you know, I think, could you consider this and he actually might consider it.

Also, Mrs. Violet stated that further professional support occurred when the principal shared “the wealth of knowledge, talents, and abilities that a staff has altogether, rather than thinking [that] he or she is the only one that has the answers.” Mrs. Red mentioned the principal also provided support through giving “professional support, professional development, through instruction.” In addition, Mrs. Orange noted the importance of providing practical resources that had been thoroughly investigated. Mrs. Violet mentioned the importance the principal played by encouraging teachers, in a positive and non-threatening way, to always do their best.

Another area that Mrs. Violet and Mrs. Indigo mentioned was the support a principal gave to teachers with scheduling the school timetable. Mrs. Violet discussed the importance of

“flexibility of scheduling, [and an] awareness of events and workshops that are coming up.”

Furthermore, Mrs. Indigo noted the importance of scheduling done in collaboration with teachers and the importance of keeping the pupil-teacher ratio low when possible. The principal supported teachers through scheduling in order to allow teachers to have active roles and they were aware of possible disruptions to their daily routines and instruction.

Teachers supporting their principal. Teachers believed their support for the principal was as important as the support the principal provided them. Mrs. Red’s classification of the ways teachers could support their principal encompassed the other teachers’ responses: collaboration, co-operation, communication, and being professional. Teachers collaborate and co-operate with the principal through their willingness to use and “put those theories and practices into everyday teaching, and to take time for [teachers] to study the resources, and try new tactics and techniques in our teaching” (Mrs. Indigo). Mrs. Violet noted the positive aspects of co-operating with the principal:

I think if the teacher can take her cue from the principal and just work with him, I think that goes a long way to helping the principal and not, not being overly demanding, . . . getting too upset if you happen to lose a prep because of an assembly, and it’s twice in a row, that kind of thing. You have to kind of be willing to give and take.

Three of the four teachers emphasized the importance of communicating with the principal about what was going on in the classroom or with students. Mrs. Orange highlighted the importance of recognizing the accomplishments of the principal, “I’ve often phoned and let the director know that WOW! I was really impressed by what this principal did or what that principal did when I had interactions with them.” Another support teachers could provide the principal was by being professionals, or as Mrs. Indigo stated, “always keep learning.” Three teachers stressed the importance of always learning and improving the craft of teaching.

School division supporting the principal and school. An additional type of support teachers mentioned was the support a principal needed from the school division. The teachers were unclear about division office support for principals, but did mention professional development. The only visible division office support appeared to be professional and spiritual in-services and administrators' meetings. However, teachers thought the type of support for the principal and school was mainly leadership. Mrs. Red stated the assistant director supported the principal via formal supervisory visits; and Mrs. Indigo mentioned their vice-principal dealt more with curriculum questions in the school. Overall, the teachers' responses suggested that they were not sure of the school division's role in supporting the leadership of the principal and the school.

Teachers felt that support was an important requisite for the principal's instructional leadership to have an impact on the school. Support was crucial for both the principal and teachers to do their jobs to the best of their abilities.

Summary of Teachers' Perceptions of Instructional Leadership

Teachers based their perceptions of instructional leadership on the principal's personal and professional characteristics. The principal had to model a love of learning and "walk the talk"; in other words, to carry out actions that made a positive learning environment. The teachers emphasized the importance of the principal establishing all professional aspects of the school. A principal must support teachers so teachers could do their work well. Also, the teachers mentioned the importance of colleagues and central office supporting their principal so the principal, could function effectively. The impact of instructional leadership on the school would result in all staff working collaboratively for the betterment of all students.

Supervision: Teachers' Perceptions

Supervision data provided by teachers examined the purpose of supervision and the supervisory process itself.

Purpose of Supervision

This section highlights teachers' perceptions of the purposes of supervision; and supervision that included evaluation, teacher growth, and barriers interfering with teacher growth.

Evaluation. According to all the teachers, the purpose of supervision was “to see how teachers are teaching” (Mrs. Indigo), or if teachers are “being effective teachers” (Mrs. Red). The teachers' criteria for being effective teachers incorporated organizational skills, classroom management, following curriculum, maintaining standards, monitoring student discipline and behaviours, rapport with students and parents, and teacher accountability. For example, Mrs. Violet noted that supervision was:

To ensure you're following curriculum, that you're maintaining the standards that he set for the school. Also, just ensuring relations with the parents, it's kind of an overseeing thing, to make sure that relationships with the parents are okay . . . I think just basically to ensure the smooth operation [of the school], make sure everything is going [well].

Teachers agreed that supervision evaluated them, but Mrs. Red mentioned that supervision also evaluated principals by making them “accountable to directors” to ensure teachers were doing their job.

Teacher growth. Mrs. Indigo and Mrs. Red mentioned another purpose of supervision was to help teachers by providing them with feedback. For instance, Mrs. Red said “I know in the different times I have been supervised, the comments have helped me.” Mrs. Orange stated supervision was “to help the teacher become a better teacher.” In addition, supervision allowed

the principal to ensure proper supports and resources were in place. Mrs. Red stated supervision was important because it added to the “principal-teacher relationship as well,” which was a positive aspect in addressing teacher growth. Though teacher growth was mentioned by two teachers, all teachers recognized the barriers, which interfere with the development and growth of their skills and abilities.

Barriers interfering with teacher growth. The barriers that interfere with the development of teachers’ skills and abilities were lack of time, physical and emotional demands, limited resources, and lack of opportunity to observe other teachers. One barrier was the problem of time. Three teachers noted that there was not enough time in the day-to-day teaching, nor time to research new resources and implement new approaches, techniques, and methodologies learned through professional development. A second barrier was the physical and emotional demands of the job as teacher workloads increased because of classroom dynamics, plus students’ problems that encompassed behaviour, discipline, learning, and family situations. For instance, Mrs. Indigo stated:

Honestly, you don’t want to say that it’s totally varied, but sometimes as a teacher you don’t feel you are developing and doing what you really want to just because the nature of the children really [differs] in the classroom now, [especially] the behaviour of [students] and honestly the parent.

The demands of the job were what seemed to drain teachers. According to Mrs. Red, at times she sees her own lack of personal energy, motivation, and interest as being the barrier. A third barrier, which Mrs. Indigo mentioned was that, “in some areas we do need more resources and a variety of resources.” The last barrier was the dearth of opportunity to observe other teachers, or as Mrs. Orange stated, “it would be nice to be able to go into other [teacher] classrooms to see how they teach something or broach a new subject.”

The teachers' viewpoints on the purposes of supervision centred on: evaluation or teacher growth. The teachers focused on barriers such as time, resources, teacher workload, and lack of collaboration, which may impede teacher growth.

Supervision Process: Formal or Informal

The supervision process in the school consisted of both formal and informal supervision. Three teachers mentioned that formal supervision had been the responsibility of central office, especially for beginning teachers or for hiring purposes. One of the four teachers mentioned that teachers had a choice between creating a portfolio or being directly supervised. Formal supervision could be requested of the principal or vice-principal; however, the majority of the supervision processes in the school had been through informal supervision.

In Colourful Elementary School the principal relied on an informal supervision process. According to teachers, the principal had always been a visible presence in the school, moving from classroom to classroom, and he had created good collegial relationships with teachers. For Instance, Mrs. Indigo noted:

You know [Principal Green] is never in his office. He's aware of how things are going in the classroom all the time, because he is generally moving from classroom to classroom, not in a structured way, but I know that it's a daily incident to see how everything is going in the classroom.

Mr. Green was always observing and all teachers mentioned that he was constantly aware of what was going on in their classrooms and the school, or as Mrs. Violet pointed out, "Mr. Green is supervising you when you don't even know he's supervising." Mrs. Violet emphasized that their principal utilized informal supervision:

Supervision actually would take place just in an overseeing type of thing, where the principal's kind of monitoring; he's got his eyes open, he's got his ears open, and I always say he. . . . You know, he's keeping his finger on the pulse of the school, so to speak,

According to the teachers, Mr. Green's supervision was ongoing and proactive because he was constantly monitoring the school from the classrooms to the playground. The principal supervised not only the teachers, but also students' behaviour, in order to support teachers, handling of discipline problems. Even though informal supervision had been utilized in the school, three teachers mentioned that one could request formal supervision from the administrative staff at anytime.

Summary of the Teachers' Perceptions of Supervision

The overall perspective of the theme of supervision was that it was evaluative in nature. Teachers perceived supervision as the way for central office or the principal to see exactly how effective teachers were in the classroom. Even though two participants highlighted teacher growth as another purpose of supervision, they felt that a number of barriers emerged to interfere with the growth of teachers. However, the teachers did emphasize that Mr. Green used a non-threatening and non-evaluative approach to supervision. Mr. Green knew exactly what was happening, not only with teachers but also with students and staff. The result of the principal's supervisory approach was the creation of positive collegial relationships with teachers.

Instructional Leadership and Supervision: Principal's Perceptions

Mr. Green taught for over 30 years and had been a principal for approximately 25 years. He had a Bachelors degree, a Bachelor of Education, and Master's classes in administration, as well as a great deal of professional development.

Mr. Green's questionnaire and interview data were aggregated two major themes emerged from the data provided: instructional leadership and supervision.

Instructional Leadership: Principal's Perception

Principal Green noted that he spent approximately 11% to 30% of his time on instructional leadership, which he believed was the appropriate amount of time he should spend in this role. Mr. Green's data on the theme of instructional leadership identified sub-themes: definition of instructional leadership; characteristics of an instructional leader; factors, barriers, and facilitators affecting his function as instructional leader; and the impact of instructional leadership on establishing culture. All these sub-themes assisted in understanding Mr. Green's perspective on instructional leadership and the importance of instructional leadership in his school.

Definition of Instructional Leadership

Mr. Green defined instructional leadership as:

The actions taken by the principal that demonstrate to all staff that he/she thinks that the instruction of students is the most significant role of the teachers and all staff. The principal will set goals with staff that enhance best instructional practices and provide resources to help achieve those goals. Instructional leadership must promote growth in student learning and in teacher teaching.

His definition of instructional leadership focused on modeling the importance of instruction and establishing goals and providing resources for the growth of teachers and students. Based on Mr. Green's definition, the personal characteristics of the principal contributed to whether the principal would be an effective instructional leader.

Characteristics Required for Effective Instructional Leadership

According to Mr. Green, to be an effective instructional leader the principal must have the following personal characteristics:

To be effective you have to be compassionate, very empathetic towards [teachers], promote a sense that you have their well-being at hand, allow teachers to use their professional knowledge, you know appreciate the staff. . . And that they know they

can try things out and if things don't work out right, they can learn from the experience.

In addition, he mentioned that all staff members must be treated equally and each staff member's different roles are important to the school. Mr. Green believed that principals cannot exhibit a sense of superiority over others; for instance, he stated "you have to really watch that everyone feels part of the staff, very much on an equal basis in terms of what is going on. [You have] different roles, but everyone's extremely important". In addition, he noted that he was "a strong believer that the principal should be an effective teacher himself, and if he does have the opportunity to teach, to show that instruction is extremely important and the fundamental thing [teachers do]." Finally, when Mr. Green was asked to give one word to describe his most positive quality as a principal, he wrote "caring." Mr. Green's data made it evident he cared for his teachers by providing professional and personal support. For instance, he cared by "allowing [teachers] to use the professional knowledge they have . . . [also] I listen to them [and] I take their advice." Regarding personal support, Mr. Green mentioned that he "showed lots of empathy for [personal] situations and tries to be compassionate in terms of problems outside the realm of [school] where things kind of come upon us." He defined an effective leader as one who supported teachers professionally and personally through empathy, compassion, and promoting teachers' well-being.

Principal's Function as Instructional Leader: Factors, Barriers, and Facilitators

Mr. Green believed his function as instructional leader in the school was affected by three factors: the school, the community, and central office. Also, he provided an explanation of the barriers and facilitators that hindered or assisted him in fulfilling his function as an instructional leader.

Providing resources and helping teachers make decisions were functions of an instructional leader:

To make sure that resources are there for teachers; that teachers can come to [me] with any concerns, anything they have or anything they want to try; [teachers] can come to me and I'll hear them out, and then I'll often help them to decide in making the decision on what would be best.

Also, he had to make sure students understood their role in the school, which was to work to the best of their abilities and, within their limitations, and that they pushed themselves to be better. According to Mr. Green, student success or achievement was accomplished by having “high expectations for students . . . set the [best] programming or [resources possible] so students feel good and have success.” Another factor affecting his instructional leadership function was the community. Mr. Green stated that “listening to the community, helping the community, and [being] very approachable [to] the community,” were important functions as an instructional leader.

An additional factor acting on Mr. Green's function as instructional leader was his duty to implement the desires or policies of division office; however, he did emphasize the importance of “getting across that [principals] have to look at . . . the needs of the individual school and [that] with the staff, I think that you are working with . . . their strengths and also weaknesses.” Mr. Green advocated for his school and staff to division office to try to ensure that the school's and teachers' specific needs were addressed.

At the same time, Mr. Green identified three barriers, which hindered his function as instructional leader. One barrier was the lack of collaborative working time for teachers in the school day. Another was the lack of resources as a result of curriculum constantly changing. A third barrier was little or no funding for professional development.

For Mr. Green to function effectively as an instructional leader he could not allow the barriers to get in the way. Instead, he noted the following facilitators: demonstrating a love of teaching and learning, being open to teachers to allow them to be the professionals in their rooms, supporting teachers in their endeavors, and being a person they could trust and rely on for support.

Impact of the Principal's Instructional Leadership on the School: School Culture

This section examines Mr. Green's focus on the development of school culture through his role as instructional leader. According to Mr. Green, to create a positive school culture the principal must provide personal and professional support for his teachers, which will result in helping to create a positive learning environment.

