

2017

Principals' Perceptions of Instructional Leadership Development

Carla Brabham Brabham
Walden University

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Carla Evette Brabham

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the review committee have been made.

Review Committee

Dr. Sheila Goodwin, Committee Chairperson, Education Faculty
Dr. Earl Thomas, Committee Member, Education Faculty
Dr. Kathleen Montgomery, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

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by

Carla E. Brabham

MEd, Cambridge College, 2007

MA, Webster University, 2003

BA, Benedict College, 1998

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2017

Abstract

Instructional leadership is an important aspect of student achievement and the overall success of schools. Principals, as instructional leaders, need continual reflection on their competency. Job-embedded professional development (JEPD) for teachers is implemented and monitored by instructional leaders. The purpose of this case study was to examine the perceived instructional leadership development of two principals at two schools where JEPD was used. Weber's model of instructional leadership guided the research questions on how the implementation of JEPD affected the principals' instructional leadership growth and development. Data collection occurred through interviews, observations during principal-led JEPD sessions, and document review after which information was coded, and themes were identified resulting in thick, rich descriptions of the experiences of principals. The findings of this study suggested that participants' growth in leadership development was unfocused and unmeasured. The study supports positive social change by providing professional development to promote and measure instructional leadership development of principals as they implement a system of JEPD for the teachers of their respective schools. Principals, teachers, and ultimately students will benefit from focused leadership development.

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Dedication

I dedicate this doctoral study and my subsequent degree to my parents, Sarah and Quillie Brabham, Sr., and to all parents whose hearts' desire is for their children to achieve more than they have.

Acknowledgments

Throughout this doctoral process, so many family members, friends, coworkers, and loved ones have prayed for me, supported me, and encouraged me; however, I would like to acknowledge a few individuals. First of all, I would like to thank the faculty and staff of Walden University, especially my committee members, Dr. Goodwin, Dr. Thomas, and Dr. Montgomery, for their invaluable feedback and support. I would also like to thank my coworkers at ECHS where my doctoral journey began and at ROMC where I concluded my journey. I would also like to acknowledge Robin S. and Chasicity S., two former Walden students who helped me navigate through, at times, rough waters. Willie O., Stefanie H., and Deidre B., thank you for aiding and supporting me even though you were fighting personal battles of your own. Al, even though life has led us in separate directions, I thank you for the love and encouragement you showed me during this process. To the Brabham, Dickerson, and Reed families, this degree belongs to all of us!

And most of all, none of this would not have been possible if it had not been for my Lord and Savior, Jesus Christ. Without Him I am nothing, but through Him I can have everything.

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Section 1: The Problem

The Local Problem

The role of the school principal has been under scrutiny given the varying emotional, socioeconomic, physical, and academic needs of students and the increased accountability measures enacted by the No Child Left Behind Act (2002; Gardiner, Canfield-Davis, & Anderson, 2009; Lock & Lumis, 2014). Recently, the Every Students Succeeds Act (ESSA) has also redefined and clarified the roles and responsibilities of principals (Pollitt, 2016). Expectations are that the principal should demonstrate competency and leadership in matters concerning teaching, learning, and student achievement (O'Doherty & Ovando, 2013). It is within reason to assume that, in order to meet these expectations, principals will need to constantly develop their professional and leadership skills. Often, the learning needs of principals are overlooked because most people assume that with the principal's achievement of higher levels of education and professional experiences, there is no need for further professional growth (Ediger, 2001; Nijab et al., 2015). Among the continual professional learning needs of principals is instructional leadership development. Instructional leadership has a profound impact on student achievement and teachers' ability to deliver quality instruction (LaPointe, Poriel, & Brassard, 2013; Peterson, 2012; Wilson, 2011). Although principals may have been initially trained in the area of instructional leadership in their preparation programs, they may need additional development, depending on the instructional needs of the schools to which they are assigned (Kearny & Valadez, 2015; Spannet, Tobin, & Ayers, 2012). Instructional leadership development of principals can come from various sources. This

paper focuses on how principals perceive the development of their instructional leadership through the implementation of job-embedded professional development for teachers.

On the local level, a principal at a public charter high school identified a deficiency in the level of instructional leadership that she would like to provide for her faculty. In an informal conversation in February 2015, she expressed that too much of her time was spent completing tasks that were not directly related to instruction. In addition, she reported that during her end-of-year staff interviews, 43% of the teachers, when asked to comment on her instructional leadership, reported that they felt that they did not have adequate time to discuss instruction-related issues with her. In order to combat the growing instructional needs of her school, she implemented job-embedded professional development (JEPD). JEPD refers to professional development for teachers that is entrenched in and influenced by their daily job performance (Croft et al., 2010; Gardiner et al., 2009). Primarily, JEPD is conducted in the schools or classrooms in which teachers work and is embedded into their work schedules. JEPD sessions consist of teachers evaluating and exploring possible solutions for the specific pedagogical issues that are present in their jobs (Croft et al., 2010; McLester, 2011). By providing, coordinating, or facilitating these opportunities for teachers to grow in pedagogy, a principal also creates a potential opportunity to grow in his or her effectiveness as an instructional leader.

Rationale

The purpose of this study was to examine the instructional leadership development of two principals at district-sponsored public charter schools as a result of

the implementation of a system of JEPD opportunities provided to their teachers from the perspective of the principals. According to one school principal during an informal conversation in February 2015, teachers reported that during the previous school year, she did not spend enough time addressing their instructional needs and they needed more time with her in order to address issues relevant to curriculum and instruction. Becoming aware of this caused the principal to reexamine her role as an instructional leader based on identified practice standards for school principals. To add breadth and depth, I also examined the leadership development of another principal who had implemented JEPD for her teachers. The second participant was used as a comparative case to ascertain whether the perceptions of instructional leadership development through the implementation of system of JEPD were only germane to the initial site. In this scenario, the principals are the learners, and the learning deficit is the lack of provision of instructional leadership for the teachers that they serve. The principals' perceptions were assessed through the framework of Weber's (1987) model of instructional leadership because this model has informed much of the research regarding instructional leadership since its inception (Cardno, 2012; Croft et al., 2010; McEwan, 2002; McLester, 2011).

It was important to understand the principal's perceptions of the influence of JEPD meetings on teachers' perception of her instructional leadership. In that the provision of instructional leadership is an essential job function of principals at all grade levels, it is important that they regularly assess their effectiveness in this area and address any deficits (O'Doherty & Ovando, 2013). As a result of assessing her instructional leadership development, the principal in this case responded with the implementation of

JEPDs. By implementing a system of JEPD, the principal hoped to be able to not only provide much-needed professional development for her teachers, but also learn and grow as an instructional leader. The aim of this study was to determine whether the gap in a principal's practice of instructional leadership development could be addressed through the implementation of JEPD.

Definitions

Instructional leadership: Instructional leadership refers the management and improvement of teaching and learning, including the nature of the work principals engage in to support such improvement (Prytula, Noonan, & Hellsten, 2013).

Job-embedded professional development (JEPD): JEPD refers to professional development for teachers that is entrenched in and influenced by their daily job performance (Croft et al., 2010; Gardiner et al., 2009).

Leadership development: Leadership development is the method used to enable leaders and potential leaders of organizations to understand and address challenges from a systematic perspective and to create a climate that promotes growth (Talan, Bloom, & Kelton, 2014).

Principal: The Wallace Foundation (2012) defined a principal as the central source of leadership influence in a school. The primary responsibilities of principals are the following:

shaping a vision of academic success for all students, one based on high standards; creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail; cultivating

leadership in others so that teachers and other adults assume their part in realizing the school vision; improving instruction to enable teachers to teach at their best and students to learn at their utmost; and managing people, data and processes to foster school improvement. (p. 4)

Public charter school: Public charter schools are unique public schools that have the latitude to be more innovative, but are still held accountable for advancing student achievement. Because these schools are considered public schools, they must be open to all students, be tuition-free, and have open admission requirements.

TAP: The two schools in this study were participating in the TAP System for Teacher and Student Advancement (TAP). TAP is a comprehensive, research-driven reform model that provides multiple career paths, continuous JEPD, a fair and transparent evaluation system, and performance-based compensation for teachers (National Institute for Excellence in Teaching, 2015).

Teacher leader: Teacher leaders are teachers who have been designated by the principal to share their knowledge, proficiency, and experiences with other teachers in order to broaden and sustain school and classroom improvement efforts (Lumpkin, Claxton, & Wilson, 2014).

Significance of the Study

This study focused on the perceptions of instructional leadership development held by two principals through the implementation of JEPD in a school setting. This study was unique because it addressed the instructional leadership development of the principals as it related specifically to the implementation of a structured system of JEPD.

Because the structured system of JEPD had recently been implemented, there had been no exploration of how the implementation had been carried out in practice in this local setting as compared to the original intent. In addition, the principals in the study were able to distinguish their perceived instructional leadership through the framework of Weber's model for instructional leadership. The results of this study provide insight on how the professional growth and development of principals are affected through the supervision of onsite provision of professional development for their teachers. Insights from this study could be instrumental not only in the decision making of schools and districts regarding the implementation of JEPD, but also in understanding how school leaders in other settings might use JEPD.

Because the role of the principal is pivotal to the success of a school, it is important to examine the impact that principals have on teaching and learning (Wilson, 2011). One of the critical attributes of a successful principal is instructional leadership (Croft et al., 2010; Gardiner et al., 2009). Successful principals realize that quality instruction necessary to transform schools occurs in the classroom and not in the principal's office (Leithwood et al., 2004). The principal's primary role as an instructional leader is to communicate the vision for teaching and learning to the staff and prepare them for the various changes that occur in education through federal and state mandates such as the one associated with NCLB and, most recently, ESSA (Pollitt, 2016; Wilson, 2011). Although principals serve in various capacities in their schools, their role as instructional leader is considered among the most important (Ediger, 2001; Nijab et al., 2015; O'Doherty & Ovando, 2013).

Research Questions

In order to examine the perceptions of instructional leadership development of principals through JEPD for teachers, I explored these concepts at the study sites as they related to the conceptual framework, Weber's instructional leadership model. Although Weber's instructional leadership model is generally familiar to educators and has been incorporated into leadership programs for educators (Ginsberg, 1998; Hassenpflug, 2013), a brief overview was presented to the participants prior to use of the model in the interview and other facets of the study. This case study was guided by two questions that focused on the instructional leadership development of principals through JEPD for teachers.

RQ1: How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals?

RQ2: In what ways has the implementation of job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model?

The research questions guided the semistructured interviews with each participating principal. Prior to the interview, I provided the participants with a synopsis of Weber's model of instructional leadership as well as a preview of the interview questions through the informed consent document.

Review of the Literature

In order to inform the review of the literature, I input the term *instructional leadership* in the ERIC database. There were over 150,000 studies found in the initial search. The search was then narrowed to specify the years 2011 to 2016, primary sources, full-text articles only, and English. This resulted in 80,000 studies. To further narrow the search, the word *principal* was added. This returned 128 results. At this point, I began to peruse the articles to determine which studies were suitable to be included in the review of literature. The content of this review of literature is related to the problem, rationale, significance, and guiding research questions presented previously regarding the perception of instructional leadership development of principals through the implementation of JEPD for teachers. In addition to providing the theoretical and conceptual frameworks for the study, the review explores leadership development for principals by first identifying the leadership needs of principals, examining the concept of principal as learner, and investigating the various influences on the leadership development of principals. Second, the review examines the role of the principal as an instructional leader through the consideration of principals' preparation and training, effects on student achievement, and perceptions, as well as the perceptions of other stakeholders. Last, JEPD is explored regarding the roles of teachers and administrators and the effects of student achievement and teacher performance.

Theoretical Framework

Although the history of instructional leadership date backs to the early 1980s, many different theories on this concept exist (Edmunds, 1979; Leithwood &

Montgomery, 1982). For example, Duke (1982) maintained that seven functions of instructional leadership govern teacher and school effectiveness. These functions are staff development, recruitment, instructional support, resource acquisition and allocation, quality control, coordination, and troubleshooting. The first four functions of instructional leadership are directly related to instructional behaviors, whereas the remaining functions are indirectly relevant to instructional activities. *Staff development* refers to activities such as in-service education and staff motivation. Duke stated that *instructional support* includes the incorporation of structured activities that promote an environment conducive to teaching and learning. Notwithstanding, Hallinger and Murphy (1985) conceptualized instructional leadership in three dimensions: (a) defining the school mission, (b) managing the instructional program, and (c) promoting a positive school-learning climate. Within the three dimensions, the daily functions of instructional leaders are delineated. For example, in Dimension 2, *managing the instructional program* refers to daily roles such as directing the instructional program, managing and evaluating classroom instruction, and monitoring student progress. Andrew, Bascom, and Bascom (1991), in the attempt to streamline the functions of the instructional leader, outlined four roles that instructional leaders play to augment the academic success of schools. According to these researchers, an instructional leader should be a resource provider, an instructional resource, a communicator, and a visible presence.

Conceptual Framework

The conceptual framework for this study was Weber's (1987) model for instructional leadership. Because this model delineates the issues that principals must

address on a daily basis, principals' responses to these issues, and the conduct that effective leaders regularly display, Weber's framework has been used as a composite model for many K-12 leadership training and certification programs (Liethwood & Montgomery, 1984). The model addresses six activities that effective instructional leaders employ: setting academic goals; organizing the instructional program; hiring, supervising, and evaluating; protecting instructional time and programs; creating a climate for learning; and monitoring achievement and evaluating programs (Weber, 1987, pp. 4-5). Using the lens of Weber's six activities of instructional leaders, I sought to examine the principals' perception of their instructional leadership development through the implementation of JEPDs.

Leadership Development for Principals

Because I sought in this study to examine the leadership development of principals through JEPD, it was also important to examine other possible sources of leadership development for principals. The literature in this section identifies the learning needs of principals, describes situations in which principals are adult learners, and examines influences of principals' leadership development.

Identifying Needs

Spannue, Tobin, and Ayers (2012) conducted a study that examined the self-identified professional development needs of 273 building-level principals in New York State. The levels of the personal professional needs of the principals were garnered through an anonymous needs assessment. The needs assessment was based on Educational Leadership Policy Standards and required the principals to consider eight

professional development delivery methods. The findings indicated that the professional development needs of the principals varied depending on grade level. Principals in prekindergarten to Grade 6 reported a high interest in professional development pertaining directly to instructional programs and monitoring student progress. Principals in the middle grades reported a need for professional development that involved collaborating with the faculty and community members. The high school principals demonstrated interest in professional development opportunities that would enhance their knowledge and skills in promoting and sustaining a school culture that is conducive to learning. It is also important to note that the top three professional development delivery methods among all three groups were the workshop format, mentoring and coaching, and small group. The information from this study should provide professional development specialists with valuable information for providing meaningful growth opportunities for principals on all levels (Southern Regional Education Board, 2010).

In “Preparing School Leaders: The Professional Development Needs of Newly Appointed Principals,” Ng and Szeto (2015) also examined the professional development needs of principals. These researchers presented the views of a group of 52 newly appointed principals. Data were collected from the principals in two phases. Phase 1, conducted prior to participants’ induction, involved demographics and a questionnaire regarding their professional development interests. Phase 2 of the data collection consisted of semistructured interviews with the principals. The researchers determined that most of the new principals understood that they would have numerous roles and responsibilities. They knew that they would be required to act as “model, mentor,

facilitator, manager, planner, curriculum leader, visionary leader, resource investigator” (p. 16), as well as in other unspecified capacities.

The leadership needs of principals vary according to the needs of the schools in which they lead (Skrla et al., 2009). Medina, Martinez, Murakami, Rodriguez, and Hernandez (2014) conducted a study that explored principals’ perceptions of leadership in high-need schools. The sample for the study included two principals at primary schools where “social and economic issues collide with learning, preventing students and their families from receiving the level of education they deserve” (p. 91). The data for this study were collected through a series of observations and interviews and reported through dialogic narratives. Among the questions posed to the participants that informed the study was “In what ways do you see your leadership as influencing your specific school?” (p. 92). In response to this, one principal reported that the focus of her leadership would be the faculty, staff, and community members in the school. She believed that by influencing these adults, she could benefit the children exponentially.

Emotional intelligence, a person’s ability to recognize and control his or her emotions and to keep composure and optimism in the midst of trials, is among the leadership needs of principals (Goleman, 1998). Brinia, Zimianiti, and Panagiotopoulos (2014) explored the role of the principal’s emotional intelligence in primary education leadership. The researchers anonymously distributed questionnaires to primary school teachers and principals. The questionnaire included close-typed questions that assessed demographic information such as gender and years of experience, along with questions that addressed the key factors on the emotional intelligence scale. After analysis of the

data, the researchers concluded that the key factors for emotional intelligence are evident in leaders whom teachers deem effective; however, these leaders could be lacking other factors such as innovation, delegation of colleagues, people development, and team management.

The Principal as the Learner

Instructional leadership in content areas is essential to the success of schools; however, educational leaders often lack the content knowledge they need to effectively serve in this role (Robinson, Lloyd, & Rowe, 2008). Steele, Johnson, Otten, Herbel-Eisenmann, and Carver (2015) conducted a study that addressed this gap in practice. These researchers focused on improving instructional leadership of 10 secondary school principals through the development of leadership content knowledge in algebra. Data collection for this study included video recording of professional development sessions, pre and post professional development assessments of the principals' knowledge of algebra, and semistructured interviews. The study concluded that the principals' knowledge of algebraic content increased, as did their knowledge of how to teach algebra. As a result, during their semistructured interviews, most principals reported increased ability to discuss algebra instruction with their teachers.

An *instructional round* is a professional learning model that equates learning to a social activity and has been used to provide professional learning opportunities for school leaders (City, 2011; Rogoff et al., 1995; Wenger, 1998, Wertsch, 1991). In a 5-year qualitative study, Allen, Roegman, and Hatch (2015) examined how a network of 26 superintendents used this method to support the instructional leadership in their schools

and to gauge their understanding of managing instruction. Data for this study were garnered through transcripts of 16 instructional rounds visits. After an analysis of the data, it was found that the instructional rounds visits consisted of a conversational routine that included conversations with the hosts, sharing of best practices, whole-group discussions, and reflections. The findings from this research imply that participation in instructional rounds does guarantee professional learning; however, many learning constraints are in place. Further evidence would be needed to support the qualification of professional learning.

Of the ways that principals develop leadership skills, coaching offers the potential to respond to the emotional and cognitive needs of principals (Schmidt, 2010). Celoria and Roberson (2015) investigated new principal coaching as a part of an induction process and explored the cognitive dimension of educational leadership development. The participants of this qualitative study were six principals and six principal coaches. The data, which were collected through interviews, were analyzed and coded in relation to the roles the coaches performed, the behaviors they described, and the actions they took to support the new principals. It was concluded from the findings that coaching provided the new principals with a safe place to have emotionally charged conversations, space to confront insecurities related to decision making, and support for making decisions. It was concluded that coaching is important to the success of new principals because of its supportive, nonjudgmental, confidential, and nonsupervisory nature.

Kearny and Valadez (2015) examined the redesign of a principal preparation model implemented at a public university in the southwestern United States. The model

was redesigned to ensure collaboration with local school districts and to incorporate additional innovative practices that are currently being carried out by leading educational administration programs throughout the country. In order to inform the redesign of the preparation program, the planners consulted program graduates who had been hired as administrators, faculty and staff from the university, faculty and staff from other universities, and school leadership officials from the local school districts. Based on feedback from these consultants, the following design elements were added to the preparation program: a coteaching model of instruction involving the university instructors and school district leaders, in-district course locations, and continuing education for in-service leaders.

Influences

Honig (2012) examined the influence of the district central office leadership as a support for instructional leadership for principals. According to Honig, over the previous decade, the structure of district central offices had been reformed to improve teaching and learning in schools. Part of these reforms involved prioritized, ongoing, intensive, job-embedded professional development for principals. Her comparative case study involved the central office staff in three school districts that had adopted a focus on providing instructional leadership support for principals. The researcher collected data by interviewing, observing, review documents, and examining the work of the instructional leadership directors of each district. The findings of the research suggested that instructional leadership directors who engaged the principals in joint work, differentiated

support methods, modeling, tools for high-quality instruction, and brokering were the ones who were said to have supported the principal's leadership development.

Jackson and Mariott (2012) maintained that the interaction of principals and teachers can be a measurement of principal leadership as an organizational quality. Their study sampled 7,950 schools, their principals, and a portion of the teachers from each school. The primary source of data was information obtained from a staffing survey that was administered between 2003 and 2004. Based on the evidence gathered from the survey, it was concluded that the organizational leadership model that was implemented in the schools did indeed reflect the variability in the leadership among the teachers and the principals.

Teacher feedback is a relatively new approach to principal leadership evaluation (Grissom, Kalogrides, & Loeb, 2012). In their study, Goldring, Mavrogordato, and Haynes (2015) considered how principals reacted to multiple sources of evaluation data including teacher feedback regarding their leadership effectiveness. The researchers used interview data collected from 14 principals over two time periods to inform their study. The study concluded that principals whose teacher ratings met or exceeded their own self-ratings had a neutral or positive reaction to the feedback. However, principals who rated themselves higher than their teachers experienced cognitive dissonance, which led to a perceived negative or defensive reaction. Performance feedback is an integral part of professional development. Through this research, it was determined that how principals understand, interpret, and process feedback is very complex.

Leadership in other areas can have implications for educational leadership (Nichols & Erakovich, 2013). Cairns-Lee (2015) took a universal approach to leadership development by examining the symbolic reality of those in leadership roles. She attempted to discover what leaders can learn about their own development through their self-awareness and the use of metaphors. According to Cairns-Lee, “metaphor is essential to understanding” (p. 324). The sample for this study included eight leaders from various corporations and industries, including a business school. The methodology involved interviews that elicited “the naturally occurring metaphors of leadership” (p. 327). From the research, it was concluded that leadership development can occur at an individual level when a leader looks inward to interpret an understanding of his or her behavior. Although this was a small sampling of leaders from varying corporations, the study implicates that this philosophical approach to self-development can apply to principals as well (Nichols & Erakovich, 2013).

In an attempt to develop new ways to train new and existing school administrators, education policymakers have explored several new strategies. Coaching programs are among the new strategies that have been recently implemented to address this gap in practice (Huff, Preston, & Goldring, 2013). In their study, “Implementation of a Coaching Program for School Principals: Evaluating Coaches’ Strategies and Results,” Huff, Preston, and Goldring (2013) presented multiphase coaching model that with purpose of improving the instructional leadership practices of principals. The sample for this research included seven coaches who were assigned to 24 principals collectively over the course of one academic year. The coaches participated in interviews and were asked

to provide written responses to questions. In addition, the coaches were observed during their sessions with principals. As a result of the study it was determined that coaches who used targeted questions about feedback, role played scenarios with the principals, and established routines for the sessions with the principals fostered continued commitment to short and long term goals set during the sessions.

The Principal as the Instructional Leader

In consideration of the role of principal as an instructional leader, researchers have approached the topic from several perspectives. The perspectives considered in the following paragraphs included: a) instructional leadership as a result of preparation and training; b.) instructional leadership and its effects of student achievement c.) and, the varying perspectives of principals and other stakeholders.

Preparation and Training

Hassenpflug (2013) maintained that improving instructional leadership starts long before the principal evaluation process. She concluded that this process should begin with the principal selection process. In the article, “How to Improve Instructional Leadership: High School Principal Selection Process versus Evaluation Process” she critically examined the newly developed Ohio Principal Evaluation System and its inability to transform managerial and operational task masters to the instructional leaders that school need to improve student achievement. She went on to question the possibility of this transformation through any evaluation process for that matter. Hassenpflug insists that the new evaluation system along with updates in the principal modification process may be the ticket to creation and maintenance of instructional leaders.

Research by Parylo (2013) suggested that collaboration should be considered as an approach for the preparations of school leadership to face the growing demands for instructional leadership. His systematic review on collaborative principal preparation programs was conducted in three stages—a systematic literature search, assessment of the identified articles, and thematic synthesis of the articles. Through this review, the researcher concluded that the studies conducted on the effectiveness ranged in scope in forces. For example, the data sources used to inform the studies were contributed through various stakeholders, thus presenting different aspects on the topic. Notwithstanding, several themes emerged for the review of literature that provide the framework for how principals should prepare for instructional leadership.

In one study that examines the effectiveness of principal leadership programs regarding their effectiveness to provide training in instructional leadership (Taylor, Pelletier, Trimble, & Ruiz 2014), the authors reported that principals who completed a program had a heightened sense of preparedness. The participants in the study were the program completers of a new principal preparation program, their principal supervisors, and senior level district administrators. Each participant was invited to complete an electronic survey regarding the effectiveness of the program. The findings indicated the overall the program completers were well-prepared to demonstrate the standards for principals in their state. The researchers also noted that the completers' perceptions of their preparedness was slightly less than that of the principal supervisors and senior level administrators. In addition, instructional leadership was the area in which all of the participants deemed the program completers to be less prepared.

Using action research, Carver and Klein (2013) determined the effectiveness of the content and outcomes of university-based leadership programs for school leadership. Data for this study were collected from course-related artifacts and short telephone interviews with the participants, two cohorts of candidates in a university-based principal preparation program. After analyzing the data, it was concluded that there is “virtually no empirical evidence that redesigned university programs are making progress towards preparing school leaders to improve student learning” (p. 174). This begs the question, “How are principals prepared to be the type of instructional leaders that affect student achievement?”

Effects on Student Achievement

Prytula, Noonan, and Hellsten (2013) solidified the relationship between instructional leadership and assessment leadership which is needed as principals navigate their schools to success on large-scale assessments. The participants in the study included 90 Canadian principals who completed a survey by mail. Among the questions that drove the research was, “how do large scale assessments affect the role of the principal” (p. 12). It was concluded that large-scale assessments positively affect the principals in the study because the assessments motivated them to perform the practices of instructional leadership.

The exploration of the effect of principal supervision on pre-service and novice teachers was the subject of one scholarly article (Range, Duncan, & Hvidston, 2013). The authors explained how collaboration and trust strengthens the leadership of the principal. The participants in the study included nine faculty supervisors of student teachers. Data

were collected through semistructured interviews that were later transcribed and coded. The findings as they pertained to the research question, described supervisory behaviors faculty supervisors utilized when providing support to student teachers, gave several implications on how principals should provide instructional leadership for novice teachers. The responses were coded into four categories: trust building, clinical supervision, motivation, and remediation. The researchers concluded that school officials must re-think the supervision and evaluation process in order to consider the aforementioned categories.

In their study investigating the impact of the workload on principals to meet district and state performance standards for schools, Lock and Lummis (2014) sampled 20 school administrators from 12 schools regarding the workload required to complete the many task of instructional leadership to include completing external compliance requirements. The data were collected through semistructured interviews. From the interviews, three themes emerged: time and resources, prioritizing the requests for compliance, and the impact on the independence of the school. Unanimously, the participants agreed that the too much time and resources were spent meeting to comply with external mandates rather focusing on instruction.

The role of the principal in the equitable education of English language learners in the age of the Common Core State Standards is significant to this study (Whitenack, 2015). After an extensive review of literature, the researcher recommended instructional practices, such as integrating oral and written English language instruction into content-area teaching. In addition, she asserted that without the facilitation of sound instructional

leadership these practices cannot become a consistent and permanent part of the school's culture. She maintained that one way to ensure that the learning needs of English learners are met is to revise the curriculum of administrator preparation programs to include a greater emphasis on pedagogical knowledge of the Common Core State Standards.

Perspectives From Principals

Cravens, Goldring, and Penaloza (2012) provided information that examines the role of the principal in charter schools and other schools of choice. This research examined school leadership in the context of school choice reform. To inform the study, data were gathered from charter, magnet, private schools, and traditional public schools through a survey of the school principals conducted by the National Center for Education Statistics. After analyzing the data, the researchers determined that in terms of instructional leadership there were no significant differences between how choice school principals and traditional school principals allocate time.