According to Mr. Green, instructional leadership had an impact on the school culture. Mr. Green believed that the principal's instructional leadership role was "foremost in setting the school culture, because without having a positive school culture going on, it is really rare that in a school you are going to have much in terms of good things happening for the teachers or for the students." He noted that even the best teacher cannot function well if a negative school culture exists.

In Mr. Green's experience, establishing the school culture depended on the principal's expectations, which were, "We aim high; we don't shoot low and hit ourselves in the foot all the time." Principal Green believed that there must be high expectations for both the teachers and students:

All students are going to achieve to the best of their ability and that teachers, no matter whom [they] have to work with in terms of learning disability problems, [are] going to try and set the programming up to the best so that students feel good and have success.

Furthermore, he emphasized the importance of teachers being involved in the decision-making processes of the school including “what workloads and assignments are going to be.” The result of involving teachers in the decision-making processes was to create a positive learning environment. In order to develop a conducive learning environment, the principal must provide teachers with personal and professional support so they can do their job effectively.

Principal Green stated the importance of supporting his teachers. Providing the appropriate personal and professional support to teachers would make them feel positive about the school. Mr. Green noted that, as principal, “I give [teachers] as much support as we can possibly give.” Mr. Green provided supports to his staff by doing the following: “I listen to them. I take their advice. I show a lot of empathy in situations. I try to be compassionate. I try my best to set things up so [teachers] have success.” In addition, he encouraged teachers’ input when establishing timetables, and put them into positions where they felt comfortable with their grade level and subject area, and were able to teach to their strengths so they felt success. He stressed the need for “collegiality between staff members . . . respect [was] given for peoples’ ideas.” The impact of the principal supporting teachers would be a “positive staff, [where] with teachers and administration everything is positive, then you’ll have a positive environment for the students.” Developing positive relationships with teachers assisted in creating a good learning environment.

In addition to supporting the teacher professionally and personally, Mr. Green believed that a good learning environment also included not disrupting instruction in the school. Protecting instruction begins at the end of the prior school year by working collaboratively with staff to group students, to establish daily routines, to reduce staff frustrations by involving them in the school year layout, and to provide resources and appropriate professional development.

According to Principal Green, to be an effective instructional leader, he needed the “support from teachers and staff . . . and central office,” to build on the positives, to provide “in-services for [principals] and teachers, and [to supply] resources.”

Based on Principal Green’s perspective, the impact of the principal’s instructional leadership was shown by the development of a positive school culture, which created a conducive learning environment. A good learning environment, where teachers were supported professionally and personally, created a staff that worked collaboratively, so that teachers could do the best job possible.

Summary of the Principal’s Perception of Instructional Leadership

In Mr. Green’s perception of instructional leadership, the focus was on having high expectations for all students to learn, which was accomplished through the principal demonstrating the idea that student learning was the most important thing going on in the school. Thus, personal characteristics such as compassion, empathy, and being able to support teachers personally and professionally, assisted the principal in developing relationships with teachers. According to Principal Green, instructional leadership set the culture of the school, which should yield an environment conducive to learning. The principal must organize all aspects of the school, but the teachers must also be part of the process through collaboration. According to Mr. Green, all teachers must be professional in that they must know what they are doing; therefore, the principal fostered the teachers’ use of their professional knowledge. Also, he believed that all staff members must be informed of what was happening in the school to minimize surprises, which interfere with instruction and daily routines.

Supervision: Principal's Perception

Mr. Green had two perceptions of supervision: (a) the purpose of supervision encompassed teacher growth and teacher recognition; (b) the importance of the supervisory process and his supervisory role in the school.

Purpose of Supervision: Teacher Growth and Recognition

According to Mr. Green, there were two main purposes of supervision: teacher growth and teacher recognition. In addition, he provided an explanation for the value of a teacher's professional growth.

One purpose of supervision was to “enhance teachers’ growth, hopefully resulting in better instruction and for better outcomes for students.” Mr. Green mentioned that the focus of supervision should in a sense be;

Trying to pick out the strengths of the teacher and if there are any things that could be concerns [or] weaknesses, you discuss with the teacher to see if [he or she] perceives [the weakness], or it's part of their teaching style also.

This statement suggested that teachers’ growth was enhanced through discussion and reflection. In addition, Principal Green noted that an administrator must be “cognizant that there is [not just one way of teaching], and an [administrator] can’t go into things with your ideas of how that teacher should be teaching.” Therefore, the administrator must collaborate with teachers on what instruction should look like. An important aspect of enhancing teachers’ growth was the role of professional development to reinforce both teachers’ and principals’ abilities, skills, and knowledge.

Mr. Green noted that in the school division, both the principals and teachers benefited from professional development. From Green’s experiences, central office had provided

principals with numerous professional development in-services, especially in the areas of supervision and instructional leadership. Mr. Green, stated that:

Our admin people are very focused on the fact that they want good instruction taking place . . . so different in-services they have brought in try to develop better instructional leadership in the schools also. There was a willingness from different directors . . . to listen and then to give assistance and advice dealing with differences in situations involved, or approaching instructional leadership in itself.

Mr. Green gave the example of professionals from an American university who came and offered in-services and assistance to administrators to help develop supervisory skills. Principal Green mentioned professional development for teachers focused mainly on “approaches to curriculums and different methods of teaching,” because new curriculums will be implemented.

Even though the school provided many opportunities for professional growth, Principal Green had concerns about what professionals should look like. His concerns about all the new curricula were about “everyone having to [use] the same approach to everything, kind of in the same type of methodology, and not letting teachers make their own professional [judgment].” Again, Mr. Green was concerned with the one-method-fits-all approach, which has had an impact on experienced teachers who needed to “feel that they are often master teachers and that they have the repertoire . . . and knowledge, [and] that they have a very good understanding of what the needs of the student are.” For Principal Green, teachers should be included in the decision-making process of the particular professional development needs of the school and students.

According to Mr. Green, to foster professional growth, the school division needed to supply money and expertise for the growth of leadership in the school. He also pointed out the importance of offering a variety of professional development opportunities:

What works for someone else doesn't necessarily . . . work for you because it is not . . . you . . . It is so important that the teacher has to be able to teach [their way] as a teacher, and not everyone falls into the same type of mold.

Therefore, Mr. Green advocated for a variety of professional development possibilities that met the more specific needs of a school and its teachers. .

Mr. Green's second purpose for supervision was to positively recognize teachers. Teachers need to "have a sense the [principal] appreciates the staff" and staff "know they are doing a good job and that there is support for them to do a [good job]." The principal has to be there to respond to any concerns or questions. Mr. Green believed that it was important to recognize teachers for their accomplishments and thank them for doing their jobs. Also, teacher recognition helped in developing positive relationships with staff members.

Supervisory Process: Maintaining Collegiality

Mr. Green did not usually utilize a directive or formal supervision process, because he believed that formal supervision was best left to the job of division office. His rationale for not utilizing formal supervision was that it took away from the collegiality of staff, especially if there were a critical issue or concern. Because the staff should not perceive the principal as a threat, Principal Green's supervisory role was to "oversee everything that is happening in the school. That doesn't mean I am in control of [all] things, but I have to know what is going on at all times, no matter what area it is." Even though Mr. Green relied on an informal approach to supervision, teachers could request a formal observation at any time.

Principal Green's informal approach to supervision was illustrated by his open-door policy, "And literally my door is always open to staff at any time, no matter what it is, to hear them out." Teachers were encouraged to keep him informed so that he could focus most of his time on helping and supporting teachers. Therefore, for supervision, he relied on the walk-

through model of supervision, because he did not want to disrupt and disturb instructional time. He believed protecting instructional time was a fundamental aspect of supervision. Instead, Mr. Green used supervision as a way to enter the classroom “to get a sense of what is going on with the teachers. If [teachers] have needs and [problems] I can help out with . . . instruction, materials, resources, students’ academic weakness, or behavioural [problems].” The walkthrough allowed him to be a daily visible presence and to be aware of what was happening in the school.

Summary of the Principal’s Perception of Supervision

Mr. Green’s perception on supervision was the belief that the purpose of supervision was for teacher growth and recognition. The principal’s role was to be visible, so that he could provide personal and professional supports and resources, and talk with teachers about their teaching style. Furthermore, his job was to ensure professional development met the needs of the school and the teachers, in order to assist teachers in the development of their professional skills and abilities. Mr. Green’s informal supervisory approach helped develop a collegial environment where teachers could focus on instruction.

Thematic Comparison between the Teachers’ and Principal’s Data

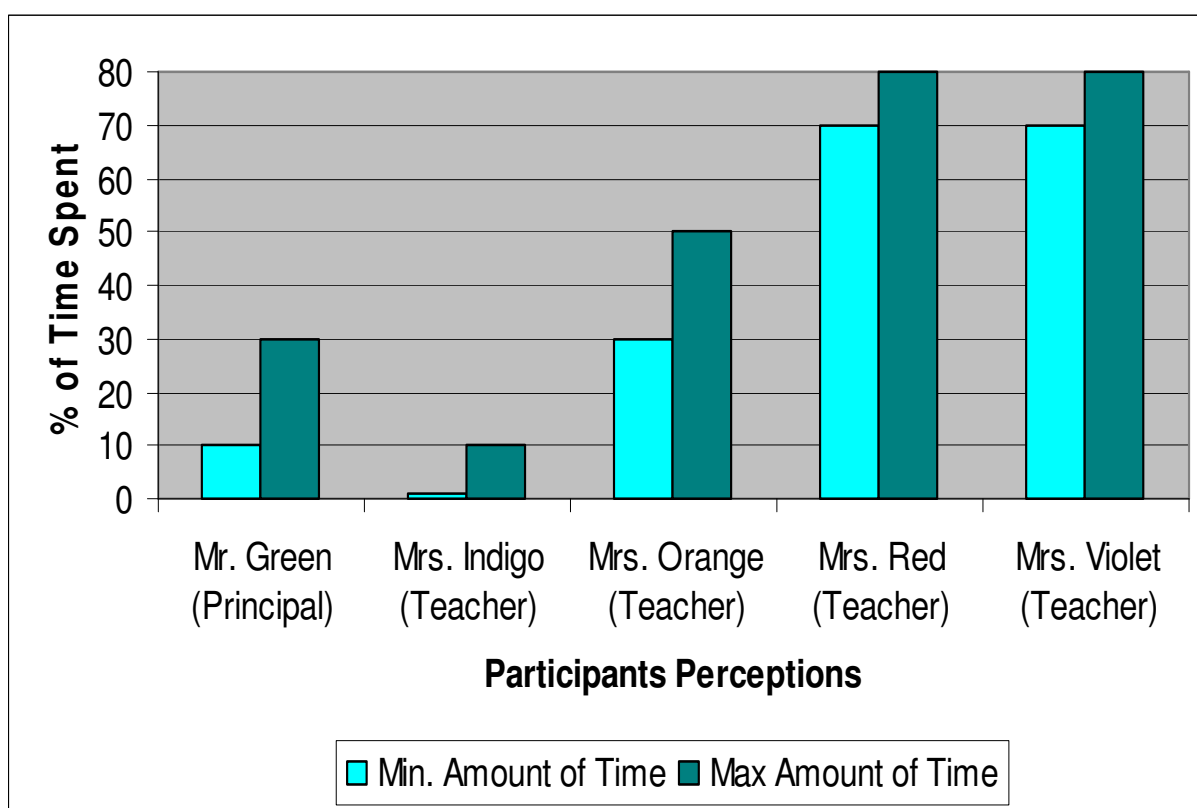
In the final data-analysis process, the themes of instructional leadership and supervision were compared. Since the data have already been presented, the thematic comparison provided an aggregated summary of the principal’s and teachers’ responses.

Instructional Leadership

The instructional leadership comparison began with the teachers’ and principal’s perspectives of the portion of time a principal should spend on the role of instructional leader, and then compared the participants’ perceptions of what the most important responsibilities of a principal are. Finally, the sub-themes of instructional leadership were then compared.

Portion of Time a Principal Should Spend on Instructional Leadership

Instructional leadership is one of many roles and responsibilities a principal has in a school. All participants were asked to identify what portion of time a principal should spend on instructional leadership; however, it became apparent none of the teachers identified the same portion of time as the principal did. Also, it was necessary to note that teachers responses to how much time a principal should spend on instructional leadership was not affected or influenced by the grade level (primary or elementary) taught by teachers. In Figure 5 a visual of the differences between the principal's and teachers' perception of time the principal spent on instructional leadership was provided.



Note. For each respondent the first bar represents the minimum amount of time, and the second bar represents the maximum.

Figure 5. Differences in perceptions: portion of time a principal should spend on instructional leadership

As shown in Figure 5, the principal's belief was that 10% to 30% of his time should be spent on instructional leadership, which differed from all teachers. Three of the four teachers believed that the principal should spend at least 30% of his time on instructional leadership. Mrs. Red and Mrs. Violet agreed that principals should spend at least 70% of their time on instructional leadership. Mrs. Indigo was on the other end of the scale, rating the amount of time a principal should spend on instructional leadership at less than 10%.

Perceptions of Most Important Responsibilities of a Principal

Besides the portion of time a principal should spend on instructional leadership, principals have many different responsibilities within a school. The principal and teachers were asked to rank which six responsibilities were the most important for a principal. In Table 4 the principal's and teachers' perspectives of what they considered to be the most important responsibilities was provided. Both the principal and teachers chose the four most important principal's responsibilities. These responsibilities are listed in the order of importance: visible presence, establishing school goals in collaboration with parents and staff, managerial duties, and discipline problems. Also, Mr. Green and Mrs. Orange ranked these four responsibilities in the exact same order. Four of the five participants chose visible presence as the most important responsibility. Three of the five chose establishing school goals in collaboration with parents and staff as the next most important responsibility. An interesting point was that the two elementary teachers chose exactly the same six responsibilities, but did not rank these responsibilities in the same order.

Table 4

The Principal's and Teachers' Perceptions: The Most Important Responsibilities of a Principal

Principal's Responsibilities	Mr. Green Principal	Mrs. Indigo Teacher	Mrs. Orange Teacher	Mrs. Red Teacher	Mrs. Violet Teacher
Being a visible presence in the school	1	1	1	2	1
Establishing school goals in collaboration with parents and staff	2	2	2	1	6
Discipline Issues (attendance, behaviour, etc)	3	6	3	5	5
Managerial Duties (scheduling, paperwork, budget, staff discipline, etc)	4	5	4	3	2
Answering questions about learning	5	4			
Providing staff with new instructional ideas and strategies	6				
Curriculum Leadership					
Organizing staff meetings to allow for instructional discussion to happen			5	6	3
Providing coaching for teachers			6		4
Providing collaboration time for teachers		3			
Explaining to parents what is happening in the school and classroom				4	

The difference between the principal's and the teachers' responses was that Mr. Green believed that providing staff with new instructional ideas and strategies was part of the six most important responsibilities. From the teachers' responses, three of the four teachers mentioned the importance of the principal organizing staff meetings to allow instructional leadership to happen. Two teachers noted the necessity of a principal providing coaching for teachers. The remaining responsibilities of providing collaboration time for teachers and explaining to parents what was happening in the school and classroom, only received one ranking each as the most important duty.

The final aspect of Table 4 which needs to be addressed was almost all the responsibilities chosen by the principal and teachers dealt with instructional leadership, with the exception of discipline problems and managerial duties. These rankings suggest that teachers are not fully aware of which responsibilities fall under the realm of instructional leadership.

In order to gain a better understanding of the principal's and teachers' perceptions of instructional leadership, a comparison of the following sub-themes was undertaken: definition of instructional leadership, the characteristics of an instructional leader, the principal's function as instructional leader, and the impact of instructional leadership on the school.

Definition of Instructional Leadership: Comparison of Perceptions

A visual of the similarities and differences between Mr. Green's and the teachers' definitions of instructional leadership is found in Figure 6. The principal's and teachers' definitions were similar in the following areas: professional growth, resources, team building or collaboration, the philosophy of the principal towards education, and the leadership role of the principal. The differences between the principal's and teachers' definitions of instructional leadership had the principal focusing more on instruction, whereas the teachers noted the

personal qualities of the principal and his plans for the school. The essential part of both definitions emphasized teachers' professional growth, which was a necessary element of instructional leadership. The principal focused on enhancing teachers' instructional abilities. However, the teachers were focused on how the principal's personal characteristics guided teachers to their own professional growth.

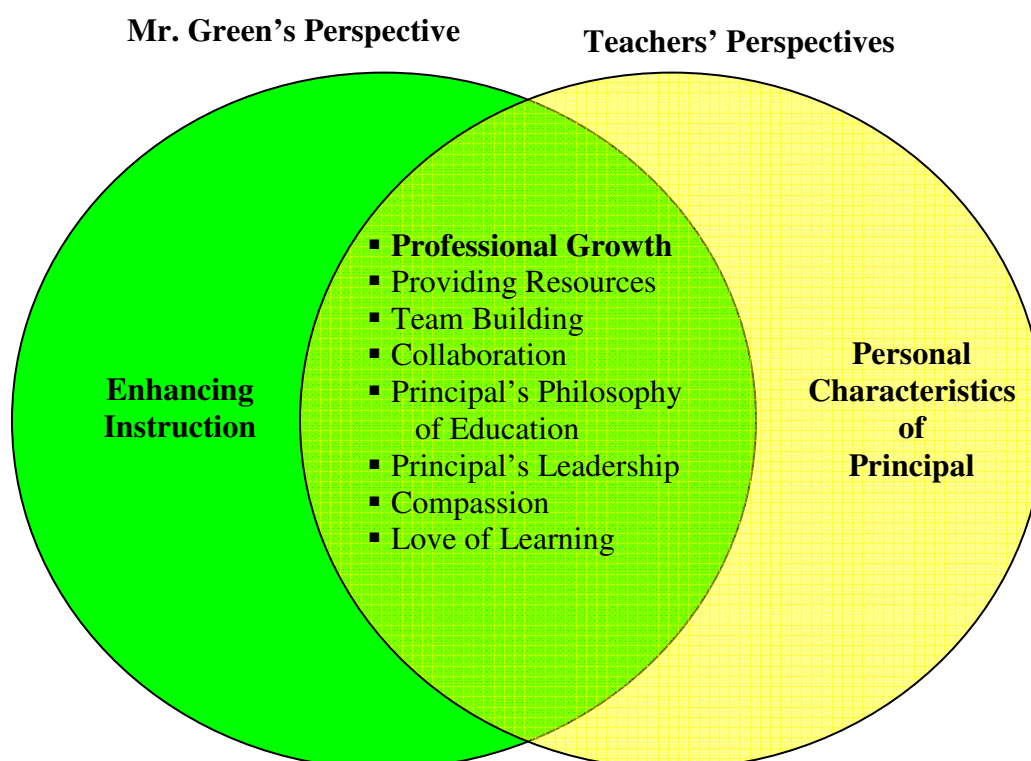


Figure 6. A comparison of the principal's and teachers' definition of instructional leadership.

Characteristics of an Instructional Leader

When organizing the data on the characteristics of an effective instructional leader, four aspects emerged from the principal's and teachers' responses shown in Table 5.

Table 5

The Four Important Aspects of a Principal's Characteristics

Characteristics of the Principal	Mr. Green	Mrs. Indigo	Mrs. Orange	Mrs. Red	Mrs. Violet
Principal was an effective teacher (Skills, Abilities, & Knowledge)	√	√	√	√	√
Principal's concern for the personal well-being of staff (Personal Support)	√	√	√	√	√
Treating teachers as professionals (Professional Support)	√	√	√	√	√
Organizing all aspects of the school in collaboration with teachers (Collaboration with Teachers)	√	√	√	√	√

One aspect that both the principal and teachers mentioned as important was that the principal had been an effective teacher prior to becoming an administrator. The principal was a master or effective teacher, which meant he had the needed skills, abilities, and knowledge, which for teachers, was important for the principal's credibility.

Second aspect was the principal's ability to provide personal support, thus showing a concern for teachers' well-being. The characteristic that everyone agreed on was the importance of the principal's compassion and empathy. Additional characteristics that teachers valued in a principal were the principal's ability to be consistent, to be personable, to be respectful, to be fair, and to have good communication skills. A third aspect was for the principal to provide professional support, all of which the principal saw as acknowledging and treating teachers as professionals, not inferiors. Teachers also found professional support was significant because it allowed them to share their strengths and knowledge, foster team work and collaboration, show

trust in teachers' judgments, and allowed them to take risks, which ultimately contributed to their professional growth.

Another aspect of the principal's characteristics that both principal and teachers deemed important was the principal's ability to organize all aspects of the school. From the principal's perspective, he believed leading the school was best accomplished through promoting a collaborative approach with teachers. Teachers concurred by emphasizing the importance of the principal fostering teamwork and collaboration. Also, the teachers mentioned that it was important for the principal to share their vision, establish high expectations, solve problems, make decisions, be flexible, and encourage hard work and success.

According to participants', the effect of the principal's personal characteristics was to help create an environment conducive to learning by allowing teachers to focus on teaching. Everyone mentioned similar characteristics needed for an individual to be an effective instructional leader. The next section describes the sub-theme of the factors that affect the principal's ability to function effectively as an instructional leader.

Principal's Function as Instructional Leader: Barriers and Facilitators

This section identifies the barriers that interfere with a principal's function as instructional leader, and highlights the facilitators that effectively sustain a principal as instructional leader.

The barriers that the principal and teachers identified as possibly hindering the function of the principal in the school were different. The barriers the principal identified concerned actual support from central office that he needed in order to provide quality resources for his teachers, to have funding to provide professional development for his school, and to give his teachers more time to collaborate with each other. The teachers' perspectives on the barriers

were mainly centred on the personal qualities of the principal and the role staff could play in their willingness to support the principal. However, there was some agreement that central office could be a barrier to the principal. From the principal's perspective, barriers focused on funding, whereas one teacher emphasized the possible lack of guidance from central office in team-building and developing leadership skills. The only barrier on which the principal and two teachers agreed completely was the problem of time for teachers to work collaboratively.

The facilitators that the principal and teachers identified were more closely connected than were the barriers. Both the principal and teachers listed the importance of the personal and professional qualities of the principal, noting that the principal needed to support his teachers professionally with appropriate resources and, in turn, the teachers needed to support their principal by their willingness to cooperate. The main difference was that teachers also included other facilitators such as guidance from central office, relationships with outside agencies, and adequate time.

Despite the barriers, and acknowledging the facilitators, the primary function on which both the principal and teachers agreed was the principal's need to support the teachers. Teacher support was given by providing resources and guidance in order for teachers and students to achieve to the best of their abilities, or, as Mrs. Indigo stated, "Principals assist teachers to become better teachers." The principal also mentioned the importance of his function regarding the community and the implementation of school division initiatives. However, Mr. Green did point out that he must also ensure that division office was aware of the specific demands and needs of the school, so that teachers and students could be successful.

In general, the main perception of the principal's function, by both the principal and teachers, was the concept of supporting teachers, so that they could do their jobs effectively. The

teachers' focus was on the personal and professional characteristics of the principal and the principal's ability to provide support to teachers, whereas the principal was more concerned with funding support and resources needed to provide support to his teachers. Also, the teachers did emphasize the importance of the principal being a compassionate and empathetic individual. Both sides underscored the support needed, so that teachers could do their job effectively.

Impact of Instructional Leadership on the School: Culture and Support

The principal's outlined the impact of instructional leadership on the school culture. Both the teachers and the principal identified the importance of personal and professional support that was necessary so that both could do their jobs effectively.

Further data to be presented showed the impact that instructional leadership had on the school. Mr. Green's viewpoint was that to be an effective principal, the priority as instructional leader must be to establish a positive school culture. According to Mr. Green, a principal affects school culture by having high expectations for all student achievement; despite students' limitations, they must all achieve success based on their abilities. Mr. Green noted that if students were to be successful, teachers needed a positive school environment, which would allow teachers to function properly. Therefore, a positive culture created an environment conducive to learning, which was promoted by a principal providing support. The teachers also identified support as a crucial component for a principal to be an effective instructional leader, but also for teachers to do their job properly. A comparison of the similarities and difference is found in Figure 7.

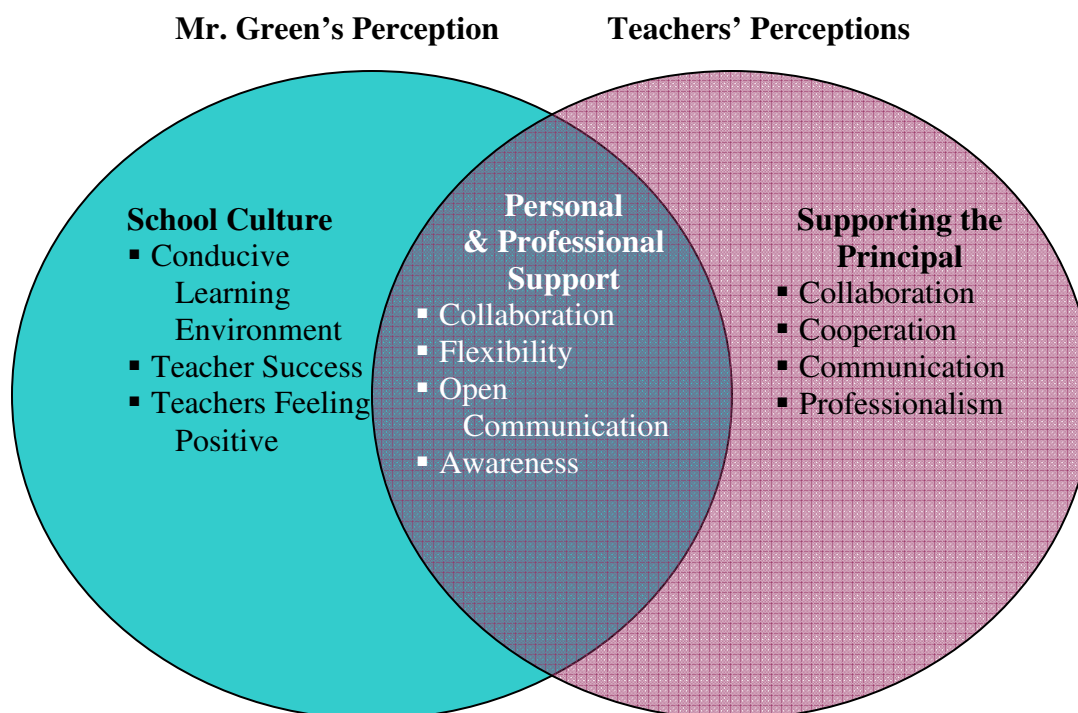


Figure 7. A comparison of the principal's and teachers' perceptions of the impact of instructional leadership on the school.

The principal and teachers discussed the need for personal and professional support through collaboration, flexibility, open communication, and awareness of all that is happening in the school. The principal noted the value of having teachers feel good about themselves and knowing that they were successful at their job. The teachers emphasized that they played an important role in helping the principal to be an effective instructional leader by supporting their principal through collaboration, cooperation, communication, and professionalism.

In terms of the school division's role in supporting the principal, the teachers did not really know what opportunities the school division provided in this realm. On the other hand, the principal noted that the school division did provide support through professional development for principals and teachers. For teachers, the main focus of professional development was on curriculum.

In summarizing the impact of instructional leadership on the school, the teachers' focus was on the personal and professional qualities of the principal, which permitted Principal Green to work collaboratively with teachers. The principal emphasized the support needed from division office so a principal could support his teachers. Overall, both perspectives reinforced the development of teachers' skills and abilities. However, participants provided different approaches to achieve that goal.