In "Drafted: An Urban Principal's Approach," Peterson (2013) described a slightly different approach regarding the role of the principal. In this article, Peterson delineated the measures that she took in order to experience success as high school principal in a school that no other qualified person wanted to lead. In a section of the article entitled "Tackling the Hard Stuff" she described the actions that took that can be attributed to instructional leadership:

I took actions that changed some dysfunctional patterns. My administrative team and I increased our classroom visits, each dropping in to see several classrooms a day. We no longer allowed community partners to select which students they

wanted to tutor or mentor; we identified kids with high needs and selected a partner to support each one. And we insisted that community partners work with students before or after school instead of pulling them out of class. (p. 76)

Although these activities were deemed hard work, Peterson attributed the turn-around of the school to the activities.

Perspectives for Other Stakeholders

Weiner (2014) investigated the process that principals use to select members of their faculties to serve on their instructional leadership teams in order to determine how the selection process impacted the team members' role on the team. The participants in the study were the instructional leadership team members and their principals. Over a period of eight months, data were collected through interviews and observations. The findings indicated that the principals did not clearly communicate the purpose, function, and selection criteria for the teams. For this reason, the team's effectiveness on instructional reform was limited.

In another study, from the perspective of a school district superintendent, Wilson (2011) highlighted the viewpoint of a superintendent with 16 years of experience on the role of the principal. She maintained that successful principals are the pivotal factor in determining the success of a school. She also delineated nonnegotiable factors that principals must adhere to in order to transform a low performing school to a high performing school. These factors are an agreed upon vision, instructional leadership, a safe orderly and respectful environment, timely monitoring of student progress, professional learning communities, and school and family partnerships. Listed second

only to an agreed upon vision, instructional leadership was deemed an important attribute to a successful school.

Lapointe, Poirel, and Brassard (2013) delineated the beliefs and responsibilities of educational stakeholders concerning student success and effective school leadership. In their narrative case study, the researchers presented questions regarding a recently appointed high school principal's leadership role under circumstances where school effectiveness is a major issue. To inform the study, the researchers collected data from interviews with the faculty, staff, and the principal, field notes from observations, and artifacts and documents from the school. Regarding instructional leadership, it was reported that the particular principal in this study felt that he was solely responsible for school and did not take in account the opinions of his faculty and staff. Although this authoritarian approach to instructional leadership is not uncommon, it is in contrast with other widely adopted approaches (Hallinger & Murphy, 1985).

Job-Embedded Professional Development

In examining the perception of instructional leadership development of principals through JEPD for teachers, it is important to understand various aspects of JEPD. This section of the literature review examined the roles of the teacher and administrator in JEPD and how JEPD affects teacher performance and student achievement.

The Role of the Teacher

Teacher leadership is a valuable resource in JEPD (Mangin & Stoelinga, 2008). In their study, Berg, Carver, and Mangin (2014) examined standards for the teacher-leader model, and the subsequent implications. The researchers examined the content of

four previously established programs to prepare teachers for leadership roles in order to analyze the effectiveness of the standards of the teacher-leader model. Each of the four programs was evaluated in terms of seven criteria: goal, origin and development, target audience, structure, program duration, credential, and tenure of program. In order to measure these criteria data were collected from program documents, interviews, observations, and participant-generated artifacts. After an analysis of the data, the researchers concluded that although there are a few commonalities among the four programs, there are also some discrepancies. For example, regarding the purpose of the program, one program was intended to support teachers who were already identified as leaders while another aimed to support teachers who were interested in developing leadership skills. The researchers also implied that although teacher leadership is essential to JEPD, it can be “counterproductive if attention is not paid to ensuring that teachers are prepared to make a real difference in those roles” (p. 210).

Coaching or being coach is one of the roles that teachers take in JEPD. According to Blazar and Kraft (2015), “teacher coaching is considered high quality professional development opportunity that emphasizes job-embedded practice, intense and sustained durations, and active learning” (p. 542). In their study, these researchers explored the methods of effective teaching coaching by conducting a randomized experiment with two cohorts of teachers. The first cohort of teachers consisted of 59 teachers from 20 schools who expressed high level of interest in be assigned a coach. The second cohort, a group of 94 teachers from 25 schools, received three weeks of coaching opposed to the four weeks of coaching provided to Cohort 1. Half of the teachers in each cohort were

randomly selected to receive coaching. Data to inform this study were collected through a classroom observation protocol, principal evaluation, and a student survey. The results indicated that an improved effectiveness rating for the teachers in Cohort 1 who received coaching, while there were no significant gains in Cohort 2.

Mentoring is also a form of JEPD. Through mentoring, inexperienced teachers are provided with professional and emotional support (Ingersoll & Strong, 2011). Israel, Kamman, McCray, and Sindelar (2014) investigated the relationship among professional assistance, emotional support, and evaluation of mentoring. The sample for their study included five mentors and 16 new special education teachers from an urban school district. Over the course of a school year, data were collected through interviews with the mentees, mentor time allocation charts, and evaluation reports. From the analysis of the data, it was determined that the evaluation system provided guidance for the mentor, the emotional supports and professional supports are interrelated, and the evaluations did not affect the value that the new teachers placed on the mentoring experience.

The Role of the Administrator

Strong administrative leadership and support is important to the success of JEPD (Gardiner, Canfield-Davis, & Anderson, 2009). In a qualitative case study of four districts, Elfers and Stritikus (2014) examine the ways school and district administrators support the work of teachers' of English language learners. The efforts of the administrators to ensure high-quality instruction for these students were documented through interviews, classroom observations, and document analysis. It was determined that leadership at the both the school and district level played a significant role in creating

support systems for teachers of English language learners. While analyzing the results, the researchers determined that the following constructs for support were apparent in each of the the four cases: resolving fragmentation, effectively blending district and school level initiatives, communicating rationales, differentiating support for grade levels, and using data for continuous improvement.

Szczesiul and Huizenga (2014) explored the principal's role in teacher collaboration, a mechanism in JEPD. The aim of the research was to determine how the principal leadership influenced the teachers' capacity to engage in meaningful professional interactions during structure collaboration. This qualitative study consisted of six months of interviews with teachers and principals and observations of the teachers during their common planning times. The findings indicated that informal leadership practices that fostered a culture of collegiality were held in high esteem by the teachers. It was also noted that regardless of the level of achievement of the student or professionalism of the teachers, principals' leadership and presence were needed to bolster the type of collaboration that will lead to widespread and lasting improvements.

Effects on Student Achievement

Professional development has become some such an integral part of teacher education that oftentimes school officials have to constantly find ways to improve their offerings for their faculty and staff (Edwards, Sandoval, & McNamara, 2015; LaPrairie & Sullivan, 2015). In response to the growing number of students who have to enroll in developmental mathematics courses, one community college enacted the Community College Pathway initiative. One of the primary facets of the initiative was to improve the

professional development aimed at supporting the faculty so they can better help the students (Edwards, Sandoval, & McNamara, 2015). This professional development is job-embedded in nature because it was “responsive, flexible, and sensitive to the varying and changing conditions” of the students and the teachers (p. 466). Through this provision of professional development in this manner, the researchers concluded that the improvements were effective, efficient, and responsive to the needs of the faculty (Edwards, Sandoval, & McNamara, 2015).

Shaffer and Thomas-Brown (2015) examined the relationship between the ongoing JEPD of general education and special education teachers and the success of special needs students. Since many schools have adopted a coteaching model to address the needs of students with learning disabilities, professional development for that teaching situation is essential (Thomas & Sepetys, 2011). The findings of the research suggested that coteaching professional development, a form of JEPD, supports the success of students with disabilities because of the collegiality and reciprocity of knowledge and skills between the general education and special education teachers.

Similarly, Koellner and Jacobs (2014) maintained that in order for JEPDs to be effective, they have to be adaptive and impactful on teacher knowledge and student achievement. Their study examined the impact of an adaptive mathematics professional development program on teacher knowledge and instructional practices and student achievement for a period of two years. The participants in the study were all of the middle school math teachers from an urban school district. The teachers were assessed using several instruments and an observation protocol. The researchers concluded that the

adaptive professional development was effective in that it produces a measurable increase in teacher's knowledge and instructional practices and student achievement.

Effects on Teacher Performance

JEPD is designed to foster the relationship between job demands, job resources, and the physical and mental health needs of the employees (Organization for Economic Cooperation and Development, 2009). In a longitudinal study, Evers, van der Heijden, Kreijns, and Vermeulen (2015) relate job demands and job resources to teachers' professional development and flexible competence. Flexible competence refers to the employee's ability to function effectively and efficiently in a fluctuating work environment (van der Heijden, 2003). The participants in the study were 211 primary and secondary school teachers who were assessed using a web-based survey instrument. It was concluded that not only is teacher professional development at work positively related to flexible competency development, but also that there is an interactive effect between job resources and job demands and teacher professional development and work participation.

Although JEPD opportunities are primarily conducted in the school or classrooms in which teachers work and are embedded into their work schedules (Croft et al., 2010; Gardiner, Canfield-Davis, & Anderson, 2009), social media has now become part of the various ways educators meet to exchange ideas, gain new knowledge, and receive constructive criticism on their craft (King, 2011). In their study, Ross, Maninger, LaPrairie, and Sullivan (2015) surveyed 160 educators using education-related hash tags on Twitter. Through this research it was discovered that educators are in fact using

Twitter to engage in professional development. Ninety percent of the educators included in the study reported that they are likely to continue to use Twitter as a mode of professional development and 69% of the same educators that their use of Twitter for professional development would most likely increase in the coming year. The researchers concluded their study by recommending that changes be made to traditional professional development to meet incorporate the use of social media outlets.

Job-embedded professional development is grounded in teacher feedback (Gardiner, Canfield-Davis, & Anderson, 2009). A study by Van der Bergh, Ros, and Beijaard (2014) focused on improving teacher feedback during the active learning stages of professional development. The study examined the effects of a specific JEPD on 16 elementary school teachers. The teachers' knowledge, beliefs, perceived problems and classroom classroom behavior were considered after the professional development was implemented. The results supported that professional development can be effective if the opportunities for feedback from the teachers were provided.

The goal of any education-related professional development opportunity is to make lasting and meaningful changes to instructional practices. (Hazi & Rucinski, 2014). Burke (2013) conducted an experient that sought to allow Spanish teachers the opportunity to use communicative methods in their classrooms. As a premise for his study, Burke cited Darling-Hammond and McLaughlin (2011) who insisted that "teachers learn by doing, reading and reflecting, collaborating with other teachers, looking closely at their work and student work, and sharing what they learned with others (p. 83). In order to collect data for this qualitative study, the researcher conducted numerous

observations, evaluated field notes from those observations, and collected various handouts, assessments, and examples of student work. It was concluded that the experimental professional development affects teachers understanding of the communicative methods. That data suggested that teachers believed that the components of the experimental professional development which include a collaborative community, on-site coaching, practicality, motivation, and transferability led to meaningful and long lasting changes in classroom practices.

In accordance with the goals of JEPD, Sun, Penuel, Frank, Gallagher, and Youngs (2013) examined how professional development can promote the diffusion of high-quality teaching practices through collaboration. This longitudinal study involved 39 schools in which teachers participated in a professional development on writing. The researchers sought to discover if the expertise that teachers gain from participation in professional development will spread to colleagues through the provision of help and thus change colleagues' instructional practices. After collecting and analyzing the data, the researchers concluded that teachers were most likely to provide help to their colleagues if they participated in a professional development opportunity that they deemed to be of high-quality.

Performance evaluation and continuous learning for teachers is a major facet of educational reform, but oftentimes, the implementation of the initiatives related to those facets leave teachers overburdened (Hazi & Rucinski, 2014; Marzano, 2012). Woodland and Mazur (2015) suggested that by integrating certain factors into professional learning committees and teacher evaluation systems that support for teachers can be strengthened

through a tiered system of JEPD. In their study, the researchers used a series of vignettes that captured the lived experiences of four high school English teachers who were in the same professional learning community. From the study, the researchers maintained that impact of professional learning communities can be augmented by incorporating disciplined collaboration, deprivatization of practices, and classroom-based assessments. They also concluded that educational evaluation can be strengthened through the use of professional performance standards, observation and feedback, and a focus on results.

Implications

Through a case study, I examined how two principals are affected by their attempt to respond to the demands of the role of instructional leader by JEPD implementation. In the local context, this study can provide a catalyst for change in the way the participants provide instructional leadership for their teachers, specifically in the area of professional development and instructional support. Moreover, it may address any potential gaps in practice in the way that instructional leadership is provided and received in the regards to the current modalities. In a broader sense, this case study can have several implications for how school leaders in other schools can respond to the instructional needs of their faculties and students. In addition, this study showed how instructional leaders may respond to their perceived professional development by viewing their leadership activities through a structured framework, like Weber's (1987) instructional leadership model. To address this problem, I used a qualitative case study. Interviews with the school principal along with observational notes were utilized to develop an understanding of the

principals' perception of their roles as instructional leader as affected by JEPD implementation.

Summary

Section 1 defined and presented a rationale for the problem of instructional leadership development for principals through job-embedded professional development for teachers. The key terms and guiding questions for the research were also explained. In addition, this section also reviewed the literature related to instructional leadership, leadership development, and job-embedded professional development. Within the literature review, the theoretical and conceptual frameworks for the study were delineated. The conceptual framework, Weber's model for instructional leadership, was instrumental in determining the research design. The information presented in this section informed Section 2: Methodology.

Section 2: The Methodology

The review of literature related to the perceptions of instructional leadership development for principals through the implementation of JEPD for teachers suggests that many factors can contribute to the ways in which principals grow as instructional leaders. The complex nature of this topic required a research design that would explore the varying perspectives of principals. Gaining an understanding of principals' perceptions of instructional leadership with regard to teacher professional development is important because the data generated from this study can serve as the basis for further research, be used in the creation of professional development opportunities for principals, and foster social change through the production of reflective and responsive school leaders.

In this section, I described the research design and explain the rationale for its use. In addition, I discussed the participants along with inclusion criteria, their justification, and the method for gaining access to the participants. I also delineated how I established a working relationship with participants and protected their rights. Finally, in this section I present the methods for data collection and data analysis.

Research Design and Approach

The purpose of this study was to examine the instructional leadership development of two principals at district-sponsored public charter schools who had implemented a system of JEPD opportunities for teachers from the perspective of the leadership growth and development of the principals. The guiding questions for this study were the following:

RQ1: How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals?

RQ2: In what ways has the implementation of job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model?

In order to adequately address these questions, I used a qualitative methodology to better understand the participants' experiences as instructional leaders of their schools in relation to the implementation of a system of JEPD for the teachers they served. I also considered quantitative options such as correlational research as the study methodology. Researchers conducting correlation studies attempt to determine the extent of a relationship between two or more variables using statistical data (Creswell, 2012). Although correlational research would have provided statistical data that might or might not have corroborated the relationship between the principal's instructional leadership development and the JEPD provided for teachers, it would not have adequately addressed the lived experiences of the principals. The data collected from this qualitative study provided rich descriptions that afforded insight into the perspective of the principals (Merriam, 2009).

A qualitative case study was used to understand the perceptions of the principals regarding their development and support as instructional leaders. According to Creswell (2012), in a case study, the researcher conducts an in-depth exploration of a particular group, event, activity, or program. The author further stated that a *case*, or the object

being studied, can refer to a single individual or several individuals in a group, program, event or activity. In defining a case study, Lodico, Spaulding, and Voegtler (2010) stated that case studies seek to “discover meaning, to investigate processes, and to gain insight into an in-depth understanding of an individual, group, or situation” (p. 15). In accordance with the definitions and descriptions presented, a case study was the appropriate methodology with which to study the phenomena of perceived leadership development of principals through JEPD for teachers. The cases that I examined were the only two principals in the school district who were currently implementing a system of JEPD for teachers through the TAP system. Additionally, the case study was informed by the dimensions of Weber’s model of instructional leadership development. Because I sought to provide a thick description of this phenomenon, a case study was most appropriate.

In determining the appropriateness of a case study as the methodology for this research, I also considered other qualitative methods. Ethnography, grounded theory, and narrative inquiry were explored but were not ultimately chosen. For example, ethnographic designs are qualitative procedures that describe, analyze, and interpret a cultural group’s shared patterns or behavior, beliefs, and language that develop over time (Creswell, 2012). Although I sought to understand shared patterns of behaviors of the participants, I did not identify the participants as being a part of a certain cultural group. In considering a grounded theory approach, I deemed this design to be inappropriate as well. Lodico, Spaulding, and Voegtler (2010) stated that grounded theory uses the inductive approach and collects data using multiple techniques over a long period of time.

Although this study was based on inductive reasoning, data were only collected from a small sample of participants and only for a relatively short period of time. Narrative designs are used by researchers to describe the lives of individuals, collect and tell stories about their lives, and write narratives about their experiences (Creswell, 2012). This approach was deemed inappropriate for this study because I sought only to obtain participants' perceptions of their leadership development, not to collect stories about other aspects of their lives.

Participants

Criteria and Justification

The participants for this study were two principals. Bill (pseudonym) was the principal of Primary Charter School. It was his eighth year as primary school principal. Sara (pseudonym) was the principal of a secondary charter school. This was her fifth year serving in the role of principal. Previously, she worked for six years as an assistant principal at a larger high school. These two participants were selected through purposeful sampling because they were the only principals in their school district who were currently implementing a system of JEPD for teachers through TAP. Although they might have offered JEPD for their teachers, other participants were not considered because their systems were not comparable to the ones offered in the schools in question. For example, other principals might have been implementing the system of JEPD but were not in the same district as the other participants or might not have been employed at charter schools and may have been subject to other restraints. In this case study, the two targeted participants were the only principals within the school district actively implementing the

identified system of JEPD. Adding other participants could have skewed the results of the study in that other participants would not have taken part in the same experience.

In considering the limited number of cases in this study, I examined several perspectives regarding the concept of saturation. Literature varies surrounding the concept of saturation using qualitative methods. Although saturation is considered the gold standard in qualitative research, its usefulness and appropriateness may vary from study to study (Walker, 2012). According to Creswell (2012), “saturation is the state in which the researcher makes the subjective determination that new data will not provide any new information or insights for the developing categories” presented in the study (p. 453).

Fush and Ness (2015) stated that there is no one-size-fits-all approach to saturation in qualitative research. They suggested that data saturation is reached when there is sufficient information to reproduce the research, there is a clear pathway to attain new information on the study, and further coding is no longer possible or practical. These criteria take on different meanings depending on the type of study. When employing case study as a qualitative methodology, the researcher should be mindful that the data that are collected and analyzed are thick and rich. Generally, the smaller the number of cases, the thicker and richer the data should be. Because this study explored the lived experiences of the only two principals in the school district, the data collected were intricate and multilayered. Moreover, saturation is not about the number of participants, but the depth of data that will be collected and analyzed. Limiting the number of participants allowed for deeper insight into the perspectives of the participants (Burmeister & Aitken, 2012).

Another view is that saturation cannot be applied to qualitative studies in terms of numbers. The legacy of quantitative science has indicated that greater numbers have a greater impact on data (O'Reilly & Parker, 2012). This premise is not applicable to qualitative inquiry. In fact, it is potentially unethical to add participants to a study and not make full use of the data they provide. In qualitative inquiry, the aim is not to acquire a fixed number of participants; rather, it is to gather information of sufficient depth to fully describe the phenomenon being studied (Fossey et al., 2002; Francis et al., 2010).

Gaining Access to Participants and Establishing a Working Relationship

Before attempting to gain access to the participants, I applied for and obtained Institutional Review Board approval from Walden University. The approval number is 01-18-17-0158784. Next, I obtained permission to contact the participants at the selected site. This process was completed through electronic mail and follow-up phone calls to the state coordinator of the South Carolina TAP initiative and the school board chairpersons of the respective charter schools. Through these communications, I asked for authorization to recruit principals for the study via email and collect data through interviews, observations, and review of documents that were germane to the study, as well as to disseminate the results of the study at the request of the participants. Additional information regarding the usefulness, relevance, and collection of these data and the measures that were used to ensure confidentiality and anonymity are further explained in the Data Collection section that begins on page 41. After authorization was obtained, I contacted the principals through electronic mail. Through this communication, I

explained the purpose of the study, the criteria for the selection of participants, the rights of participants, the methodology of the study, and how the results would be used.

As a current classroom teacher at one of the potential sites, I had access to the participants. The participants in this study were principals of their respective schools, so I did not have a supervisory or evaluatory role in my relationships with them. As the principal researcher in this study, I sought to collect data and report the findings of this study in a way that would be free of bias arising from my professional relationships with the sites and participants.

In order to establish positive researcher-participant relationships, I engaged in conversations with the participants in which I explained the qualitative research process, Weber's model of instructional leadership, and the importance of this research topic for their profession.

Protecting the Rights of Participants

In an effort to prevent any potential harm during all phases of this study, I took precautions to protect my participants in accordance with the requirements of Walden University's Institutional Review Board. Before collecting any data, I obtained permission from Walden University and the governing agency of SC TAP. All participants were required to sign a consent form. Informed consent helped to protect the rights of the participants in this study. The written informed consent document explained the background and purpose of the study. The procedures for the interview, observation, and member checking were also delineated in the informed consent document. A sampling of the interview questions was included in the informed consent in order to

prepare the participant for the line of questioning that was presented in the interview. The informed consent document also explained the voluntary nature of the study, the risks and benefits of participation in the study, and the fact that the participants would not be compensated in any way for taking part in the study. The participants were made aware that their participation was voluntary and that they had the right to refuse to participate or leave the study at any time without any repercussions or consequences.

In order to protect the confidentiality of participants, I assigned pseudonyms for the individuals, schools, and district that were referenced in the study and kept the data collected secured. All electronic data that were collected were concealed in a password-protected file stored on my personal laptop that was accessible only by me. Any physical data and artifacts that were collected was kept inside a locked filing cabinet in my home office for which I had the only key. Five years after the completion of the study, all data will be permanently destroyed per the Walden University IRB.

Data Collection

Merriam (2009) suggested that qualitative data consist of “direct quotations from people about their experiences, opinions, feelings, and knowledge” gathered through interviews (p. 87). Qualitative data can also be derived from detailed descriptions of people’s behaviors through meticulous observation (Patton, 2002). After procuring permission from Walden University, governing agent of SCTAP, and the participants, I employed semistructured interviews, observations, and the collection of documents and texts in order to inform the findings.

Semistructured Interviews

In qualitative investigations, interviewing is generally less structured than those included in quantitative studies. The questions are mostly open ended; however, questions pertaining to demographics may be included as well (Merriam, 2009). I sought to investigate the perception of instructional leadership development of principals through JEPD for teachers and used semistructured interviewing as a method of data collection. Structured, closed-ended questions were used to obtain general information about each participant such as the number of years in his/her current position, the length of time that he/she had used JEPD in their schools, and so on. The larger portion of the interview consisted of open-ended questions that directly addressed the research questions:

RQ1: How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals?

RQ2: In what ways has the implementation of job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model?

I produced the interview questions based on the research questions for the interview protocol. Research Question 1 (RQ1) was asked directly of participants along with appropriate follow-up questions. As suggested in Research Question 2 (RQ2), the remaining interview questions required the participants to describe their perceived professional development through JEPD opportunities for teachers in terms of Weber's

instructional leadership model, which provided the conceptual framework for the study. According to Weber (1987), there are six activities that effective instructional leaders employ. They are setting academic goals; organizing the instructional program; hiring, supervising, and evaluating; protecting instructional time and programs; creating a climate for learning; and monitoring achievement and evaluating programs. The semistructured interview instrument featured at least one question about each of the six activities delineated in Weber's model. In order to generate the data for the interview, I interviewed the participants face to face at their respective work sites in private conference rooms. I audio recorded the interviews as well as made written notes regarding any nonverbal communication of the respondents.

Observations

Along with interviews, observations are considered among the primary sources of data in qualitative research (Creswell, 2012; Merriam, 2009). Observations differ from interviews in that they take place in the setting where the phenomenon of interest naturally occurs and present a firsthand encounter with the phenomenon rather than a secondhand account obtained through an interview (Merriam, 2009). In order to address the aforementioned research questions, I observed the principals during JEPD sessions with their teachers. Keeping the research questions in mind, I used an observation protocol in order to take written anecdotal notes. While no researcher can observe everything, the protocol gave attention to the physical setting, the participants, activities and interactions, conversations, the behavior of the observer, and other subtle factors (Merriam, 2009, pp. 120-121). After the observation, I had a private conference with the

participants to elaborate on the data collected. Information gathered during the postobservation conference was used to provide additional descriptive data for the study.

Documents and Texts

Documents, texts, pictures or photographs, and artifacts also can be valuable sources of qualitative data (Kaplan & Maxwell, 2005). With the permission of the participants and the site supervisors, I collected documents such as meeting agendas and handouts to be used as data to inform the study. These items were made available to me by the participants during interviews and observations. Any document collected during the data collection phase was used to inform descriptive data for the research. I employed measures to maintain the anonymity and confidentiality regarding these documents as well. These documents were not included in the research document or the appendix without the consent of the participants. If the documents were included, any identifying information was blacked out using a permanent black marker or replaced with a pseudonym when applicable to ensure anonymity. To ensure confidentiality, at no time were the names of the participants released or associated with their pseudonym.

The Role of the Researcher

I designed this qualitative case study to address the research questions in accordance with the methodology outlined in the previous paragraphs in this section. I ensured that the participants met the minimum qualifications of being in their position as principal, working in the same school district, and participating in SC TAP. I also was responsible for collecting and transferring data from the school sites to my home office for assessment and analysis. After receiving approval from Walden University's

Institutional Review Board, I was responsible for protecting the rights of the participants and maintaining confidentiality. Since South Carolina is a relatively small state, I have had professional contact with all of the participants. The established professional relationships allowed me to gain access and establish trust among the participants. As a classroom teacher of one of the sites in question, I made every effort to maintain an objective stance while collecting the data and reporting the findings. In considering the possible biases in having a professional relationship with one of the participants, I was mindful that the focus of the research is on the participant's perceptions of her development and should not directly affect our working relationship. I was not aware of a large amount of cognitive dissonance that was inconsistent with my own knowledge and the perception of stakeholders. The data provided by the participants were reported without bias since the focus of the research was the perception of the participants not of other stakeholders.

Data Analysis

Analyzing qualitative data has the potential to be unfocused, repetitious, and overwhelming because of the amount of information that needs to be handled (Merriam, 2009). It is recommended that qualitative data analysis be done simultaneously with data collection. Analyzing data while it is being collected will lead to more enlightening and timesaving study (Bogdan & Bilken, 2007). It was my intention to begin the analytical process while the data were being collected.

In order to analyze and interpret the data, I drew from Creswell's (2012) six steps in analyzing and interpreting qualitative data. The first step is to organize the data. In

accordance with this step, I created file folders for the physical data and computer files for the electronic data. The data yielded from interviews and observation were organized according to the participant, site, and date. Secondly, the text or words collected through interviewing and the field notes collected during the observations were transcribed. Next, I conducted an analysis of the qualitative data by reading the transcription of the data, illuminating key words, and dividing it into sections according to the occurrence of those words. Through an emergent coding process, I designated terms to describe the ideas, concepts, actions, and relationship that were manifested from the transcribed data.

Once the emergent codes were designated, I began the coding process. According to Merriam (2009) coding is “nothing more than assigning some sort of shorthand designation to various aspects of the data so that the researcher can easily retrieve specific pieces of the data” (p. 173). Through coding, I was able to identify the themes to be used in the research report (Creswell, 2012) and organize the findings accordingly.

Validity and Reliability

This study, like all research, was concerned with producing valid and reliable data in an ethical manner (Merriam, 2009). It is my hope that the results are trustworthy and important to the practitioners in my field. In order to validate the data generated from this study, I employed member checking by asking participants in the study to check the accuracy of the findings. The designated participants were asked to comment on the completeness and accuracy of the description, the fairness of the interpretation of the data, and other aspects of the study. The participants were also provided with a copy of the transcribed interviews and given an opportunity to check for accuracy. In addition, I

utilized an external auditor, or an individual outside of the study to review the various aspects of the research (Creswell, 2012). This audit was done during the conclusion of the study by an individual who is an expert in the field of instructional leadership.

In checking for validity and reliability in qualitative research, discrepant data and negative cases may present themselves. Findings and instances that cannot be accounted for can question the foundation of the research (Kaplan & Maxwell, 2005). Identifying and analyzing discrepant data and negative cases is a key part of the logic of validity testing in qualitative research (p. 34). No discrepant data was found in this study.