Supervision

The second theme that emerged from the data was the concept of supervision. The theme of supervision was divided into the following sub-themes: the purpose of supervision, and the supervisory process itself.

Purpose of Supervision

The participants' perspectives on the purpose of supervision compared teacher growth, recognition, and evaluation. The principal identified the importance of professional development for teacher growth, whereas the teachers discussed the barriers that interfered with their growth.

In Figure 8, a visual of the participants' perceptions of the purpose of supervision was provided. Mr. Green, Mrs. Indigo, and Mrs. Orange identified teacher growth as one of the main purposes of supervision. The principal believed that teacher recognition was important, positively reinforcing that teachers were doing a good job. Mr. Green believed picking out teachers' strengths, and discussing concerns and teaching styles with them, resulted in enhancing their growth, which led to better instruction.

This, in turn, led to better student outcomes. From Mrs. Indigo's and Mrs. Orange's perspectives, the principal promoted teacher growth through giving them feedback, support, and resources. The main difference in perspectives was that all teachers perceived supervision as

evaluative in nature. According to the teachers, supervision allowed the principal to see how teachers teach, to witness teachers' effectiveness, to observe teachers' rapport with students, and to hold teachers accountable for their teaching. Two of the teachers provided other possible purposes of supervision: to help build relationships between the principal and teachers, and to hold the principal accountable to central office.

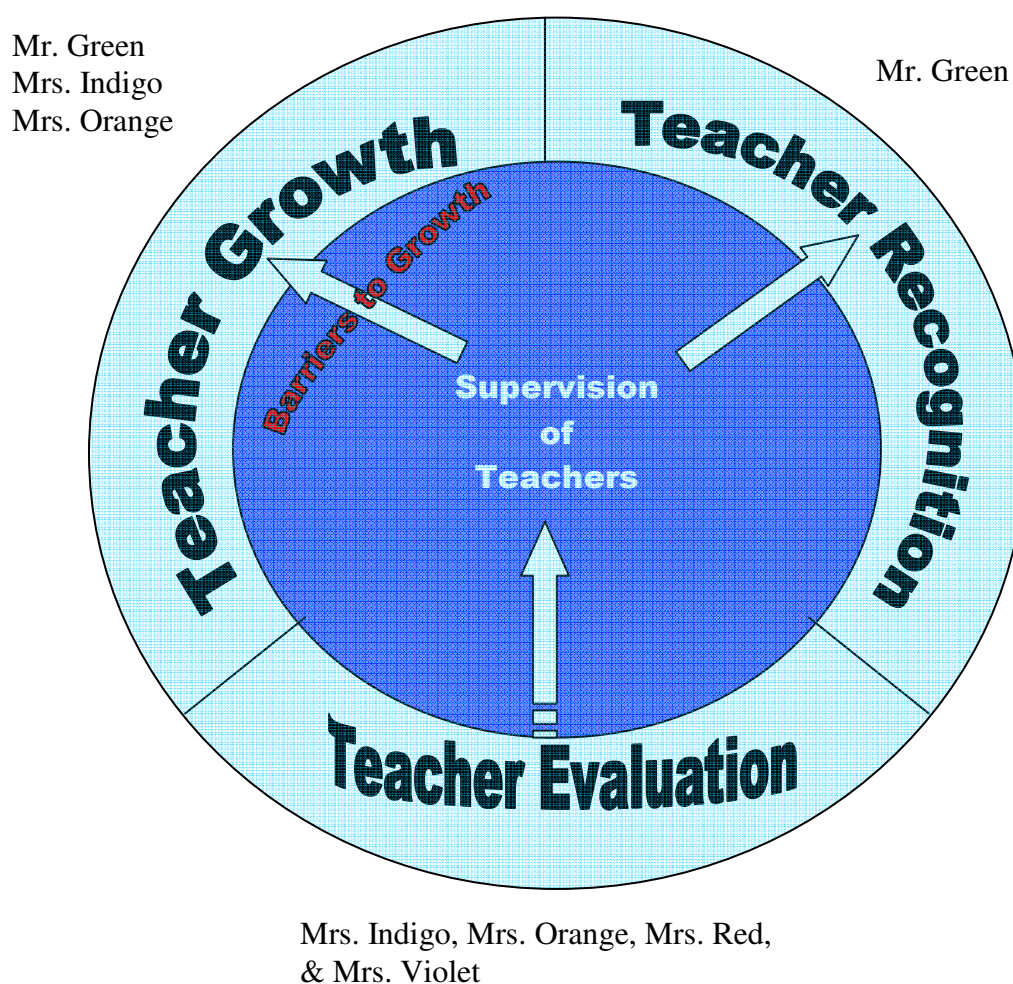


Figure 8. Participants' perceptions of the purpose of supervision.

Teachers' development and growth was facilitated through professional development and hindered by the barriers that interfered with the teachers' instructional skills and abilities. Mr.

Green believed that professional development played an integral role in developing leadership in the school. He believed, the school division needed to supply resources and expertise for professional development. He stressed the importance of providing specific professional development sessions, which would meet the needs of the school and teachers. Mr. Green mentioned that the majority of professional development had been focused on curriculum and teaching methodologies. In addition, teachers' acknowledged the barriers that interfered with their own growth were time, physical and emotional demands, inadequate resources, and lack of opportunity to observe and collaborate with other teachers.

Even though the teachers perceived the purpose of supervision as evaluative in nature, two teachers and the principal emphasized teacher growth as major purpose of supervision. From the teachers' perspectives, they were concerned with the barriers that hindered their growth.

Supervision Process

Supervision in Colourful School consisted of two approaches, formal and informal. The formal approach had been the primary responsibility of division office. Mr. Green's rationale for not conducting formal supervision was to ensure collegiality with staff so that he was not seen as a threat to staff. However, the teachers noted that they could request a formal interview at any time from Mr. Green, if they wished.

Mr. Green's informal approach to supervision was based on his belief that it was important to have a collegial relationship with teachers, so he had an open-door policy, while playing the role of overseer of the school. Mr. Green utilized a non-disruptive walk-through approach as a way of being a visible presence and staying aware of what was happening in the classrooms and the school. The teachers also mentioned that Mr. Green was visible and aware of what was happening in each class, hallways, playgrounds, and with teachers and students. In

most cases, the teachers did not know they were being observed. The teachers perceived Mr. Green's approach to supervision as creating a collegial and positive relationship with staff.

The principal's and teachers' perspectives varied most on the theme of supervision. Two teachers discussed the importance of supervision for teacher growth; however, the overall consensus was that the supervision process was evaluative in nature. Mr. Green's informal approach to supervision helped reduce teachers' feelings of being evaluated, because they were not aware they were being supervised. The impact of the informal approach was to create a positive learning environment in which Mr. Green could provide personal and professional support to teacher.

Summary of Chapter Four

The principal's and teachers' perceptions of instructional leadership and supervision provided an understanding of the importance of the principal's leadership role in the school. The main focus for every participant was on receiving support needed for all school members to be effective, and on the importance of the personal characteristics of the principal. The principal's instructional leadership was exhibited by his modeling a love of learning and his focus on improving instruction, so all students could feel success, despite their personal limitations. Mr. Green felt the principal's major function as instructional leader was to establish school culture by working collaboratively and providing support for teachers, so they could teach effectively. The teachers themselves valued the principal who supported teachers personally and professionally, and who exhibited the necessary knowledge, skills, and abilities to be effective. In addition, teachers believed the principal must be compassionate, empathetic, and passionate about learning. Therefore, the principal's leadership provided the framework for the school to function positively. Further, both the principal and teachers emphasized the importance of creating a

positive and supportive working environment, which focused on collaboration, collegiality, and professionalism.

The principal's and teachers' perceptions of supervision differed on whether the purpose of supervision was evaluative or for teacher growth. The principal and two teachers did perceive the purpose of supervision was for teacher growth. All teachers mentioned that formal supervision was evaluative. Mr. Green used an informal approach to supervision to reduce the evaluative and threatening aspect of supervision, creating a non-threatening opportunity for teacher growth and teacher recognition.

CHAPTER FIVE

Discussion, Implications for Research, Implications for Practice, and Reflection

In Chapter One I gave the introduction, purpose, and significance of this case study on instructional leadership. In Chapter Two I presented a review of related literature on the concepts of instructional leadership and supervision. In Chapter Three I outlined the methodology I utilized to collect data. In Chapter Four I aggregated, analyzed, compared the data, and reported the findings of the case study. In Chapter Five I discussed the data in relation to the research questions, provided implications for research and practice, and provided a synopsis and reflections on the data collection and findings of the case study.

Overview of the Study

The purpose of this study was to examine the differences in perceptions between a principal and four teachers on instructional leadership and supervision. Convenience sampling was utilized to select the principal of Colourful School who provided the site for the study. The teacher participants were selected by using stratified random sampling by grade level. Each participant completed a questionnaire and participated in an interview. Two themes emerged from the data provided by the participants: instructional leadership and supervision. The presentation of the data was prepared in three ways. First, the teachers' data were aggregated; second, the principal's data were aggregated; and third, thematic comparisons of the teachers' and principal's data were completed. The final section is the discussion of the research questions, and implications for practices and further research.

Discussion of Research Questions

To provide an understanding of the principal's and teachers' perceptions of the instructional leadership, supervision, and the supervisory processes, the secondary questions were addressed prior to the primary question.

Secondary Research Questions

The secondary questions examined both the principal's and teachers' perceptions of instructional leadership, supervision, and the principal's role within the supervision process.

What is the principal's perception of the role of instructional leader? Principal Green perceived the role of instructional leader as focusing on instruction by promoting teacher growth, and by having high expectations for student achievement. To accomplish this task an instructional leader endeavoured to establish a school culture by creating a positive learning environment where teachers had the appropriate personal and professional support to do the best job possible.

Mr. Green perceived instructional leadership as promoting growth of teachers and students, echoing King (2002) who stated that instructional leadership in its simplest form was anything that improves teaching and learning. A more complex explanation of a principal's role as instructional leader would be when a principal attempted to "improve instructional programs, teaching, and learning, and student performance by developing a conducive working environment; provide direction, needed resources, and desired administrative support; and who involve teachers in decision-making processes in the school" (Wanzare & Da Costa, 2000, p. 2). To promote teacher and student growth Mr. Green's focus was on having high expectations for all students to learn, which was accomplished through his demonstration of the idea that student learning was the most important thing going on in the school. According to Cross and Rice

(2000), an instructional leader must have a vision and commitment to high student achievement, high expectations, develop a trusting working environment, be an effective communicator, and have the courage to seek assistance. Also, Quinn (2002) stated that principals need to have high expectations for all members of the school community to create an atmosphere of trust and perseverance. The personal characteristics of the principal assisted in developing relationships with teachers, both in the literature review and in the case study.

According to Principal Green, instructional leadership establishes the culture of the school, which should be an environment conducive to learning. Steller (1998) noted the importance of developing a positive school environment through policies and procedures that provide the appropriate support for teachers to focus on the goal of student learning. Principal Green believed a principal must support teachers personally and professionally. Mr. Green's tried to support his teachers personally by being compassionate and empathetic to the teachers' well-being. Also, Green noted that all teachers must be professional in that they must know what they are doing; therefore, the principal fostered the teachers' use of their professional knowledge. Thus, Principal Green attempted to support teachers professionally by trusting them and allowing them to act as professionals. Mr. Green believed that a principal must work with teachers in a collegial and collaborative manner, so the teachers could do the best job possible. Martin (1998), Zepeda (2004), and Blasé and Blasé (2004) confirmed that trust is the key element for building collaborative relationships, freeing teachers to experiment, to take risks, and to promote professional growth within the community of learners. Mr. Green also believed that all staff members must be informed of what was happening in the school to minimize surprises that interfered with instruction and daily routines.

Mr. Green's approach to instructional leadership was similar to McEwan's (1994) seven steps of Instructional Leadership, and Andrews and Soders' (1987) Principal Leadership Models. In McEwan's (1994) model of instructional leadership there were seven steps of instructional leadership: the principal needs to give clear instructional goals, give support (collaboration, collegiality, promote cooperation and creative problem solving), create a culture and climate conducive to learning, set the vision and mission, set high expectations, develop teacher leaders, and have positive attitudes towards students, staff and parents. Mr. Green tried to focus on setting high expectations, supporting teachers, and developing positive attitudes towards students and staff. Andrews and Soders noted that principal leadership consisted of the instructional leader supporting teachers through providing resources and instructional resources, communicating expectations and vision, and being a visible presence. Mr. Green tried to provide as many resources as possible, and to be a visible presence to teachers, students, and the school community. Principal Green also noted that a principal must continue to remind teachers and students to do their best.

To recap, Mr. Green's perception of the principal's role as instructional leader was to establish the school culture by developing a supportive working environment for teachers and students. A principal must expect teachers to do the best they can. Therefore, Principal Green tried to provide professional and personal support to teachers and also to make sure he was a visible presence, available to discuss with teachers any problems, concerns, or issues. Mr. Green made an effort to work collaboratively with teachers by being open to teachers' input into the functioning of the school. Mr. Green further believed in order to help develop a positive working environment the principal must be compassionate and empathetic toward teachers.

What are teachers' perceptions of the principal's role as instructional leader? The teachers perceived that the role of the principal was to lead in promoting teacher growth in a collegial and collaborative manner. In addition, teachers emphasized two aspects for the principal to lead the staff: the personal and professional characteristics of the principal; and the principal's role in creating a supportive environment conducive to learning.

Teachers' perspectives on the principal's role as instructional leader encompassed everything the principal did in the school to promote the growth of teachers in a collegial and collaborative manner. McEwan (1996) and King (2000) mentioned that instruction becomes a group effort, and that the principal acts as the facilitator by providing support and opportunities for teachers to work collaboratively. All the responsibilities and duties in the school include the daily procedures, tasks, listening to the needs of teachers, and supporting teachers to establish the school environment.