Findings

Through this qualitative case study, I sought to examine the instructional leadership development of two principals at district-sponsored public charter schools as a result of the implementation of a system of JEPD opportunities provided to their teachers from the perspective of the principals. The following research questions guided this study:

RQ1: How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals?

RQ2: In what ways has the implementation of job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model?

The study focused on the experienced on two principals from schools in South Carolina. Additionally, they were required to have implemented a system of job-embedded

professional development for teachers in their school through the SC TAP System. I conducted an onsite interview with each principal and observed them during one of the JEPD sessions during the month of February 2017. Data analysis was conducted during the month of March 2017. Section 4 presents the analysis of the data.

Initially, I sent each participant a Letter of Invitation that described the study in detail and explained why I perceived him/her to be an ideal participant. After 48 hours, I contacted each potential participant by phone to provide further details about the study and to gauge their levels of interest. During the phone conversations, I described the informed consent process and sent each participant a copy of the Informed Consent Email. After one week, both participants replied to the emails indicating their consent to participate in the study. With the participants' consent, I scheduled days and times for the interviews and observations. Both participants agreed that it would be best to conduct the interviews and observation on the same day.

The Interview Protocol document directed the interview process. In addition to the question prompts presented in the documents, I asked follow-up questions that pertained to their responses and the purpose of the study. Each interview was digitally recorded and I also noted the thoughts and expressions of each participant. I transcribed the interview and hand delivered a copy to each participant for member checking. One week after receipt of the transcription, I followed up with each participant via telephone. Neither participant asked to have any of the transcribed information amended.

Participant Interviews

Two questions guided this study: How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals? In what ways has the implementation of job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model? These questions also provided the framework for the semistructured interviews. In Table 1, I identified each participant's responses to the preliminary portion of the interview labeled as "General Information" on the interview protocol along with the pseudonym assigned to each participant. Table 1 delineates the general information of each participant.

Table 1

General Information From Interview Protocol

Participant	Gender	Professional preparation	Years in current position	Number of years of implementation of JEPDs
Bill	Male	Bachelor of Science; Master of Science; Educational Specialist; Doctor of Education; currently pursuing Doctor of Philosophy	8	5
Sara	Female	Bachelor of Arts; Master of Science ; Education Specialist; currently pursuing Doctor of Education	5	4

In addition to the General Information, the broad categories of the findings are reported in conjunction with those embedded in interview protocol. The categories are reported as follows: principal's role in JEPD; effect of JEPD on instructional leadership development; academic goal setting; organization of the instructional program; hiring, supervising, and evaluating, protection of instructional time and programs; learning climate; and monitoring of student achievement and evaluating instructional programs.

Principal's Role in JEPD

According to Bill, his role was to set up the JEPD for his school. Bill further explained the term *set-up* to mean examining the school calendar, reviewing the strategic plan of the school, and carefully considering the academic needs of the students. Bill stated that from these factors, he along with his administrative team determines the guidelines for the JEPD. He conducts weekly leadership meetings with his administrators and teacher leaders to determine the focus of the professional development and the plan for the evaluation of teacher learning and the effects of the JEPD on student achievement. He also made it point to say that it is not his responsibility to facilitate the JEPDs, but he is instrumental in determining the focus and making instructional decisions based on the outcomes of the JEPD sessions.

Sara reported that she feels that it is her job as the instructional leader of her school is to ensure the provision of effective professional development for all faculty and staff members at her school. Through surveys, observations, and faculty feedback, she along with her leadership team gathers the necessary data from which she plans the on-going JEPDs that will increase curriculum and instruction and student achievement her

school. She also feels obligated to provide her knowledgeable and capable teacher leaders, who she referred to as master and mentor teachers, with any additional support that they need to carry out the JEPDs. Table 2 summarizes each participant's perception of their role in the implementation of JEPD at their perspective schools.

Table 2

Principals' Roles in JEPD for Teachers

Participant	Roles in JEPD for teachers
Bill	Examine the school calendar when planning JEPD Review the school and district's strategic plan Consider the academic needs of students Work with the assistant principals and lead teachers to determine the guidelines for JEPD Conduct weekly leadership team meetings Make instructional decisions based on the outcomes of JEPD
Sara	Ensure that each faculty member is provided with professional development Collect data for JEPD through surveys, observations, and faculty feedback Use data to increase student achievement Support lead teachers as they conduct JEPD

Effect of JEPD on Instructional Leadership Development

Both participants reported that the implementation of JEPD has had an effect on their instructional leadership development. Bill reported that the implementation of JEPD has made him more aware of best teaching practices that lead to greater student achievement. He reported that he now sees a greater connection between the quality of classroom instruction and school test data. He feels better prepared to coach teachers in the area of instruction.

Sara felt that JEPD has made her more cognizant of the needs of the teachers in her building. During the JEPD meetings, which she referred to as cluster meetings, she was pleased with the fact that instead of finding someone outside her school to provide professional development, she could utilize her teacher leaders. According to Sara, the master and mentor teachers provided relevant insight for their peers. Notwithstanding, she reported that she finds that peer-to-peer interaction is highly beneficial to the development of curriculum and the production high-quality classroom instruction. In addition, Sara reported that teachers feel comfortable speaking to each other to improve instruction in the classroom. She felt that the implementation of JEPD has strengthened her as an instructional leader because she is able to increase student achievement, meet the instructional goals of her staff, and promote collegiality. Table 3 provides summaries of each participant's perception of the effect of JEPD on their instructional leadership development.

Table 3

Effect of JEPD on Principals' Leadership Development

Participant	Effects of JEPD on principals' leadership development
Bill	Awareness of best teaching practices that lead to greater student achievement Greater connections between quality instruction and school test data Better preparedness when coaching teachers
Sara	Awareness of instructional needs Awareness of the talent within the school Awareness of the benefit of peer-to-peer interaction among teachers Development of confidence in the ability to increase student achievement, meet instructional goals, and promote collegiality

Academic Goal Setting

According to Sara the feedback from teachers through JEPDs along with classroom observations allows her and her administration team review the needs of the teachers at her school. Based on this feedback, they set academic goals that are measurable, obtainable, and needed to promote student academic achievement.

Notwithstanding, Bill maintained that the academic goals of the school are not set by the JEPDs. He sees JEPD as a modality to reach the academic goals. Bill feels that the academic goals of his school are set based on student achievement data. From there, he and his administrative staff determine the focus of the JEPD.

Organization of the Instructional Program

Both participants reported that the implementation of JEPD professional development has had an impact on the organization of their instructional program. Bill noted that the biggest change in the instructional program for his teachers was the addition of consistency. On the topic of the organization of the instructional program Bill said, “Before TAP, teachers only received professional development sporadically—whenever we could coordinate it with an outside source. Now, we have professional development on a weekly basis that does not pull teachers away from their classrooms.” Regarding how the implementation of JEPD has influenced the organizational structure of her instructional program, Sara too commented on the positive impact of having job-embedded on site professional development. She believes that through JEPD the learning needs of the teachers are met without disrupting the learning needs of the students. She

also reported that the JEPD sessions that her leadership team creates are based on the organization of the school year. For example, she said, “Usually the first JEPD sessions that we plan are on the topic of SLO’s [student learning objectives]. Teachers have to begin work on these at the beginning of the year, so it’s only fitting that the first cluster meetings are based on the completion of SLO’s.”

Hiring, Supervising, and Evaluating

According to the participants, the implementation of the system of JEPD has affected how they hire, supervise, evaluate, and support teachers. Bill stated that a big part of TAP is teacher advancement. He reported that one of the biggest decisions that he made upon beginning the TAP system in his school was promoting a teacher from his faculty to fulfill the role of master teacher. The master teacher is the individual who actually facilitates the JEPD sessions. According to Bill, this person also evaluates and supports other teachers on the topics covered during the JEPD sessions. Nevertheless, Sara found it necessary to hire teachers who could enhance her school’s academic learning environment. Implementing JEPD allowed her to provide peer-to-peer assistance and additional support to teachers as a part of her supervisory role. She stated that she found that by providing mentors teachers through TAP has greatly improved the use of instructional strategies and the overall development of the teachers.

Protection of Instructional Time and Programs

The participants’ responses on how the implementation of JEPD has affected the way they protect instructional time were almost identical. Bill reported that he was pleased with the fact that his teachers were receiving meaningful and relevant professional

development without being away from their classes. He spoke at length when describing the make-up of his cluster meetings that allowed certain groups of teachers to meet during the planning periods once per week for their JEPD sessions. Similarly, Sara felt that the implementation of JEPD for teachers have allowed her to protect instructional time and programs by keeping teachers from being absent from classroom instruction during the school day. Implementing JEPD allows the teachers to receive instructional and/or class managerial PDs within the building as well as support the master and mentor teachers.

Learning Climate

It was the sentiment of both participants that the learning climate in their respective schools was enhanced by the implementation of JEPD. Bill commented that his school has become a place where both teachers and students can learn. Bill commented, “I love the fact that my building is a place where teachers can perfect their craft.” He also commented that the learning environment has been improved for students because they benefit from the connectivity and consistency of the level of instruction that they receive from the entire staff. Sara felt that implementing a system of JEPD for teachers has helped her to create a positive climate for learning. JEPD allows teachers to know that there is someone in the building that can provide immediate assistance, if support is needed. Providing master teachers and mentor teachers has also helped to lower anxiety levels of the new teachers and helps them to find solace in new and challenging instructional practices. When implemented, these new instructional strategies have tremendously impacted student achievement.

Monitoring of Student Achievement and Evaluating Instructional Programs

In terms of the effect of JEPD on student achievement, the participants had varying responses. Bill's comments focused on how he measured the effect on JEPD on student achievement. He described in detail how teachers had to bring back evidence of student growth as a result of the use of the strategies presented during the JEPD sessions. He jokingly referred to the evidence as *TAP homework* because it represented the learning from the previous session. He also commented that the evidence of student growth also determined if further exploration of a learned instructional strategy was needed. Bill also commented that he felt that some teachers were not taking enough time to evaluate the evidence collected through the TAP assignments. Sara reported that implementing the system of JEPD for teachers has affected the way she monitored student achievement and evaluated instructional programs. She stated that after each JEPD, an evaluation form is completed by each participant. The evaluation form provided feedback in the following categories: the overall effectiveness of the PD, prior knowledge of the topic, new knowledge of the topic as a result of the JEPD, and suggestions for future learning on the topic. Sara's, along with her administrative team, reviews and analyzes the comments provided by JEPD participants. Based on the feedback provided by participants, they would then discuss the effectiveness of the JEPD and determine how to provide additional support to teachers to enhance instruction. On the subject of using JEPD to monitor student achievement, Sara commented that through the assessment of classroom observations and grade level data, she was able to monitor student achievement and evaluate the effectiveness of instructional programs. She also

expressed the need for teacher to become self-sufficient in the monitoring and interpreting of the data that they collect from their students. The instructional data provided her with documentation of the increasing or decreasing of student achievement in various subject areas. She was also able to determine if additional instructional resources are needed for instructional programs.

Observations

In order to provide additional data to inform the study, each participant was observed during one of his/her school's JEPD sessions. An observation protocol document was used to identify the participant and to record the date, time, and length of the session. In addition, the observation protocol was used to collect data about the physical description of the location in which the session took place, the words and actions of the participant, and the interactions of the participants with other the individuals in the session.

Participant 1 (Bill)

I observed Bill during a JEPD session on a Wednesday. The session started promptly at 8:30am. The focus of the session was "Using Teacher Knowledge of Students to Set Growth Targets for SLO's." The meeting took place in what could be best describe as a corporate conference room. The walls were painted an eggshell color and floors were covered with a charcoal-colored carpet. A large, oblong conference table surrounded by 14 chairs took up a majority of the area in the room. The walls were adorned with a large decorative mirror, two oil paintings, a 50-inch television that was

used for projecting the presentation, and a cabinet containing a dry erase board. Along the walls were five side chairs and a credenza that held a decorative bowl of glass ornaments.

Bill was positioned at the end of the table closest to the door. The facilitator of the JEPD, although she stood most of the time, sat opposite of Bill. The other eight teachers sat around the table that was littered with copies of the session's agenda and the participants' binders. Before the facilitator began the JEPD session, Bill greeted the teachers and thanked everyone for showing up on time. He also reminded them their SLO conferences were coming up the following week and that he wanted everyone to be prepared. After Bill made his announcements, the facilitator began the session. As she presented the information from the Power Point presentation, Bill as well as the other participants took notes. As the presentation went on, the facilitator called on volunteers to respond to a question prompt. After two participants responded to the prompt, Bill interjected an answer to the question. Towards the end the presentation, the facilitator confirmed with Bill the day the SLO conferences were going to take place. The meeting was dismissed shortly after that at 9:25am.

Participant 2 (Sara)

The JEPD session during which I observed Sara took place immediately following our interview. The session was held on a Friday and started at approximately 11:00am. The focus of the session was nonlinguistic representation. The meeting took place in a computer lab that doubled as a teacher's classroom. The walls were made of concrete blocks which were painted off white with various blue and green designs. On the walls were also various and sundry inspirational and instructional posters. The floor

was covered with a charcoal-colored carpet. The room was filled with 27 computer work stations. The work stations were situated into three rows that formed a center aisle, 15 on one side of the room and 12 on the other. In the front of one side of the room was a teacher work station and dry erase board. One side of the dry erase board was covered with a projector screen. In the front of the other side of the room was a table and book case that housed several books and other instructional materials.

Sara sat in the back of the room at one of the student work stations. The facilitator stood in the front of the room near the teacher work station. Six teachers were present at the start of the meeting. Before the meeting started, the facilitator noted that one teacher was missing from the gathering. Sara promptly stood up and exited the room in search of the missing teacher. Moments later, Sara and the missing teacher entered the room, both smiling as the teacher apologized for her tardiness. The facilitator began the meeting by reviewing the major points from last week's JEPD. Sara nodded in agreement as the facilitator further explained. About 30 minutes into the meeting, loud student laughter could be heard from the hallway. Sara left her seat to investigate the noise. Shortly after Sara returned, the facilitator asked the participants to work in pairs to respond to a prompt on the projector screen. Sara left her seat to partner with a teacher to address the prompt. As the teacher stated and explained her prompt, Sara nodded in agreement and asked a clarifying question. After the group activity, Sara returned to her original seat and facilitator continued. After facilitator concluded the presentation, she gave each participant, including Sara, an evaluation form. Sara reminded the group the evaluation

forms should be returned to facilitator by the end of the school day. The meeting ended at 11:58am.

Document and Texts

In order to further corroborate the study, I sought to collect documents and texts from the JEPD sessions. Participant 1 rendered the meeting agenda to me after I assured him that all identifying information printed on the agenda would be concealed and not published in the study. Participant 2 respectfully declined to render any documents or text from the JEPD to me.

The agenda that Bill rendered was printed on 8.5X11 inch sheet of white paper. Three school goals and the established meeting norms were printed in the right margin of the paper that extended to cover about one-third of the page. The remaining two-thirds of the page displayed the agenda for the meeting that I observed. Centered at the top of the agenda was the name of the school and the date. The objective of the meeting was printed under the date. The activities for the meeting were outlined under the objective.

Conclusion

In this section, I explained how the problem of the perceptions of instructional leadership development for principals through JEPD for teachers was systematically and logically examined through a qualitative case study. Through a thorough analysis of the research questions, I justified the rationale for use of case study as the appropriate methodology. This section also described the participants and the criteria for their selection. Regarding the participants, I explained how the concept of saturation applied to the justification of the number participants for the study. The processes for gaining access

to, establishing a working relationship with, and protecting the rights of the participants were also explained. Finally, this section not only explored the methods for data collection and data analysis, but also delineated how semistructured interviews and observations were used to collect data for study. I also indicated how the data were analyzed and coded and how the validity and reliability were ensured through member checking and an external audit. After obtaining approval from Walden University's Institutional Review Board, the potential sites, and the participants, I began data collection and analysis. I used the findings in Section 3 to develop a project based on the evidence from this study.

Section 3: The Project

Introduction

The purpose of this study was to examine the perception of instructional leadership development of principals through the implementation of JEPD for teachers. I also examined instructional leadership development through the lens of Weber's instructional leadership model. In conducting the study, I sought to contribute to the literature that already exists on the effects of the implementation of JEPD. In addition, it was my desire to add to the body of literature that exists on ways that principals can grow as leaders. Through data collected from participant interviews, observation, and documents retrieved during the observation, I found that opportunities for leadership development for principals did exist in the provision of JEPD for teachers; however, these opportunities could have been more prominent, with a more deliberate focus.

In this section, I describe the project that I created to address the problem presented in my study and the rationale for its creation. Next, I review current scholarly literature that supports my approach to this problem. Lastly, I further explore the project by delineating its goals and offering a framework for implementation. I also provide a plan for evaluating the project and discuss the implications of the project.

Rationale

Through the study I conducted, entitled "Perceptions of Leadership Development of Principals," I sought to answer the questions "How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals?" and "In what ways has the implementation of

job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model?" After analyzing the data collected through semistructured interviews, observations, and the analysis of documents retrieved from the observation, I discovered that both participants in the study reported activities that promoted their growth as instructional leaders through the implementation of JEPD for their teachers. Although the perception of leadership development was determined during this study, several opportunities exist in terms of the measurement and enhancement of the leadership development of principals.

The principals included in the study reported that the implementation of JEPD not only had a positive effect on their roles as instructional leaders, but also provided them with opportunities to grow as instructional leaders in terms of Weber's model of instructional leadership. Weber's model of instructional leadership includes the following activities: setting academic goals; organizing the instructional program; hiring, supervising, and evaluating; protecting instructional time and programs; creating a climate for learning; and monitoring achievement and evaluating programs (Weber, 1987, pp. 4-5). However, any instructional leadership development the principals experienced through the implementation of JEPD was unmeasured and haphazard. For instructional leadership development to be effective, constructs need to be developed for measuring growth and development, setting goals, and monitoring progress. Moreover, adding processes that allow for peer collaboration and actionable reflection augments the level of instructional leadership development that can be gained from the implementation of JEPD.

I chose to create a plan for a year-long, four-session professional development initiative that allows principals to maximize all of the leadership development opportunities presented through the implementation of JEPD for teachers. A year-long professional development initiative will satisfy the need for professional development to be an ongoing process. Each of the four proposed sessions will support the principal's implementation of JEPD for teachers as well as his or her leadership development. This professional development initiative will also measure the perception of leadership development of the principals and allow them to reflect on and monitor their progress throughout the year. The initiative will also allow the participants to make connections between their activities as principals who have implemented a system of JEPDs for teachers and their growth as instructional leaders.

Review of the Literature

In this section, I review current literature related to the proposed project based on my findings. The basis of the project for this qualitative case study was a result of recommendations from the data analysis shared in Section 2 of this study. In order to plan and develop the project solution in response to the findings, I conducted a second literature search using peer-reviewed journals and resources from the educational databases of EBSCO, ERIC, Sage, and ProQuest found in the Walden University Library. The following key words and terms were used to reach saturation: *theories of adult learning, leadership development self-assessments, goal setting, progress monitoring, collaborative adult learning, actionable reflection, leadership development, and principal as learner*. From this search, several themes emerged to form the constructs of the

professional development initiative. These themes were the concept of principal as learner, theories of adult learning, goal setting and progress monitoring, and reflective practice. In addition, the contextualization of this literature review, in support of the project, incorporates some work from the initial literature review included in Section 1, which was framed by studies related to instructional leadership and the principal as learner. The review of literature presented in this section is organized according to these themes.

Principal as Learner

When considering the creation of professional development plans in which principals will be the learners, program designers must examine ways to respond to the needs of principals. Coaching, one of the ways that principals develop leadership skills, offers the potential to respond to the emotional and cognitive needs of principals (Schmidt, 2010). Celoria and Roberson (2015) investigated new principal coaching as part of an induction process and explored the cognitive dimension of educational leadership development. The participants of this qualitative study were six principals and six principal coaches. The data, which were collected through interviews, were analyzed and coded in relation to the roles the coaches performed, the behaviors they described, and the actions they took to support the new principals. Based on the findings, the authors concluded that coaching provided the new principals with a safe place to have emotionally charged conversations, space to confront insecurities related to decision making, and support for making decisions. It was concluded that coaching is important to

the success of new principals because of its supportive, nonjudgmental, confidential, and nonsupervisory in nature.

Another factor that program designers must consider when planning professional development for principals is the format of principal preparation programs. Kearny and Valadez (2015) examined the redesign of a principal preparation model implemented at a public university in southwestern United States. The model was redesigned to ensure collaboration with local school districts and to incorporate additional innovative practices that are currently being carried out by leading educational administration programs throughout the country. To inform the redesign of the preparation program, the planners consulted program graduates who had been hired as administrators, faculty and staff from the university, faculty and staff from other universities, and school leadership officials from the local school districts. Based on the feedback from these consultants, the following design elements were added to the preparation program: a coteaching model of instruction involving the university instructors and school district leaders, in-district course locations, and continuing education for in-service leaders.

The specific learning needs of principals are a major consideration in planning a professional development initiative for principals. A study conducted by Ng and Szeto (2015) determined that most principals understand that they have numerous roles and responsibilities. They know that they will be required to act as “model, mentor, facilitator, manager, planner, curriculum leader, visionary leader, resource investigator” (p. 16), as well as in other unspecified capacities. Professional development for principals should be designed to support them in these various roles.

Theories of Adult Learning

According to Caffarella and Drayton (2013), education and training for adults can come in various forms. Trainings may be formal or informal; may last only an hour or stretch out over the course of a year; and may take place at a corporate conference center or in the wilderness. Principals and other school leaders fall into the broad category of adult learners and are subject to the various ways in which training can take place. Because the scope of literature that deals with the concept of the “principal as learner” is very narrow (Zepeda et al., 2014), it is important to focus on the various theories on the ways in which adults learn when designing professional leadership development for principals.

Effective adult educators recognize the validity of applying learning theories when planning and implementing learning for adults. Through the application of learning theories, adult education practitioners can meet the needs of the learners they serve because they have a better understanding of how individuals learn and are better prepared to use effective strategies during the learning process (Caffarella & Daffron, 2013). In an article entitled “Using Concept Maps to Engage Adult Learners in Critical Analysis,” Biniecki and Conceicao (2016) addressed the use of concept maps as a strategy to engage adult learners in critical analysis. Because critical analysis is a skill that educators often aim to help learners strengthen, the authors discussed it within the context of four learning theories: cognitivist, constructivist, transformative, and social learning. After explaining the significance of concept maps as an intricate part of each of the four

learning theories, the authors concluded by providing several examples from multiple contexts that illustrate the formal and informal uses of concept maps.

Zepeda, Praylo, and Bengston (2014) conducted a study in which they analyzed professional development for principals through the lens of adult learning theories. In their qualitative study, they sought to identify current principal professional development practices in four school systems in Georgia. I also examined the professional development practices of the school system by applying the principles of adult learning theory. In an effort to delineate the problem, the researchers reviewed literature in the following categories: principal effectiveness, professional development, and professional development as adult learning. The review of relevant literature was the catalyst for the research design. The researchers used a cross-case analysis to examine principal professional development initiatives in four school districts. The researchers discovered the following nine common practices among the professional development practices employed by the school systems:

- connecting professional development to career development;
- individualizing professional development;
- engaging multiple sources of professional development;
- adapting, not adopting, externally provided professional development;
- aligning and focusing professional development;
- ensuring ongoing scheduled professional development;
- encouraging mentoring relations;
- providing data-informed and job-embedded professional development; and

- strategic planning of principal professional development.

The researchers maintained that although the professional development practices encompassed many characteristics of adult learning, the practices were rarely self-directed. Self-directed learners are “both willing and able to plan and evaluate their own learning without the help of an expert” (Merriam et al., 2007). By offering implications regarding the use of self-directed learning and other learning theories, the findings of this study contribute to new knowledge about current principal professional development.

Cox (2015) maintained that the concept of coach has taken adult learning to new heights. This has been due in part to the framing of the adult learner as a “mature, motivated, voluntary, and equal partner in learning” (p. 27). Adult learning through virtual coaching was also the focus of a study conducted by Ladyshevsky and Pettapiece (2015). The authors explored how postgraduate students enrolled in an online business course used communication technology to participate in a virtual peer coaching experience. The researchers determined that in order to carry out the learning, the participants needed additional guidance in the use of technologies such as email, telephone calling, and media-rich tools such as Skype and Blackboard during a virtual peer coaching session. Because the participants did not fully understand how to use these collaboration tools, it was difficult for them to fully grasp the coaching experience. Based on the findings, the authors suggested that instructors cannot make assumptions about students’ technological literacy, even though these same students may appear to have a high level of competency for learning online. To ensure that adult learning is

fostered, guidelines for using coaching should be established, especially if coaching may take place through virtual media.

Consideration of the ways in which adults learn in general is critical when planning a professional development initiative for which principals are the designated learners. Principals at all levels are interested in professional development that allows for collaboration with faculty and community members, enhances their knowledge and skills, and promotes and sustains a school culture that is conducive to learning (Spannue et al., 2012).

Goal Setting and Progress Monitoring

In order for adult learning to be truly self-directed and autonomous, learners must be enabled to set goals for their learning (Caffarella & Daffron, 2013). In designing professional development opportunities for principals, designers should consider goal setting as a primary activity. In November 1981 in Spokane, Washington, George T. Doran, a consultant and former director of corporate planning for Washington Water Power Company, created a method of goal setting known as SMART (Haughey, 2014). According to Doran (1981), the acronym SMART stands for smart, measurable, assignable, realistic, and time related. The SMART method has become widely accepted because it provides a clear and simple framework for defining and managing goals and objectives. In addition, the SMART method is valuable because it prompts users to clearly consider and define goals and objectives as they set them. This reduces the risk of creating vague or unclear goals that are unlikely to be achieved.

Even though SMART goals are widely used, researchers are seeking ways to improve on the method. Bowman, Mogensen, Marsland, and Lannin (2015) sought to develop a standardized method of writing and developing SMART goals. In Phase 1 of a two-phase study, the researchers developed the SMART goal evaluation method, which was based on the SMART goal model. During Phase 1, the researchers also investigated the validity of the goal evaluation model by using an expert panel of occupational therapists. In Phase 2, the researchers tested the interrater reliability of their model using a purposive sample of multiple raters. At the conclusion, the SMART goal evaluation model was rated as having good content validity as determined by the results in Phases 1 and 2 of the study.

According to Travers, Morisano, and Locke (2015), goal-setting theory is becoming one of the most popular theories among adult learners because it fosters motivation and high performance. With this premise in mind, the researchers conducted a qualitative study that aimed to summarize existing quantitative research on goal theory and then use qualitative methods to explore academic growth as a result of goal setting. The 92 participants in the study were university students enrolled in an interpersonal skills class that required them to set academic goals. Over a period of six months, the researchers collected qualitative data through reflective diaries and questionnaires. At the conclusion of the study, about 20% of the participants who set academic goals reported that the goals had a positive effect on their academic performance. Growth goals that were indirectly related to achievement appeared to positively affect academic growth and other outcomes. A follow-up survey revealed that growth goal setting continued to affect

academic growth factors beyond the reflective program itself. From the results of their study, the researchers concluded that academic growth is maintained as a result of goal setting.

Reflective Practice

Many scholars view reflective practice as a critical aspect of adult learning. Consequently, reflective practice is the underlying process of transformational leadership (Caffarella & Daffron, 2013). Simply put, to reflect means to have a “fresh look at what we have seen, done, and learned” (Kaye, 2014). In designing professional development for principals, the effects of reflective practice should be considered.

According to an article written by Kaye (2014), too often reflection is seen as something to do or complete rather than something to be experienced. When teachers prompt students to reflect, the students assume that there is a right answer or a correct method that the teacher wants them to follow. Kaye maintains that the goal of the teacher is to make students reflective by choice rather than seeing it as a task to be completed. Kaye describes the possible purposes of reflection as being informative, generative, and transformative. Informative reflection allows students to construct deeper meanings of concepts that were previously learned or studied. Generative reflection can lead to the creation of new ideas and concepts. Transformative reflection allows for students to gain a great understanding of themselves and others and can lead to constructive process for initiating change and growth. By understanding the various ways and purposes for reflection, learners of any age will be able to have better understanding of themselves and the concepts that they are studying.