Kelly, Thornton, and Daugherty (2005) stated, "Leaders must be able to correctly envision the needs of their teachers, empower them to share the vision, and enable them to create an effective school climate" (p. 23). Throughout the data collection process, the teachers identified two key aspects of the principal's role as instructional leader: the personal characteristics of the principal, and the importance of the principal providing them with support.

The teachers stressed that if a principal was to be effective, his role of instructional leader depended on his personal and professional characteristics. The teachers said the personal attributes needed were: to be a compassionate and caring individual; and to be a life-long learner who made all decisions based on what was best for students and teachers. From the teachers' perspective the personal characteristics of the principal helped to build positive relationships with teachers.

According to McEwan (1994), “fostering and maintaining positive attitudes toward staff . . . is critical for effectiveness as an instructional leader” (p. 120). The teachers mentioned the following professional characteristics of a principal: having knowledge of instruction, curriculum, and resources; being approachable, fair, and consistent; having good communication and listening skills; and being flexible, a problem solver, and a decision-maker, to name a few. In a study conducted by Leithwood (2005), the characteristics necessary for effective leadership included skilled communication, cognitive flexibility, willingness to listen, open-mindedness, and creative problem solving. Teachers differed from Leithwood’s ideas because they added the characteristics of knowledge of instruction, curriculum, and resources, and the principals being consistent and fair. The teachers perceived these personal and professional characteristics as being essential for the principal to create a learning environment where teachers could do the best job possible with the principal supporting them.

The second aspect of the principal’s role as instructional leader was to create a supportive environment, which meant the principal supported teachers personally and professionally. Concerning personal support, the teachers emphasized that the principal must support teachers when dealing with students, parents, community, and central office. The principal’s role in providing professional support was to develop positive relationships based on trust and respect.

Martin (1998) noted that the impact of a leader who is “trusted can provide direction and vision, motivate through love and build a complementary team built on mutual trust” (p. 46). The principal allowed teachers to do their jobs and utilized the teachers’ wealth of knowledge and abilities to benefit the school. Furthermore, Blasé and Blasé (1999) noted that principals who were effective instructional leaders worked to create a cooperative and non-threatening partnership with teachers that encouraged openness, created a willingness to experiment, and

provided freedom to make and admit mistakes in the interest of improvement (p. 18). In addition, Lewin and Regine (2000) stated a school that has “caring and connected relationships motivate people because, through connections with others, people feel able to do more and be more, and have a revitalized ability to act. When the workplace becomes a web of connection, people feel safer, real, satisfied” (p. 302).

Overall, the role of the principal as instructional leader was to provide a safe working environment and to lead and assist teachers in being better teachers. From the teachers’ perspectives in this study, Mr. Green was an instructional leader who tried to ensure his teachers received support and were involved in school processes, and he assisted them in their growth as teachers.

What is the principal’s understanding of the supervision process and what is the principal’s role within the supervision process? Mr. Green understood that the supervision process was for the purpose of teacher growth and recognition. Mr. Green utilized an informal walk-through approach to supervision to maintain a collegial relationship with staff, and so that he would not be perceived as a threat. Also, Mr. Green used supervision as a way to be a visible presence to staff and students, so that he could discuss learning, address problems and concerns, and be aware of what was happening in the school, thus developing trusting relationships with staff by providing them the appropriate support.

Mr. Green’s perception of the purpose of the supervision process was to enhance teacher growth and teacher recognition. He believed that supervision allowed him to discuss with teachers what instruction looked like for the individual teacher. Glickman, Gordon, and Ross-Gordon (1998) noted the purpose of supervision was to assist teachers to improve their instructional skills and abilities. Also, Glanz (2006) mentioned that supervision was the “process

that engages teachers in instructional dialogue for the improvement of teaching and promoting student achievement” (Glanz, 2006, p. 54). Mr. Green focused on the informal approach to supervision, which was not evaluative or threatening. Supervision allowed him to be aware of what was happening in the school, as well as to understand the needs of teachers with their students. Mr. Green made sure he was a visible presence in the school, and was aware of what was going on. Teachers were encouraged to bring up problems, issues, ideas, and to assist other teachers in decision-making. I believe that Mr. Green’s approach to supervision was for “validation, empowerment, being a visible presence, coaching, and being a vehicle for professionalism” (Zepeda & Ponticell 1998, p. 3).

Mr. Green’s role within the supervision process was not to go into the classroom with his own version of what instruction should be. Rather, Mr. Green used the supervisory process to identify teachers’ strengths and needs, to discuss what instruction looked like for the individual teacher, and to address any concerns teachers might have. Principal Green emphasized that it was important for him to make sure his role in the supervisory process was non-threatening. He really tried to avoid what Zepeda and Ponticell (1998) identified as supervision at its worst, a *“dog and pony show, weapon, meaningless/invisible routine, a fix-it list, and unwelcome interventions.”* Mr. Green performed his supervisory function through the use of a non-disruptive walk-through approach, which allowed him to be a constant visible presence. Mr. Green’s use of the walk-through approach allowed him to see teachers work naturally without feeling like they were being inspected. The frequent short, unscheduled visit of the walk-through created the opportunity for discussion and reflection about instruction (Ginsberg & Murphy, 2002). Supervision also assisted in identifying the specific needs of teachers and the school, so that

professional development could be incorporated to enhance the growth of teachers' skills and abilities.

Mr. Green was cognizant that teachers teach from their personal identity, so he always made an effort to understand teachers' perception of instruction. Palmer (1998) noted good teaching was based on who the teacher was and, therefore, teaching was attached to the teacher's identity and integrity. Mr. Green tried to develop a trusting and respectful relationship with teachers, so that he could assist in their professional development. Martin (1998) mentioned that the impact of a leader who was "trusted can provide direction and vision, motivate through love and build a complementary team built on mutual trust" (p.46). Martin (1998), Zepeda (2004), and Blasé and Blasé (2004) confirmed that trust was a key element for building collaborative relationships, freeing teachers to experiment, to take risks, and to promote professional growth within the community of learners. Therefore, Mr. Green tried to develop supportive relationships with teachers, which allowed teachers to work collaboratively with him without fear of being judged or losing their integrity.

What are teachers' understandings of the supervision process and the principal's role in supervision within their school? The teachers acknowledged that formal and informal supervision were utilized in Colourful School. Even though the four teachers perceived the main purpose of the supervision process as being evaluative in nature, two of them mentioned teacher growth as another purpose. Concerning the principal's role in the supervisory process, teachers mentioned that the informal approach the principal used for supervision was a way to be a visible presence and to observe teachers and students in order to provide the needed supports.

The purpose of supervision that all teachers mentioned was the evaluative nature of supervision, and Blasé and Blasé (2004) said that supervision is often used for "inspection,

oversight, and judgment” (p. 8). A second purpose of supervision that two teachers emphasized was the promotion teacher growth. Andrews, Basom, and Basom (2001) noted that supervision was a way to improve instruction by developing teachers’ skills and abilities. The teachers understood that the supervision process in the school consisted of formal and informal supervision.

According to the teachers, central office had been responsible for the formal aspect of supervision, especially for beginning teachers. Rossow and Warner (2000) noted evaluative supervision was “conducted for the purpose of developing records, which can be used to justified continuing or terminating the employment of teachers” (p. 66). One teacher mentioned that formal supervision took place periodically, but that teachers had the choice to do a portfolio instead of being formally supervised. Overall, the teachers understood the purpose of the formal supervision process was to evaluate teachers to see whether they were effective at their jobs.

Informal supervision had been the primary responsibility of the principal. The teachers stated that their principal only did formal supervision if a teacher requested it. The teachers mentioned that Mr. Green’s approach to supervision was not seen as judgmental or inspectional, but rather his use of an informal walk-through approach assisted teachers in their growth. Downey, Steffy, English, Frase, and Poston (2004) noted the walk-through approach assisted in the development teachers’ professional growth by facilitating reflection, and the supervisor took on the role of coach rather than judge. Mr. Green was not seen as judging or evaluating teachers, but rather as being involved in what was happening throughout the school by being aware, being interested, and being concerned with his teachers, students, and staff. Glanz (2006) noted “supervision opens up channels of communication; provides feedback to teachers about their

teaching in an objective, nonjudgmental manner, and to dialogue about teaching and learning” (p. 57).

On a daily basis, Principal Green was a visible presence, moving throughout the school observing students, teachers, and classroom life. Some teachers said that they did not even know they were being observed, and, as well, the principal knew exactly what was happening in the classrooms and in the school. According to Andrews and Soder (1987), Principal Green was being a visible presence. Blasé and Blasé (2004) mentioned that the principal, using the informal walk-through approach, monitored instruction, kept informed, was accessible and provided support. In addition, McEwan (1994) noted “effective instructional leaders have a strong sense of what is happening in each classroom” (p. 38). The teachers stressed that Mr. Green’s role as supervisor helped to create positive relationships with teachers.

To summarize, the teachers’ perspective of the supervision process was that the school utilized both formal and informal supervision. Division office was responsible for the formal supervision process, which teachers perceived as evaluating their effectiveness. However, Principal Green used an informal walk-through approach, so teachers said that their principal was a visible presence and knew what was happening in the classroom, even though they were unaware they were being observed. Teacher participants described their principal as being a compassionate leader who had created a supportive environment for teachers to do their job.

Primary Research Question: What differences, if any, exist between a principal’s and teachers’ perceptions and understandings of instructional leadership and supervision within a school?

Based on the data provided by Principal Green and four teachers from Colourful School there were differences in perceptions on the themes of instructional leadership and supervision.

Concerning the theme of instructional leadership, the differences, which emerged were the portion of time a principal should spend on instructional leadership; the definition of instructional leader; and the impact of the instructional leader on a school. On the theme of supervision, the different perception was that teachers focused on the evaluative aspect of supervision, whereas the principal focused on teacher growth and recognition.

The portion of time a principal *should* spend on instructional leadership was a difference, which emerged from the theme of instructional leadership. None of the teachers selected the same portion of time as the principal did. In fact, three teachers chose a higher portion of time than the principal chose, and one teacher chose a portion lower than that of the principal. In addition, when the participants were asked which duties of the principal were the most important, they selected instructional leadership responsibilities (Table 4). Therefore, the difference in the portion of time a principal should spend on instructional leadership needs to be clarified for both the principal and teachers to understand which duties and responsibilities are part of the principal's role as instructional leader.

According to Hallinger (2003), the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school" (p. 334). Therefore, the principal's role as instructional leader is one of the many duties a principal has. Stronge (1988) found that a typical principal spent 62% of their time performing managerial activities, but only 11% of their time related to instructional leadership activities. Blasé and Blasé (2004) noted when a principal does not spend enough time on the role of instructional leader it may result in teachers losing respect for their principal, which may also contribute to a lack of performance by teachers. In summary, the different perception of the time a principal should spend on instructional leadership showed a wide range.

The principal and teachers had different definitions of instructional leadership. The principal's focus was on enhancing instruction. King (2002) noted instructional leadership was anything to try and improve teaching and learning. However, the teachers emphasized the personal characteristics of the principal as being important for a principal to be an instructional leader. The personal characteristics were compassion and empathy. The teachers perceived the personal characteristics of a principal as essential for developing supportive, trusting relationships, which have an impact on teacher growth. Lewin and Regine (2000) pointed out the positive effects when there were caring connections between the principal and staff:

When people experience caring connections, they become motivated. Caring and connected relationships motivate people because, through connections with others, people feel able to do more and be more, and have a revitalized ability to act. When the workplace becomes a web of connection, people feel safer, real, satisfied. (p. 302)

Blasé and Blasé (2004), also mentioned that a principal “working with teachers as an interested, caring, supportive educator is the hallmark of instructional leadership, and the rewards of such efforts accrue to students, teachers, and principals alike” (p. 121). In summary, the principal's definition of instructional leader focused on enhancing instruction, whereas teachers were more concerned with the principal's personal characteristics of compassion, empathy, and trust that he would support teachers in the classroom.

Another instructional leadership difference was the impact the principal had on the school. Principal Green's perspective was that the principal had an impact on the establishment of school culture, whereas the teachers specifically emphasized the supports they needed in order to do their job effectively. Mr. Green believed that the school culture must be an environment conducive to learning; teachers must feel positive about the school and must experience success. According to Barth (2006), the relationship between the principal and teachers defines all the relationships in the school community, and thus the basis for healthy relationships should include

support, trust, and teamwork. Researchers such as Saphier and King (2006), Peterson and King (2006), Barth (2006), Sergiovanni (1984), and Zepeda (2004) who studied healthy culture, emphasized the importance of shared vision, developing cooperative collegial relationships based on trust, strong norms to guide the behaviour of teachers and students, and commitment to academic learning.

Another difference to be examined was the theme of supervision, and the purpose of supervision. Principal Green acknowledged that the purpose of supervision was for teacher growth and recognition, whereas all teachers emphasized the evaluative approach to formal supervision used by division office within the school. A possible problem with evaluative supervision is that it may not be seen as providing meaningful feedback for teachers, because the teachers are being evaluated on their effectiveness in the classroom. Ineffective supervision can be described as supervision that has taken more of a summative function, which means that supervision was “conducted for the purpose of developing records which can be used to justified continuing or terminating the employment of the teacher” (Rossow & Warner, 2000, p. 66). Also, Blasé and Blasé (2004) pointed out that supervision was not at its best when the approach was for “inspection, oversight, and judgment” (p. 8). Zepeda and Ponticell’s (1998) found that supervision was at its worst when it was used for the purpose of evaluation, a weapon, meaningless routine, a fix-it list, or an unwelcome intervention. Overall, the teachers of Colourful School perceived formal supervision for the purpose of evaluating teachers’ effectiveness rather than for teacher growth. The evaluative nature of the supervision process used in the school by division office could have been the rationale for Principal Green’s use of the informal walk-through approach to supervision.

The principal and teachers differed in their perceptions of instructional leadership and supervision. One difference was that the principal and teachers perceived instructional leadership as part of the principal's role within the school; however, teachers emphasized that the principal should be spending the majority of time fulfilling this role. When defining instructional leadership, the teachers focused on the personal characteristics of the principal, rather than on the principal's perspective of enhancing instruction. From the principal's perspective the impact of instructional leadership was on establishing school culture, whereas teachers emphasized the supports they required to do their jobs effectively. The teachers generally perceived the primary purpose of formal supervision was for evaluating teachers' effectiveness, rather than for teacher growth.

Reflection on Findings

The reason I believe there was congruence between the principal's and teachers' perceptions of instructional leadership and supervision was due to the professional and personal characteristics of Principal Green. In their responses, the teachers continually emphasized that an important characteristic and function of an instructional leader was to provide support to the teachers. Mr. Green ensured he was a visible presence in the school, and tried to support his teachers personally and professionally. He created a safe environment for teachers and included them in the decision-making process. He tried to develop collegial relationships with staff through his informal supervisory approach. In addition, when teachers were asked to describe Mr. Green's most important characteristic, teachers mentioned the following: "a true leader, who was compassionate, loving, and supportive." Therefore, Principal Green was perceived by teachers as a good principal. Since Mr. Green provided a supportive environment and treated the teachers as professionals' the participants felt that he provided what they emphasized as

important for an instructional leader. The result was congruence in their responses on instructional leadership and supervision.

Re-Conceptualization

In my research into the literature on instructional leadership, I identified three core concepts related to a principal having direct influence as an instructional leader. The three concepts were supervision, professional development, and reflection (see Figure 3). Based on the participants' data an additional concept emerged, which was support, both personal and professional support for the previous three concepts of supervision, professional development, and reflection. In Figure 9, I provided a visual conceptual framework of the elements found in the data provided by the participants of Colourful School regarding the instructional leader and supervision.

On the concept of supervision, Principal Green did not use cognitive/peer coaching nor action research. Instead, he relied primarily on the walk-through approach. Mr. Green utilized the walk-through approach to supervision as a way to create dialogue with teachers and to become aware of what was happening throughout the school. His reason for not performing clinical supervision, unless requested by the teachers, was to create and maintain a relationship with teachers based on collegiality rather than to judge, evaluate, or seem superior.

For the concept of staff development, the principal highlighted that the school provided general professional development opportunities for administration and teachers; however, there was lack of funds for professional development for the specific needs of teachers and the school.

Instructional Leadership: Principal Green's Areas of Direct Support and Influence

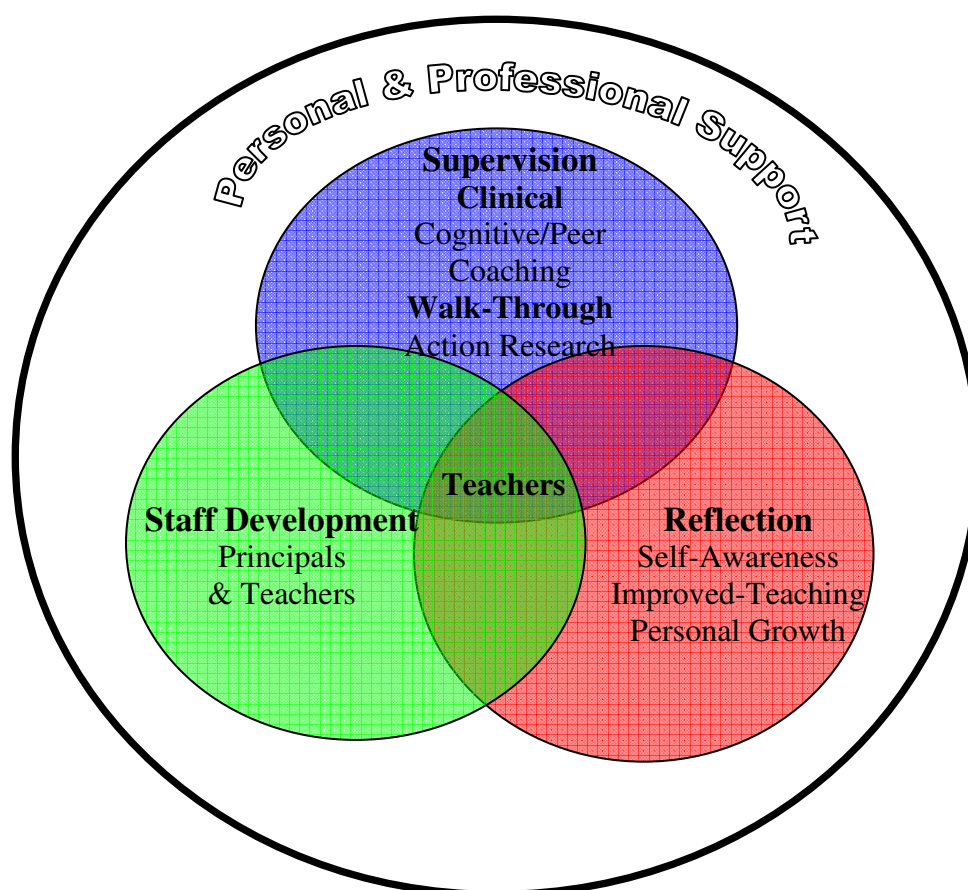


Figure 9. A conceptual framework of instructional leadership based on the findings from Colourful School.

On the concept of reflection in the school, Principal Green tried to build reflective practice such as self-awareness, improved teaching and personal growth by being a visible presence on a daily basis, and took time to dialogue with teachers about what instruction looks like. Mr. Green allowed his teachers to take risks so that they could develop professionally and personally. However, both the principal and teachers did mention the lack of scheduled time during the work day and school year for teachers to work collaboratively on unit planning or to observe their colleagues.

An additional concept which emerged from the participants' responses in the study was support. Support became an integral part of the conceptual framework. Principal Green focused most of his time on developing relationships with his teachers; the positive relationships he created became apparent when the teachers stated that Mr. Green was a true leader who was a compassionate and loving person. The positive relationships allowed him to build trust with his teachers by listening to them and empowering them to grow personally and professionally. When the principal provided the teachers with personal and professional support through supervision, professional development, and reflection, it allowed teachers to feel valued, as part of the team, and it allowed teachers to develop their pedagogical skills and abilities so they could do the best job possible.

In summary, the findings based on the participants' responses were corroborated by the literature on instructional leaders. In concluding my research, two aspects really surprised me about the findings and re-conceptualization; the walk-through approach, and personal and professional support. Principal Green relied primarily on the informal supervisory approach to engage teachers in discussion regarding instruction, and he helped enhance teachers' skills and abilities by giving them increase professional autonomy. By being a visible presence to staff and students allowed him to support his teachers personally and professionally. Furthermore, Principal Green modeled instructional leadership through demonstrating a love of and commitment to learning.

Implications for Practice

Based on the findings of the study, I make the following recommendations to help establish instructional leadership and supervision practices in schools.

1. Professional development opportunities are important for teachers' professional growth. However, professional development must be balanced between division-led and teacher-led initiatives. Teachers should be involved in professional development decisions that have an impact on their students, their school, and their own professional growth.
2. All teachers mentioned the evaluative nature of supervision. Therefore, the purpose of supervision must be clarified, and there needs to be more emphasis on the formative aspect of enhancing teacher growth. More dialogue about the purpose and approaches to supervision would aid in the clarification of the purpose of supervision for all stakeholders. Also, the literature review highlighted different supervision approaches such as cognitive coaching, peer-coaching, and action research which may assist in providing a less evaluative type of supervision process.
3. The principal's and teachers' perceptions on instructional leadership have provided data on the importance of three types of support required for a principal to be an effective instructional leader: principal supporting teachers; teachers supporting their principal; and school divisions supporting their principals and teachers. The data provided by this case study may provide the opportunity for discussion on about further development of supports for principal so they can be effective in their instructional leadership role,

Implications for Further Research

Based on this case study, I raise the following implications for further research:

1. One implication to be addressed by further research is to consider the area of supervision. An examination into the principals' approaches to supervision in a

school division might provide insight into the impact of supervision on teacher growth.

2. Since the study already has the principal's and teachers' perceptions, an additional study could have included the director's and superintendents' perceptions of instructional leadership and supervision to cover the whole spectrum of the different positions of participants within a school division. The rationale for doing this research would be to provide understanding of the perceptions of the four levels of educators within a school division.

My Reflection

I chose to examine instructional leadership for two reasons. The first was a quote by Kouzes and Posner (2003) that I read in an early graduate class to “challenge the process, inspire a vision, enable others to act, model the way, and encourage the heart” (p. 8). This quote summed up what kind of administrator I would like to be, so instructional leadership became the focus of my thesis. Thus, I wanted to conduct a study on something practical, which I could put into practice one day. The second reason was because I struggled academically, especially in elementary school. I developed a good work ethic, which helped me focus on my studies to achieve academically in high school and later at university. Because I struggled in elementary and high school, I wanted to prove to myself that I could accomplish this academic goal.

The thesis has been the biggest professional challenge of my life so far, especially while being a full-time teacher with a young family. Navigating the research process has been my own achievement towards my growth as a teacher and future administrator. The most important thing that I learned from my research was the importance of support. Mr. Green's compassion,

empathy, and passion for education were innate; and his character fostered support for his teachers who, in turn, talked about their principal with admiration, respect, and esteem.

Throughout the last four years, I would not have been able to complete this thesis without the support of my advisor, family, friends, colleagues, and especially, my wife. The support I received from these individuals has allowed me to grow both professionally and personally. The thesis process has made me realize how important these people are in my life. All of these individuals have sacrificed time and energy, and have given of themselves. Thus, when I have the opportunity to become an administrator, I hope to pay-it-forward by providing my teachers with the support they will need.

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APPENDIX A

Behavioural Research Ethics Board (Beh-REB)

APPLICATION FOR APPROVAL OF RESEARCH PROTOCOL
To

University of Saskatchewan
Advisory Committee of Ethics in Behavioural Science Research

1. **Name of researcher(s)** and/or supervisor (s) and related department(s).
 Research Supervisor: Dr. Warren Noonan
 Department of Educational Administration
 University of Saskatchewan
- 1a. **Name of student:** Daniel O. Poirier
 Master's Student
 Department of Educational Administration
- 1b. **Phase I:** Anticipated start date of the research is January 2009.
Phase II: Anticipated completion date of the study is June 2009.
2. **Title of Study**
 Case Study: A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership.
3. **Abstract (100-250 words)**

The principal's role in the school is a complex one, a role that has many duties and responsibilities. One role is being an instructional leader to help teachers improve their teaching. Improved teaching will result in higher student achievement. The principal's position as leader becomes the key role for creating a school environment in which instructional leadership can thrive.

By means of a questionnaire and interviews, this study will identify the current role of instructional leadership in a school.

The main question of this research is **what differences, if any, exist between a principal's and teachers' perceptions and understandings of instructional leadership and supervision within a school?**

Secondary questions that may help answer the main question are as follows:

 1. What is the principal's perception of the role of instructional leader?
 2. What are teachers' perceptions of the principal's role as instructional leader?
 3. What is the principal's understanding of the supervision process and what is the principal's role within the supervision process?
 4. What are teachers' understandings of the supervision process within their school?
 5. What are teachers' perceptions of the principal's role as supervisor?

4. **Funding**

This research project will be funded by the researcher.

5. **Expertise**

Not applicable for this study.

6. **Conflict of Interest**

There are no anticipated conflicts of interests associated with this project. Participants will not be provided with monetary incentive for participating in the research. The research will not accrue any financial benefits from this research.

7. **Participants**

The participants of the research study will consist of one principal and three teachers who belong to the same urban elementary school in Western Canada.

The schools, whose principals are interested in participating in the research study, will become the pool of possible choices for the site of the case study. One principal will be chosen purposefully to be part of the study. At a staff meeting, all teachers from the principal's school will receive an information letter, and a consent form inviting them to take part in the research. The teachers who return the consent forms will be the pool of possible applicants for the study. The sampling strategy for selecting the teacher-participants for the study will utilize stratified random sampling. Stratified random sampling allows the researcher to include parameters for selecting the sample (Tuckman, 1994). The parameters for the selection of participants will be based on the demographics of the teaching staff, which will be based on gender and the grade level being taught (primary and middle years). Based on the above parameters three teachers will be randomly selected to be part of the study.

Possible participants will be told that (a) the school division, the school, and the participants will remain anonymous; (b) the data collected will be confidential.

8. **Consent**

Upon receiving approval from the Behavioural Research Ethics Committee for this research study, I will seek permission from the school division's Director of Education before any research is undertaken.

To choose a school from this division, I will attend a principals' meeting to provide an information letter (Appendix D) and the consent form (Appendix C), and to explain the purpose of the research. The principals, who return their consent forms, using the prepaid postage envelopes, will be the possible candidates for the study and their school the possible site. To select teachers for the study, all teachers shall receive a brief explanation of the research at a staff meeting, which will provide the background, process, and procedure of the study, and be given an information letter (Appendix E), consent form (Appendix C), and questionnaire (Appendix I).

Possible participants will be informed both verbally and in written form as described in the consent form (Appendix C) that (a) participation is on a voluntary basis; (b) the school division, the school, and the participants will remain anonymous; (c) the data collected will be confidential; and, (d) they may withdraw from the study at any time

without penalty. Also, the participants will be provided with the researcher's name and contact information, as well as the contact information of the researcher's supervisor, and the ethics office, should they have any questions regarding participation process.

9. Methods/Procedures

The study will use a questionnaire and interview to collect data. The questionnaire and interview questions will be reviewed critically by the researcher's supervisor and a professor in the Department of Educational Administration. The purpose of having these individuals review the instruments for data collection is for clarification and to analyze whether the questions achieve the study's objectives. The principal's questionnaire is located in Appendix G and the interview questions can be found in Appendix H. The teachers' questionnaire is located in Appendix I and those interview questions can be found in Appendix J.