Dalton (2015) conducted a study that combined the benefits of reflective practice with the relevant experiences of an internship. In an attempt to redesign the two-course sequence of its education specialist internship program, a Midwestern university piloted a program that involved 11 education specialist interns. The interns were asked to keep a reflective journal during the courses. Four major themes emerged from the journals. The first common theme that the interns reflected on was learning to listen. Through reflection, the interns reported that they learned that listening saves time and leads to greater production. Another theme that emerged from the reflections was the need for collaboration. Evidence from the reflective journals indicated the interns' realization that administrators need the help of faculty, parents, students, and community members to create and maintain a positive learning environment. The need to analyze data for school improvement was also among the themes that were generated from coding of the interns' journal. Several of the interns reflected on the need to gather the facts before making decisions about student achievement. Lastly, the interns used their journals to reflect on their relationships with their mentors. The reflection include their thoughts of the guidance and willingness to listen of their mentors.

In effort to show another aspect of reflection, Edwards (2014) elaborated on the concept of the *10-minute Meeting*. Edwards maintained that the 10-minute meeting is a way for administrators and teachers to reflect on school data at the micro-level in a way that does not consume a lot of the already coveted time in a school day. Ideally, a 10-minute would happen once a day between a principal and an individual teacher. These meetings provide the school leader with an opportunity to evaluate teacher-created

assessments. Through the inquiry process, the principal encourages the teacher to reflect on how the assessment is linked to specific standards and skills, and address higher-order thinking by determining the DOK (Depth of Knowledge) levels or level of complexity of the assessment. During the meeting, the teacher provides a sample of an assessment that he or she has created. The teacher will also bring three samples of student work. Edwards also provides sample questions that may be included in the meeting:

1. Explain to me the purpose of this assessment, activity, project, or homework assignment? How does it link to our overall curriculum, and standards? What was the intended learning outcome for the student, what are you actually assessing, and did this assessment accomplish that?
2. Looking at the student product, first examine the sample from the student who was a high performer. What made them a high performer? What were they able to demonstrate to you (be specific)?
3. Looking at the medium performer, what would have made them a high performer? Did they understand the concepts but made simple mistakes?
4. Looking at the low performer, what skills are missing? What are your plans for intervention, re-teaching for this student? (p. 51)

Edwards also added that the 10-minute meetings should be a process to drive reflective practice, not an inquiry of the teacher. Once the 10-minute meeting has been mastered between the principal and individual teachers, the next step is to use the same process from teacher to teacher, as well as at grade level or content meetings and vertical team meetings.

Self-Assessment of Learning

Self-assessment is a process during which students evaluate the quality of their work in a given domain based on explicitly stated criteria (Lin-Siegler et al., 2015). Self-assessment is vital to adult learning because it fosters autonomy and self-directed learning. (Caffarella & Daffron, 2013).

Assessment plays a major role in helping learners determine the way they best learn. In order to address the role of assessment in learning Su (2015) first explores the concept of the lifelong learner. Su ascertained that lifelong learning has little to do with the amount of learning one acquires over the course of his/her life, but life learning involves the learner's abilities to reconstruct knowledge and engage with change. Su also argues that the primacy of self-assessment, the assessment of learners' engagement, and the importance of qualitative assessment are three crucial concerns of assessment that contribute to the development of lifelong learners. Attention to these concerns produces learners who have the continuing ability to grow and to find deep and meaningful connections during times of change. In this article, Su also emphasizes the importance of self-assessment as the central aspect of lifelong learning and that self-assessment should be related to formative assessment and summative assessment to ensure a valid development of lifelong learning is achieved. In addition, Su suggests that in order to assess learners' overall engagement, a multifaceted, holistic approach which emphasizes qualitative methods to track each individual's learning situation should be employed.

According to Lin-Siegler, Shaenfield, and Elder (2015), in order for self-assessment to improve a learner's academic achievement, it must be an accurate measure of

the learning. Notwithstanding, students often have difficulties assessing their own work. The researchers suggest it is possible that appropriate instructional supports will help students overcome these difficulties. As a way to test this assertion, the researchers compared the effects of presenting and discussing examples of well and poorly written narrative assignments with the effects of only presenting and discussing examples of well written narrative assignments. Results showed that students in the contrasting cases instructional condition created stories of better quality, developed a deeper understanding of the assessment criteria, and became better able to identify areas in need of improvement. This study is one of few efforts applying perceptual learning theories to improve academic skills in everyday classroom settings. The use of contrasting cases provides a promising yet a simple instructional approach that both teachers and students can use to improve writing and self-assessment.

In assessing the learning of principals during professional development, it is important to consider the relationship between self-assessment and personalized feedback from the instructor. Gibbs and Taylor (2016) maintained that while personalized feedback promotes learning, it can be time consuming for the instructor and even more so in an online learning environment. The researchers also asserted that personalized feedback may not be the only method of assessment that leads to high academic performance. To test this premise, the researchers chose a sample of students from three sections of an online statistics course. Students in three sections of the course received individualized feedback on weekly homework assignments that were graded on a pass-fail basis. In three different sections of the same course, the students were responsible to assess their

own homework. According to the findings, there was no difference in learning between the two groups, nor were there any differences in student satisfaction of the course or the instructor.

Project Description

In effort to further clarify and establish opportunities for the instructional leadership development for principals through implementation of JEPD for teachers, I developed a year-long, 4-session professional development initiative. Ongoing and professionally relevant training for principals was imperative in response to both the identified problem and the findings of the study.

The profession development initiative is called the “Instructional Leadership Development Institute” (ILDI). This training was named as such to give participants, funders, and all stakeholders an implication of the purpose of the training. The overall purpose of ILDI is to promote instructional leadership development in principals as they implement job-embedded professional development (JEPD) opportunities for teachers. ILDI will consist of one 4-hour training session and three 2-hour training sessions strategically spread throughout the year. In the interim between the first and the second session, the second and the third session, and the third and the fourth session of the training there will be an assignment that supports the instructional leadership development of the principal and his/her efforts to implement a system of JEPD for the teachers at his/her respective schools. This training was created to address the identified need to focus and measure the instructional leadership development of principals as a result of the implementation of JEPD for the teachers of their school.

The targeted audience for this professional development will be principals. Specifically, principals who are implementing a system of JEPD for the teachers at their school will be invited to participate in ILDI. I believe that participation in the training should be strictly voluntary, however, this construct is flexible depending on the district's goals. As an incentive to participate, I propose that the participants be offered 20 points towards re-certification. Points towards recertification are assigned as a result of an agreement between the district's Office of Professional Development and the state's Department of Education.

Four goals are outlined in the professional development proposal. The first goal is to for the participants to create a SMART goal for their role as an instructional leader in the implementation of JEPD for teachers. According to Dolan (1981), SMART is an acronym that delineates that goals should be specific, measurable, assignable, realistic, and time-bound. These goals will be specific in that they will be based on only two aspects: the implementation of JEPDs and instructional leadership development. The participant-created SMART goals will be measurable because the principals will be asked to self-assess their knowledge and skills related instructional leadership development as it related to the implementation of JEPD at the beginning and end of the ILDI. Since the participants will be responsible for completing the goal, they will be the responsible party, making the goal assignable. Moreover, the principals will set their goal based on their own assessment of the level of instructional leadership which will add to the attainability. The realistic quality of the goal will be based on the principal's desire to become a more effective instructional leader and the understanding that this goal can be

achieved with the given time and resources available to them. This desire is demonstrated in their decision to participate ILDI. The participant's SMART goals will be time-bound in that they will have a school year (July-June) to achieve their goals. By creating SMART goals during ILDI, the participants will become more deliberate and focused on their growth in instructional leadership as they implement JEPDs for their teachers.

The second goal of ILDI is to for the participants to develop a plan to monitor their progress towards a SMART goal. In order to achieve this goal, the facilitator will present the guidelines for reflective practice. These guidelines were adopted from the sources studied in the review of literature as well as other scholarly sources on the subject. These guidelines will be presented to the participants during the second session of ILDI and will be put in to practice during the second interim task.

For an instructional leader, being a reflective practitioner is not enough. Instructional leaders also inspire the individuals that they lead to become reflective practitioners as well (Celoria &Roberson, 2015). Another goal of ILDI is to assist the participants in developing a plan for teachers to become reflective practitioners as a result of the teacher's participation in JEPD. To support this goal, I will employ the concept of the 10-minute meeting. A 10-minute meeting is a way for administrators and teachers to reflect on school data at the micro-level in a way that does not consume a lot of the already coveted time in a school day. This concept will be presented and explained to the participants during the 3rd professional development session of ILDI. During this session of ILDI, the principal will use inquiry to encourage teachers to reflect on how the

assessment is linked to specific standards and skills, and address higher-order thinking by determining the DOK (Depth of Knowledge) levels or level of complexity of the assessment (Edwards, 2014).

As a goal of the ILDI, the principals will assess their growth as an instructional leader as a result of implementing JEPD for teachers. As represented in the findings of study, principals who are currently implementing a system of JEPD for teachers did not have an opportunity to assess their instructional growth as a result of implementing a system of JEPD for the teachers in their schools. During IDLI, the facilitator will administer pre and post assessments that will measure the participants' instructional leadership. The self-assessment instrument will be loosely based on the "Self-Assessment and Reflection Continuum for Instructional Leadership" published by the Department of Defense Education Activity. The ILDI instrument incorporates some elements of its designs while adding the constructs of Weber's model for instructional leadership (1987). The self-assessment will be given as a pre-assessment during the July 2018 professional development and post-assessment during the April 2019 professional development session.

As a result of the principals' implementation of JEPD for their teachers and their participation in ILDL, I predict the following outcomes for the principals:

- Principals will create SMART goals for their role as an instructional leader in the implementation of JEPD for teachers.
- Principals will monitor their progress towards their SMART goals through a system of personal of reflection.

- Principals will develop a plan for teachers to become reflective practitioners as a result of the teacher's participation in JEPD.
- Principals will assess their growth as an instructional leader.

These outcomes are based on the goals of the program and the assumption that the principals will participate in all four sessions and complete all of the interim tasks. The ILDI's effectiveness in achieving these outcomes will be measured through each participant's self-assessment of their growth as an instructional leader and the program evaluation forms that will be completed after each session.

Project Evaluation Plan

Since IDLI will be adopted as a part the school district's professional development program, it will need to be evaluated in much the same way as other district programs. For the sake of consistency and continuity, the participants will use the school district's professional development evaluation instrument to evaluate ILDI. At the top of the page, there are spaces designated for the date, the title of professional development session, and the name of the presenter(s). The instrument consists of five close-ended, or fixed alternative, items and two open-ended questions. Under the space for the presenter's name are the directions for completing the instrument. The participants are asked to rate the close-ended items on a five-point Likert-type scale. The following close-ended items are included on the evaluation form:

1. The objectives and agenda of the session were clearly communicated.
2. The objectives of the session were relevant to my work environment.
3. The activities of the session helped me to better meet the stated objectives.

4. The activities of the section met my learning style as an adult learner.
5. I plan to use what was learned in this session in my work environment.

The open-ended questions are at the bottom of the one-page document. Underneath each question prompt are four horizontal line which allow the participants space to write in their responses. The open-ended questions are worded as follows:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?
2. Areas of Improvement: Specifically, how could the professional development experience be improved?

Because this instrument will be used to evaluate each of four sessions, they can serve as formative assessments to improve the subsequent sessions. The evaluation results from the last session will be used to plan future implementations of ILDI.

Project Implications

One of the ongoing professional learning needs of principals is instructional leadership development. Instructional leadership has a profound effect on student achievement and teachers' ability to deliver quality instruction (LaPointe, Poriel, & Brassard, 2013; Peterson, 2012; Wilson, 2011). Although principals may receive some training during formal education, they may need additional development depending on the instructional needs of the schools to which they are assigned (Kearny & Valadez, 2015; Spannuet, Tobin, & Ayers, 2012). The project, ILDI, addresses the needs of the schools by creating a year-long professional development initiative for principals that will foster and measure their growth as they implement a system of JEPD for teachers.

This initiative is inclusive of the needs of principals presented through the review of literature and the findings of my study.

Local

The addition of ILDI to the already existing professional development that the district or state department of education offers to principals would not only benefit the principals but also the student, teachers, and other school leaders. The benefits for the principal of district are obvious and immediate. The goals and the outcomes of the professional development plan delineate the benefits for the principals. Other school leaders, such as assistance principals, department chairs and teacher leaders will benefit from the professional development because many facets from ILDI require the principal to meet with, plan with, and provide instructions in the areas of planning, instructional leadership, and reflective practice. Classroom teachers will benefit from a leadership team that has a renewed focus on ways to improve instruction. Students will benefit from the fact their increased achievement is the focus of the administration and faculty.

Global

When principals are effective instructional leaders, they are able to enact the changes needed to positively impact society and schools become the primary agencies for social change. Based on the findings of this study and subsequent development of the ILDI professional development plan, other districts may also realize the importance of using the implementation of JEPD for teachers as a way to help principals grow in instructional leadership. The goals, outcomes, collegiality, and professional growth

fostered through ILDI can be replicated in districts across the nation, thus creating more skillful, reflective educators and greater student achievement.

Conclusion

In this section, I presented the proposed project for my study. This project was based on the findings from the data gathered from the participants who are principals who have implemented a system of JEPD for the teachers at their respective schools. This section also included a review of literature that contributes to the concept of instructional leadership development of principals and the various ways to provide it. The project is a year-long professional development plan that will allow the participants to set goals, monitor the goals through reflective practice, inspire reflective practice in their teachers, and to assess their growth as an instructional leader. A description of the goals, outcomes, timelines, and an evaluation plan for the project were also outlined in this section. Lastly, I described the implication local and global social change in this section.

The focus of Section 4 will be the reflections and conclusions of the study. I will address the project strengths and limitations as well as recommendations for alternative approaches. I will also discuss what I learned about scholarship, project development and evaluation, and leadership and change. Finally, I will reflect on the importance of the work and the implications, applications, and directions for future research.

Section 4: Reflections and Conclusions

I have always been perplexed with the role that principals play in their schools. Having worked as a secondary teacher for many years, I have had opportunities to watch many principals balance student achievement, teacher effectiveness, the overall success of the school, and their own professional and personal needs. Recently, I had the opportunity to converse with a principal who voiced concerns about her role as an instructional leader. She wondered if her leadership style enhanced the professional growth of the teachers she managed. In an effort to ensure the professional growth of her teachers, the principal implemented a system of JEPD. Even though she felt certain that her teachers were growing as professionals, she still questioned her own instructional leadership development.