Once receiving permission from the Director of Education (Appendix B) and the principal of the purposefully selected school, the principal will be contacted in person to drop off their questionnaire, to schedule an interview, and to make arrangements for the researcher to attend a staff meeting. At the staff meeting the researcher will explain the research and hand out the informational letter (Appendix E), consent forms (Appendix C), questionnaires (Appendix I), and pre-paid envelope to the teachers. The teachers, who return the consent form in the pre-paid envelope, will be stratified randomly selected to be the sample for the study. The teachers who have been selected will receive phone calls at home to schedule their interviews, which will be held at a location away from their school. All questionnaires will be collected at their respective interviews. Once the questionnaires and the interviews have been transcribed, the data will be compiled, coded, and aggregated, and the researcher will formulate findings based on the research questions.

10. Storage of Data

Research materials, including questionnaires, audio-recordings, transcripts, interview notes, and other documentation will be kept under lock and key at the researcher's residence. However, signed consent forms will always be stored in a separate secure location. After the completion of the thesis, those research materials will be retained by the researcher's supervisor, Dr. Warren Noonan, in the Department of Educational Administration. The research materials will be kept for a minimum of five years at the University of Saskatchewan in accordance with the University of Saskatchewan's Behavioural Research Ethics Board (Beh-REB) ethics guidelines. After the five year duration all data will be destroyed.

11. Dissemination of Results

The collected data and all results will be used by the researcher to complete a Master's of Education degree in the area of Educational Administration. Once the study is complete, information will be available from the University Education Library, the Department of Educational Administration, and the participating school division.

12. **Risk, Benefits, and Deception**

Risks

The level of risk to the participants is minimal. Throughout the whole study, pseudonyms will be used for the school division, the school, and the participants. Due to the small number of participants, potential identification might be possible; therefore, participants' anonymity cannot be guaranteed. However, the following criteria will be implemented to reduce the risk to the participants:

- a) The researcher will not be studying a vulnerable population.
- b) The researcher will not be studying a captive or dependent population.
- c) There is no institutional/power relationship between researcher and participant.
- d) It may be possible to associate specific information to a specific school or participant, because the study includes only one school and a small number of participants. Therefore, the data will be categorized and coded in a manner such that the teachers, school, and school division are not identified. The school, school division, and all participants will be provided with pseudonyms. All precautions will be taken to protect the anonymity and confidentiality of the school, school division, and participants.
- e) The researcher will collect and code the data. A third party residing in a different urban location, who has no knowledge of the participants or school, will be hired to transcribe the questionnaire and interviews. The only knowledge the third party will have of the participants and school will be their pseudonyms.
- f) Audio recording will be utilized in the interviews to accurately collect participants' responses.
- g) Participants will not be intentionally deceived or misled.
- h) The researcher does not anticipate any degree of discomfort, fatigue, or stress. The questionnaires should take approximately 15 minutes to complete. The interview should take approximately one hour to complete.
- i) The questionnaire and interview questions do not include any personal or sensitive questions. The participants will be informed that participation in the study is voluntary and participants do not have to provide an answer if they are not comfortable with the question.
- j) The questionnaire and interview are not likely to induce any negative emotional state.
- k) There will be no social risks associated with this study.
- l) The research will not infringe on the rights of participants in any manner.
- m) Participants will not receive any type of compensation for their participation.
- n) The researcher cannot think of any other possible harm that participants might experience as a result of involvement in this study.

Benefits

The many potential benefits of the research include:

- An explanation of the current perception and understanding of instructional leadership and supervision in a school.
- Providing a principal with feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness.
- Knowledge to assist the principal in the further development of the role of instructional leader.

- Perhaps providing central office with areas for possible supports which would assist principals with further developing their role as instructional leaders in their schools.

Deceptions

The researcher will not purposefully deceive or mislead the school division, school, principal, and teachers who participate in the study.

13. **Confidentiality**

In order to protect anonymity, participants will receive a pseudonym and will be directed not to make any identifying marks on the questionnaire. After the initial staff meeting, all contact with selected participants will be done away from the place of employment.

Data provided by the participants will be reported in aggregated form. However, direct quotes may also be used. Only their pseudonyms will be utilized when referring to the school, school division, and participants' data. The researcher's intent is to minimize the likelihood of the school, school division, and participants being identified through the study.

14. **Data/Transcript Release**

The data from the questionnaires and interviews will be transcribed and all participants will have the opportunity to review, revise, and delete any part of their transcript or their interview. Once each participant is satisfied that the final transcript accurately reflects what was said or intended, they will sign a transcript release form (Appendix F).

Participants will be informed in the consent form that direct quotations from the interview may be reported and that if, at some later time, they have second thoughts about their responses, they may contact the researcher, who will remove the responses, or all data, from the data base.

15. **Debriefing and Feedback**

Copies of the completed thesis will be made available to the principal and Director of Education, should they request a copy. The principal will be encouraged to share the results and findings with the school and colleagues, to be used as a tool for reflection on the role of instructional leadership within the school. All participants will be informed that the public will have access to a published copy of the thesis, which will be held at the University of Saskatchewan Education Library and the Department of Educational Administration.

16. Required Signatures

Student:

Date: _____

Daniel Omer Poirier

Advisor:

Date: _____

Dr. Warren Noonan

Department Head

Department of Educational Administration: Date: _____

Dr. Shelia Carr-Stewart**17. Contact Information**

Daniel Omer Poirier

23 Kelly Place

Prince Albert, SK S6V 8E8

Home (306) 763-5563

Cell (306) 960-5219

E-mail: dop125@mail.usask.ca.

Dr. Warren Noonan

Department of Educational Administration

College of Education

University of Saskatchewan

28 Campus Drive

Saskatoon, SK S7N 0X1

Work (306) 966-6249

E-mail: wjn@mail.usask.ca,

Dr. Sheila Carr-Stewart

Department Head

Department of Educational Administration

College of Education

University of Saskatchewan

28 Campus Drive

Saskatoon, SK S7N 0X1

Work (306) 966-7611

E-mail: sheila.carr-stewart@usask.ca

APPENDIX B

Letter to Director

Dear (name of director),

Re: Permission to conduct research

I am a graduate student at the University of Saskatchewan, currently working on a Master's of Educational Administration. The purpose of this letter is to obtain permission to conduct research in the (name of school division).

The study is titled **Case Study: A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership**. The intent of the research is to help provide an explanation of the current perceptions and understanding of instructional leadership and supervision in a school. The study may provide a principal with feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness. Knowledge generated by the study may assist the principal to further develop the role of instructional leader in the school. In addition, the study may provide central office with information about areas in which the principal may need support in further developing their role as instructional leaders in their school. This study could provide an opportunity for the school to engage in professional reflection regarding the perceptions and understanding of instructional leadership and supervision in the school, which may benefit the school division.

The main question of this research is **what differences, if any, exist between a principal's and teachers' perceptions and understandings of instructional leadership and supervision within a school?**

Secondary questions that may help answer the main question are as follows:

1. What is the principal's perception of the role of instructional leader?
2. What are teachers' perceptions of the principal's role as instructional leader?
3. What is the principal's understanding of the supervision process and what is the principal's role within the supervision process?
4. What are teachers' understandings of the supervision process within their school?
5. What are teachers' perceptions of the principal's role as supervisor?

I will collect information by having a principal and three teachers belonging to the same school fill out questionnaires and participate in interviews. To ensure anonymity of the participants, the interviews will be held in a location away from the school. The school division, school, and participants will all receive pseudonyms. Please note the questionnaire and interview questions are not intended to create discomfort. Instead, the purpose of the questions is to capture individuals' perceptions and develop an understanding of instructional leadership and supervision, which may be used for the purpose of creating a dialogue to further develop instructional leadership within a school.

The information collected will be compiled, analyzed, and aggregated, and direct quotations may be used, but participants will only be described in general terms in order to

protect their anonymity. All data collected will be securely stored by the researcher throughout the study. After the completion of the study, all data and documentation will be stored by the University thesis advisor at the University of Saskatchewan for five years' duration, after which it will be destroyed. Upon completion of the study, a copy of the research findings will be forwarded to the (name of school division).

Participation in the study is entirely voluntary; therefore, the school, school division, and participants have the right to withdraw from the study at any time.

This study was approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board on (date of approval). Any questions regarding the rights of participants may be addressed to the Ethics Board through a collect call to the Ethics Office (306) 966-2084. If you have any questions regarding this study, please do not hesitate to contact me or my thesis supervisor, Dr. Warren Noonan, at (306) 966 -6249.

Thank you for your consideration. Your support in this research is greatly appreciated.

Sincerely,

Daniel Omer Poirier
23 Kelly Place
Prince Albert, SK S6V 8E8
Home (306) 763-5563
Cell (306) 960-5219
E-mail: dop125@mail.usask.ca

APPENDIX C

Consent Form



Behavioural Research Ethics Board (Beh-REB)

CONSENT FORM

You are invited to participate in a research project entitled: **Case Study: A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership**. Please read this form carefully, and feel free to ask questions you might have.

1. Research Supervisor:

Dr. Warren Noonan
Department of Educational Administration
University of Saskatchewan
Work (306) 966-6249
E-mail: wjn@mail.usask.ca,

Graduate Student:

Daniel Omer Poirier
Master's of Education Student
Department of Education Administration
University of Saskatchewan
Home (306) 763-5563
Cell (306) 960-5219
E-mail: dop125@mail.usask.ca.

2. Purpose and Procedure

The intended purposes of my research will be to gain insight into instructional leadership through describing a school principal's role and perception of instructional leadership, and teachers' perceptions and understandings of instructional leadership and supervision. Also, it may provide a principal with feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness in the school. This study has received approval by the Behavioural Research Ethics Board (Beh-REB) at the University of Saskatchewan (date of approval), and the school division on (date of approval)

You will be asked to fill in a questionnaire and to participate in an interview. The questionnaire will take approximately 15 minutes to complete. The interview will take approximately one hour, and will be conducted in a location away from your place of employment. You do not have to answer any questions that make you uncomfortable. The information collected from the questionnaire and interview will be analyzed for major themes, and I will use this information to help me complete my study. Most of the questionnaire and interview information will be in summarized form and may include direct quotes. Your pseudonyms will be utilized whether I use the questionnaire and interview information in written

form or in presentations. In addition, by signing this consent form and the transcript release form (Appendix E), you give me permission to use direct quotes. Please be aware that the public will have access to a published copy of the thesis, which will be held at the University of Saskatchewan Education Library and the Department of Educational Administration.

3. Potential Benefits

There are many potential benefits from the research. The personal benefits in participating in this research may provide further knowledge on the topic of instructional leadership and supervision within a school. Also, I am hoping the data may provide an explanation of the current role of instructional leadership and supervision in a school. The study may provide a principal with feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness. The knowledge the study generates may assist the principal in further developing their role as instructional leader. In addition, the study may provide central office with information about areas in which the principal may need support in further developing their role as instructional leaders in their school.

4. Potential Risks

The only potential risk is the possibility of participants being identified. To reduce this risk, all interviews will be done at a location away from your place of employment. In addition, all participants, the school, and school division will have pseudonyms. Termination of a participant's involvement in the study may occur if that person's response is constantly negative about the character of the participating principal.

5. Storage of Data

Research materials, including questionnaires, audio-recordings, transcripts, interview notes, and other documentation will be kept under lock and key at the researcher's residence. However, signed consent forms will always be stored in a separate secure location. After the completion of the thesis, those research materials will be retained by the researcher's supervisor, Dr. Warren Noonan, in the Department of Educational Administration. The research materials will be kept for a minimum of five years at the University of Saskatchewan in accordance with the University of Saskatchewan's Behavioural Research Ethics Board (Beh-REB) ethics guidelines. After the five year duration, all data will be destroyed.

6. Confidentiality

The intent of the researcher is to minimize the risk and maintain your confidentiality, and that of the school, and the school division from being identified throughout the study, especially in a study consisting of a small population.

To protect your anonymity, you will receive a pseudonym. Please do not make any identifying marks on your questionnaire. All interaction and information transfer will be done away from your place of employment.

The questionnaire and interview information provided by you will be reported in aggregated form. Direct quotes may also be used. Pseudonyms will always be utilized when referring to the school division, school, and participants' information.

7. **Right to Withdraw**

Your participation is voluntary, and you should answer only those questions you are comfortable answering. There is no guarantee that you will personally benefit from your involvement. The information that is shared will be held in strict confidence and discussed only with the research team. During the data collection process you may withdraw from the research project for any reason, without penalty of any sort, and if you wish to withdraw, it will have no personal affect on you. However, once your information has been combined with other participants' information, you may no longer be able to withdraw from the study. Therefore, prior to the aggregation of participants' data, you may withdraw from the research project and any data that you have contributed will be destroyed at your request.

8. **Questions**

If you have any questions concerning the research project, please feel free to ask at any point; you are also free to contact the researchers at the numbers provided if you have other questions. This research project was approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board on (date of approval). Any questions regarding your rights as a participant may be addressed to that committee through a collect call to the Ethics Office (306-966-2084).

9. **Follow-Up or Debriefing:**

After the questionnaire and interviews have been transcribed, you will have an opportunity to review, delete, and revise any of the information you provided.

Upon completion of my Master's thesis, you will be notified and, if interested in the results you may read a copy of the thesis that will be given to the school division for reference.

Consent to Participate

(a) Written Consent

I have read and understood the description provided. I have had an opportunity to ask questions and my/our questions have been answered. I consent to participate in the research project, understanding that I may withdraw my consent at any time. A copy of this consent form has been given to me for my records.

(Name of Participant)

(Date)

(Signature of Participant)

(Signature of Researcher)

APPENDIX D

Principal Information Letter

Dear Principals,

I am a graduate student at the University of Saskatchewan, currently working on a Master's of Educational Administration. The purpose of this letter is to invite you to participate in a study on instructional leadership. One principal and school will be randomly selected for study. The following briefly explains the study, the benefits, data collection process, participation, storage procedures, and the ethical procedures.

The study is titled a **Case Study: A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership**. The potential professional benefits of being involved in this research are that it offers an explanation of the current perception and understanding of instructional leadership and supervision in your school. The study may provide feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness, which could assist in further developing your role as instructional leader in the school. Finally, the knowledge the study generates may provide an opportunity for your staff to engage in dialogue and reflection regarding instructional leadership and supervision, which may benefit your school and school division.

The main question of this research is **what differences, if any, exist between a principal's and teachers' perceptions and understandings of instructional leadership and supervision within a school?**

Secondary questions that may help answer the main question are as follows:

1. What is the principal's perception of the role of instructional leader?
2. What are teachers' perceptions of the principal's role as instructional leader?
3. What is the principal's understanding of the supervision process and what is the principal's role within the supervision process?
4. What are teachers' understandings of the supervision process within their school?
5. What are teachers' perceptions of the principal's role as supervisor?

I will collect information by having you and three of your teachers fill out individual questionnaires and then participate in an interview. The interviews will be held in a location away from the school to protect the anonymity of all participants. The school division, school, and participants will all receive pseudonyms.

The information collected will be compiled, analyzed, and aggregated, and direct quotations may be used, but participants will only be described in general terms in order to protect their anonymity. All information collected will be securely stored by the researcher throughout the study. Once the study is completed, all data and documentation will be stored by the University thesis advisor at the University of Saskatchewan for five years' duration, after which it will be destroyed. Upon completion of the study, a copy of the research findings will be forwarded to the (name of school division).

Your participation in the study is entirely voluntary and, therefore, you have the right to withdraw from the study at any time prior to your information being compiled with other participants' information.

This study was approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board on (date of approval). Any questions regarding the rights of participants may be addressed to the Ethics Board through a collect call to the Ethics Office (306) 966-2084. If you have any questions regarding this study, please do not hesitate to contact me or my thesis supervisor, Dr. Warren Noonan, at (306) 966-6249.

Thank you for your consideration. Your support in this research is greatly appreciated.

Sincerely,

Daniel Omer Poirier
23 Kelly Place
Prince Albert, SK S6V 8E8
Home (306) 763-5563
Cell (306) 960-5219
E-mail: dop125@mail.usask.ca.

APPENDIX E

Teacher Information Letter

Dear Teachers,

I am a graduate student at the University of Saskatchewan, currently working on a Master's of Educational Administration. The purpose of this letter is to invite you to participate in a study on instructional leadership. One principal and school will be randomly selected for study. The following paragraphs will give a brief explanation of the case study, the benefits, data collection process, storage procedures, participation, and the ethical procedures.

The study is titled **Case Study: A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership**. The potential professional benefits of being involved in this research are that it offers an explanation of the current perception and understanding of instructional leadership and supervision in your school. The study may provide feedback on the school's strengths, areas for support and development, and/or direction needed for improving the staff cohesiveness, which could assist in further developing your principal's role as instructional leader. Finally, the knowledge the study generates may provide an opportunity for your principal and staff to engage in dialogue and reflection regarding instructional leadership and supervision. This may provide support and assistance in further developing your own skills and abilities.

The main question of this research is **what differences, if any, exist between a principal's and teachers' perceptions and understandings of instructional leadership and supervision within a school?**

Secondary questions that may help answer the main question are as follows:

1. What is the principal's perception of the role of instructional leader?
2. What are teachers' perceptions of the principal's role as instructional leader?
3. What is the principal's understanding of the supervision process and what is the principal's role within the supervision process?
4. What are teachers' understandings of the supervision process within their school?
5. What are teachers' perceptions of the principal's role as supervisor?

I will collect information by having your principal, two colleagues, and you fill out a questionnaire and participate in an interview. To protect your anonymity, the interview will be held in a location away from the school. The school division, school, and all participants will receive pseudonyms. Please note the questionnaire and interview questions are not intended to create discomfort. Instead, the questions are intended to capture your perceptions and to develop an understanding of instructional leadership and supervision, which may be utilized for the purpose of creating a dialogue to develop instructional leadership in your school.

The information collected from the questionnaires and interviews will be compiled, analyzed, and aggregated, and direct quotations may be used, but all participants will only be described in general terms to protect their anonymity. All information collected will be securely stored by the researcher throughout the study. After the completion of the study, all data and documentation will be stored by the University thesis advisor at the University of Saskatchewan

for five years' duration, after which it will be destroyed. Upon completion of the study, a copy of the research findings will be forwarded to the (name of school division).

Your participation in the study is entirely voluntary and, therefore, you have the right to withdraw from the study at any time prior to your information being compiled with other participants' information.

This study was approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board on (date of approval). Any questions regarding the rights of participants may be addressed to the Ethics Board through a collect call to the Ethics Office (306) 966-2084. If you have any questions regarding this study, please do not hesitate to contact me or my thesis supervisor, Dr. Warren Noonan, at (306) 966-6249.

Thank you for your consideration. Your support in this research is greatly appreciated.

Sincerely,

Daniel Omer Poirier
23 Kelly Place
Prince Albert, SK S6V 8E8
Home (306) 763-5563
Cell (306) 960-5219
E-mail: dop125@mail.usask.ca.

APPENDIX F

Transcript Release Form for Interview Participant

Dear _____

I truly appreciate your participation in the case study, A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership. Please fill in your name below, read the paragraphs that follow, and if your transcript accurately reflects your words, please sign where indicated.

I, _____, have reviewed the complete transcript of my personal interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview(s) with Daniel Poirier.

I hereby authorize the release of this transcript to Daniel Poirier to be used in the manner described in the Consent Form.

I have received a copy of this Data/Transcript Release Form for my own records.

Participant's signature

Researcher's signature

Date:

Thank you for your participation in this study. Your contributions are truly appreciated.

APPENDIX G

Questionnaire for Principal

1. Educational Background:

A. Education qualification: (check off all that apply to you)

- ☐ Bachelor's Degree
- ☐ Education Degree
- ☐ Master's
- ☐ Other: specify _____

B. How many years in the teaching profession? (Circle the range)

1-5 6-10 11-15 16-20 21-25 26-30 30+

C. How many years as a vice-principal? (Circle the range)

1-5 6-10 11-15 16-20 21-25 26-30 30+

D. How many principals have you worked with as a vice-principal?

1 2 3 4+

E. Numbers of years as a principal? (Circle the Range)

1-5 6-10 11-15 16-20 21-25 26-30 30+

2. How would you define instructional leadership?

3. Instructional leadership **currently** represents what portion of the time you spend as principal?

- ☐ less than 10%
- ☐ 11 to 30%
- ☐ 31 to 50%
- ☐ 51 to 70%
- ☐ more than 70%

4. In your opinion, instructional leadership **should** represent what portion of the time you spend as principal?

- ☐ less than 10%
- ☐ 11 to 30%
- ☐ 31 to 50%
- ☐ 51 to 70%
- ☐ more than 70%

5. Of the following principal's responsibilities, rank in order which **SIX consume** the majority of your time as administrator. (1 being the responsibility that consumes most of your time and 6 consuming the least amount of time)

- _____ Answering questions about learning
- _____ Assisting teachers in preparing P3's (Personal Program Plans)
- _____ Being a visible presence in the school
- _____ Curriculum Leadership
- _____ Discipline Issues (attendance, behaviour, etc)
- _____ Doing classroom observations
- _____ Establishing school goals in collaboration with parents and staff
- _____ Explaining to parents what is happening in the school and classroom
- _____ Managerial Duties (scheduling, paperwork, budget, staff discipline, etc)
- _____ Organizing staff meetings to allow for instructional discussion to happen
- _____ Providing coaching for teachers
- _____ Providing collaboration time for teachers
- _____ Providing information on workshops or other professional development opportunities
- _____ Providing literature to support better instruction
- _____ Providing staff with new instructional ideas and strategies

6. Of the following principal's responsibilities, rank which **SIX** are the **most important?** (1 being most important)

- _____ Answering questions about learning
- _____ Assisting teachers in preparing P3's (Personal Program Plans)
- _____ Being a visible presence in the school
- _____ Curriculum Leadership
- _____ Discipline Issues (attendance, behaviour, etc)
- _____ Doing classroom observations
- _____ Establishing school goals in collaboration with parents and staff
- _____ Explaining to parents what is happening in the school and classroom
- _____ Managerial Duties (scheduling, paperwork, budget, staff discipline, etc)
- _____ Organizing staff meetings to allow for instructional discussion to happen
- _____ Providing coaching for teachers
- _____ Providing collaboration time for teachers
- _____ Providing information on workshops or other professional development opportunities
- _____ Providing literature to support better instruction
- _____ Providing staff with new instructional ideas and strategies

7. What do you believe to be the top three **barriers** to providing effective instructional leadership?

Barriers:

1. _____

2. _____

3. _____

7.1 What do you believe to be the top three **facilitators** to providing effective instructional leadership?

Facilitators:

1. _____

2. _____

3. _____

8. Give **one** word describing your most positive attribute as a principal.

APPENDIX H

Interview Questions for Principal

1. Describe the characteristics of an effective instructional leader.
2. How would you define your role as instructional leader in your school?
3. What are your wishes for professional growth in the area of leadership development?
4. What is the purpose of supervision?
5. How would you explain your role in the supervisory process in your school?
6. What is the importance of instructional leadership for the learning environment?
7. How would you describe the effects of instructional leadership (good or bad) on
 - the school culture?
 - the learning environment?
 - student achievement?
8. As an administrator, what supports do you need in order to be a better instructional leader?
9. As an administrator, how do you support your teachers?
10. What supports has your division provided to develop instructional leadership in your school and for you as a principal?
11. How can teachers help you as principal to become a stronger instructional leader?

APPENDIX I

Questionnaire for Teachers

1. Educational Background:

A. Education qualification: (check off all that apply to you)

- ☐ Bachelor's Degree
- ☐ Education Degree
- ☐ Master's
- ☐ Other: specify _____

B. How many years in the teaching profession? (Circle the range)

1-5 6-10 11-15 16-20 21-25 26-30 30+

C. Any experience as a vice-principal? No or Yes (If yes, circle the range)

1-5 6-10 11-15 16-20 21-25 26-30 30+

D. Any experience as a principal? No or Yes (If, yes, circle the range)

1-5 6-10 11-15 16-20 21-25 26-30 30+

2. How would you define instructional leadership?

3. In your opinion, instructional leadership **should represent** what portion of a principal's entire role?

- ☐ less than 10%
- ☐ 10 to 30%
- ☐ 31 to 50%
- ☐ 51 to 70%
- ☐ more than 70%

4. Of the following principal's responsibilities, rank which **SIX** are the **most important**?
(1 being the most important responsibility)

- _____ Answering questions about learning
- _____ Assisting teachers in preparing P3's (Personal Program Plans)
- _____ Being a visible presence in the school
- _____ Curriculum Leadership
- _____ Discipline Issues (attendance, behaviour, etc)
- _____ Doing classroom observations
- _____ Establishing school goals in collaboration with parents and staff
- _____ Explaining to parents what is happening in the school and classroom
- _____ Managerial Duties (scheduling, paperwork, budget, staff discipline, etc)
- _____ Organizing staff meetings to allow for instructional discussion to happen
- _____ Providing coaching for teachers
- _____ Providing collaboration time for teachers
- _____ Providing information on workshops or other professional development opportunities
- _____ Providing literature to support better instruction
- _____ Providing staff with new instructional ideas and strategies

5. What do you believe to be the top three **barriers** for a principal to provide effective instructional leadership?

Barriers:

1. _____
2. _____
3. _____

5.1 What do you believe to be the top three **facilitators** for a principal to provide effective instructional leadership?

Facilitators:

1. _____
2. _____
3. _____

6. Give one word describing your principal's most positive attribute.

APPENDIX J

Interview Questions for Teachers

1. Describe the characteristics of an effective leader.
2. What makes a principal a good instructional leader?
3. What does instructional leadership mean to you?
4. What is the purpose of supervision?
5. What is your understanding of the supervision process in your school and the school division?
6. How would you explain your principal's role in the supervisory process in your school?
7. What opportunities are provided to work collaboratively with your colleagues?
8. What barriers exist that interfere with the development of your skills and abilities as a teacher?
9. What supports should principals provide teachers?
10. What supports has your division provided to develop instructional leadership in your school and your principal?
11. How can teachers facilitate the instructional leadership function of principals within the school?

APPENDIX K

Letter of Behavioural Research Ethics Board Approval


**UNIVERSITY OF
SASKATCHEWAN**

Behavioural Research Ethics Board (Beh-REB)

Certificate of Approval
PRINCIPAL INVESTIGATOR
 Warren Noonan

DEPARTMENT
 Educational Administration

BEH#
 09-06

INSTITUTION(S) WHERE RESEARCH WILL BE CONDUCTED
 University of Saskatchewan
 Saskatoon SK

STUDENT RESEARCHERS
 Daniel Poirier

TITLE
 Case Study: A School Principal's and Teachers' Perceptions and Understandings of Instructional Leadership

ORIGINAL REVIEW DATE
 02-Jan-2009

APPROVAL ON
 18-Feb-2009

APPROVAL OF:
 Ethics Application
 Consent Protocol

EXPIRY DATE
 17-Feb-2010

 Full Board Meeting ☐

Date of Full Board Meeting:

 Delegated Review ☒
CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named research project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this research project, and for ensuring that the authorized research is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for further instructions: http://www.usask.ca/research/ethics_review/

 John Rigby, Chair
 University of Saskatchewan
 Behavioural Research Ethics Board

Please send all correspondence to:

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