In an attempt to address this gap in practice, I conducted a study to examine the perception of leadership development of principals as they implemented JEPD for the teachers at their school. Two questions guided the research:

1. How has the implementation of job-embedded professional development for teachers affected the instructional leadership growth and development of the principals?
2. In what ways has the implementation of job-embedded professional development for teachers provided professional development for principals as described in terms of Weber's instructional leadership model?

To address these questions, I chose a qualitative case study as a research design. Through this research design, I was able to capture the lived experiences of two

principals as they implemented JEPD for teachers. I was able to gather these data through semistructured interviews, observations, and the collection of documents. As a result of analyzing the data, I found that even though both participants reported activity in every aspect of Weber's model of instructional leadership development, there was no way to measure the growth or ensure that it was deliberate.

From the needs identified through analysis of the data, I developed a plan for a year-long professional development initiative for principals. The Instructional Leadership Development Institute (ILDI) was designed to foster and measure instructional leadership development in principals as they implement JEPD for teachers. It is my opinion that this professional development plan, if carried out with fidelity, has the power to enact social change on the local and global levels. According to the data collected for this study, principals feel that the implementation of JEPD has had a positive effect on their instructional leadership development. ILDI will help principals assess this effect.

In the following section, I present my reflections on the implementation of the professional development plan that I developed in response to the study I conducted regarding the perception of instructional leadership development of principals through the implementation of JEPD for teachers. I discuss the project strengths and limitations as well as the recommendations for alternative approaches. I also reflect on my views on scholarship, project development and evaluation, and leadership and change. Last, I present my reflection on the importance of the work and implications, applications, and directions for future research.

Project Strengths and Limitations

The strengths of this study-based project are that it is year-long, has definitive goals and outcomes, and fosters collaboration. The fact the professional development plan is year-long speaks to principals' need for ongoing professional development. The professional development program begins in July and ends in April, with meetings in October and January in between. In addition to the quarterly meetings, the principals have interim tasks that allow them to apply what they learned at the meetings to the implementation of JEPD at their schools. The year-long structure of the professional development is a strength because it fills the need for ongoing professional development without infringing upon the principals' already demanding schedules.

The definitive goals and outcomes of the professional development plan are also strong points. The goals and outcomes of the professional development plan are directly aligned with the identified needs in the study findings and the review of literature. Each session of the professional development series will address one program goal and one program outcome.

Another strength of this project lies in the fact that it fosters collaboration. Principals who participate in ILDI will have an opportunity to engage in professional dialogue with other principals who are implementing similar systems of JEPD for their teachers. This dialogue can foster collegiality and lead to enhanced professional relationships. Additionally, the format of this program requires principals to collaborate with other administrators and lead teachers in their respective buildings. One interim activity requires the principals to meet with their administrative teams to create a long-

range plan for JEPD based on their school's data. Through ILDI, the principals are also required to collaborate with teachers through 10-minute meetings. This collaboration will allow the principals to encourage their teachers to become reflective practitioners.

Although this project allows for year-long professional development, has definitive goals and outcomes, and creates opportunities for professional collaboration, it is not without its limitations. One such limitation is that the project focuses on leadership development through the lens of the implementation of JEPD for teachers.

Notwithstanding, there are other ways that principals can demonstrate instructional leadership. Another possible limitation of this project and its implementation is found not within the project itself, but in the fact that education is in a state of constant flux. Often, when district, state, or national leadership changes, schools to adjust to the agenda of the new leaders. If these leaders no longer deem JEPD a viable way to provide professional training for teachers, then this training will be obsolete.

Recommendations for Alternative Approaches

The problem addressed in this study was lack of instructional leadership development for principals through the implementation of JEPD. In an attempt to solve this problem, I created a professional development plan that will fill a gap in practice between principals' implementation of JEPD systems for teachers and their need for continuing instructional leadership development. Although this approach, if implemented, will address the problem, there are other possible approaches.

One such approach is a recommendation for policy change within the school district. Part of this policy would be the expectation that principals would receive support

from district personnel or consultants to develop professional development plans with identified goals for learning and continuous improvement. This would be particularly effective if the problem were due to instructional leaders not seeking support from systems that exist for their professional learning. Another possible approach is forming partnerships with local colleges and universities to meet the professional learning needs of principals. Forming school-university partnerships would provide principals with more choice in the type of courses that enhance their roles as instructional leaders. Creating opportunities for collaboration among principals could also be an effective approach to this problem. For example, principals could meet regularly to discuss their instructional leadership development and how it relates to the implementation of JEPD for teachers and other aspects of their jobs.

Scholarship

The word *scholarship* has taken on a new meaning for me as a result of this doctoral journey. I have always viewed scholarship in terms of a level of achievement and learning; however, the challenges presented through this doctoral study have changed my view. Scholarship is no longer the level of achievement, but is the perseverance, grit, and focus that it takes to learn at high levels. Although this journey stretched me as a learner and a scholar, every step was well worth it.

The first step on this scholarly journey was defining the problem. I have always been fascinated with the concept of *principal as learner*. Initially, I thought of principals as individuals whose educational and professional experiences had afforded them the ability to solve all of the problems of the schools to which they have been assigned. After

working closely with different principals, I discovered that they also need professional development, especially in the area of instructional leadership. From there, I was able to define the problem and lay the foundation for my study.

Through the review of previous research and in conducting my own research, I learned how to narrow my focus to explore the depths of this complex problem. Doctoral study required me to expand my critical thinking skills and learn how to use an inquiry cycle. As a result of completing the literature review, I also became very familiar with the Walden University Library. I was able to use a variety of search engines to find scholarly journal articles on topics related to my problem. The most significant part of the literature review was the exploration of the conceptual and theoretical frameworks, particularly my study on Weber's model for instructional leadership. The theory became the framework for my research questions, interview questions, and project. Although the process of creating a review of literature took a lot of time, it was a process that came naturally to me because it mirrored many of the projects that I had completed in previous learning settings.

The methodology portion of my doctoral journey proved to be most intriguing and challenging portion for me. As a budding researcher, I found that there was much to learn about choosing a research design, securing permissions to conduct research, collecting and organizing the data, conducting interviews and observations, analyzing data, and interpreting results. During these processes, I sought the advice of more experienced researchers and relied on textbooks, notes, and resources I received during my coursework. Although completing the study was challenging, it was also exciting

because it took me away from the computer screen and into the field where I could talk to the participants and learn about work in education. Meeting with participants brought life to the data that I desired to collect and new meaning to my study.

Designing the project represented the apex of scholarship through my doctoral journey. The learning that I experienced during the various steps of completing the project connected in an amazing way. I was finally able to see the big picture. Defining and exploring the problem in such a profound way finally made sense. The meticulous way in which I was encouraged to choose, explain, and execute my research method proved to be of great use. Through these processes, I was able to create a professional development plan that has the potential to make vast improvements in the field of education.

Project Development and Evaluation

In that the concentration of my doctoral degree is adult education, project development and evaluation are especially meaningful to me. In addition to the findings presented in my study and the extensive literature reviews, my study was guided by Caffarella and Daffron's (2013) *Planning Programs for Adult Learning: A Practical Guide*. The text provides a detailed description of the many aspects involved in creating a professional development program for adult learners. Topics such as identifying and prioritizing learner needs, designing instruction, and formulating evaluation plans were delineated. I specifically referred to this text as I identified the goals and outcomes of my program. This text gave me clear guidelines for matching the needs of my participants with the goals and outcomes of the program. Caffarella and Drayton also maintained that

goals and outcomes have to be aligned with evaluation. In order to determine the effectiveness of a learning program, the degree to which a program has accomplished its learning goals must be measured. Because this program will be implemented in the confines of a school district, the participants will use their standard evaluation instrument to measure its effectiveness.

Leadership and Change

Although everyone may not embrace change, I believe that it is necessary for growth and progress. There is an important connection between leadership and change. In order to inspire meaningful change in education, school leaders should examine their own attitudes toward change. Moreover, leaders should be courageous enough to evaluate their own effectiveness as educators. For instance, the idea for this study began with one principal questioning her effectiveness as an instructional leader. This self-examination was the catalyst for the creation of a professional development plan that has the potential to foster change in her school district and beyond.

Leaders must always model the behavior they expect from their staff. Therefore, I believe that it is important for leaders to model a healthy attitude when encountering change or circumstances that may warrant change. Even though change can be difficult, effective leaders understand its importance in terms of student achievement, faculty and staff development, and overall school growth.

Reflection on Importance of the Work

Finding innovative ways to improve education is the topic of many research studies. The purpose of this study was to find ways to foster instructional leadership

development in principals through the implementation of JEPD for teachers. The findings of this study and the subsequent project are important because they add to the existing body of work on professional development for principals and provide a modality for positive social change.

My work on this project is important because it adds to an existing but limited body of literature related to how principals grow in instructional leadership. It is important to understand principals' perceptions of the influence of JEPD meetings on teachers' perceptions of their instructional leadership. Because the provision of instructional leadership is an essential job function of principals at all grade levels, it is important that principals regularly assess their effectiveness and address any deficits (O'Doherty & Ovando, 2013). The findings support my belief that principals can in fact experience growth in instructional leadership through the implementation of JEPD for teachers, and the professional development plan that I created provides a way to foster and measure that growth.

My work is important because it has the potential to impact social change on the local and global levels. The addition, the results of this study and the addition of ILDI to the existing professional development that the district or state department of education offers to principals would benefit not only principals, but also students, teachers, and other school leaders. The benefits for the principals would be obvious and immediate, in that they would be interacting with their peers in a professional learning environment and applying skills learned in those sessions to their schools. The growth and development of other administrators, teachers, and students would be contingent upon the growth of the

principals. Globally, this work is important because it has the potential to be replicated in other school districts throughout the nation.

Implications, Applications, and Directions for Future Research

In considering the implications of this qualitative case study and the subsequent project, I conclude that they are abundant and far reaching. I found that not only do principals need instructional leadership development, but this need can be addressed through the implementation of JEPD for teachers. ILDI, the professional development plan that I have created, will be an ideal catalyst for the promotion of instructional leadership development for principals because it supports and measures principals' growth as they implement JEPD for teachers at their schools. Its implications have the potential to be far reaching because the constructs of the professional development plan can be replicated in school districts throughout the nation.

Because issues in education are various and numerous, the findings of the study and the resulting project can be applied in many ways. In terms of professional development, this research can be applied to teachers and administrators. Even though this study focuses primarily on the learning needs of principals, many of the concepts, such as reflective practice and goal setting, can be applied to teachers and other administrators. In addition, the metacognitive learning that takes place during ILDI can be applied to other program implementations such as JEPD.

This study may also serve as a catalyst for future research in areas related to the topic. For example, a qualitative case study could be used to examine the teachers' perceptions of their principals' instructional leadership development as a result of the

implementation of JEPD. A study such as this would triangulate the data uncovered in the present study. Another avenue for further research is a quantitative study that could include more principals from various school districts and states. A descriptive survey could be used as a data collection tool. Finally, program evaluation research could be conducted at the conclusion of ILDI. This type of research could be instrumental in the replication of this program throughout the country.

Conclusion

In this final section of this study, I have presented my reflections on the implementation of the professional development plan that I developed in response to the study I conducted regarding the perception of instructional leadership development of principals through the implementation of JEPD for teachers. I have discussed the project's strengths and limitations as well as recommendations for alternative approaches. I have also reflected on my views on scholarship, project development and evaluation, and leadership and change. Last, I have presented my reflection on the importance of the work and implications, applications, and directions for future research.

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Appendix A: The Project—Professional Development

“Instructional Leadership Development Institute (ILDI)”

Program Design Overview

“Instructional Leadership Development Institute (ILDI)”

Purpose

- To promote instructional leadership development in principals as they implement job-embedded professional development (JEPD) opportunities for teachers

Program Goals

- By the end of the ILDI, the participants will be able to:
 - Create a SMART goal for their role as an instructional leader in the implementation of JEPD for teachers
 - Develop a plan to monitor their progress towards a SMART goal
 - Develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD
 - Assess their growth as an instructional leader

Program Outcomes

- Principals will create SMART goals for their role as an instructional leader in the implementation of JEPD for teachers.
- Principals will monitor their progress towards their SMART goals through a system of personal reflection.
- Principals will develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD.
- Principals will assess their growth as an instructional leader.

Target Audience

- All principals employed by the school district who are implementing any system of JEPD for teachers

Format

- PowerPoint presentation
- Cooperative learning
- Reflective writing
- Critical thinking
- Journaling

Materials/Equipment

- Conference room/meeting space
- Tables and chairs
- Computer/Laptop
- Audio visual equipment (Interactive whiteboard)
- Paper and writing utensils
- Name tags
- Chart paper
- Markers
- Handouts
- Evaluation Forms

- Binders
- Sign-In sheets
- Index Cards
- Refreshments for breakfast
- Candy for tables

Timeline

Instructional Leadership Development Institute 2018-2019 School Year Implementation Timeline	
January 2018	Present the proposal for ILDI to the district superintendent
February 2018	Meeting with the district superintendent (or designee) to obtain contact information for participants, determine program costs, and plan dates times, and locations for ILDI
March 2018	Send email to participants that includes an invitation to participate and instructions for registration.
June 2018	Prepare materials and binders for participants
July 2018	Session 1 of ILDI: “Creating SMART Goals for Instructional Leadership Development”
July 2018- October 2018	Completion Session 1 Interim Assignment
October 2018	Session 2 of ILDI: “Goal Progress Monitoring and Reflective Practice”
October 2018- January 2019	Completion Session 2 Interim Assignment
January 2019	Session 3 of ILDI: “Reflecting with Teachers: The 10-minute Meeting”
January 2019- April 2019	Completion Session 3 Interim Assignment
April 2019	Session 4 of ILDI: “Assessing Your Growth”

“Instructional Leadership Development Institute (ILDI)”

Participant Agendas and Handouts

Session 1 of ILDI: “Creating SMART Goals for Instructional Leadership**Development”****July 2018**

8:30	Sign-In and Refreshments
8:45	Welcome and Introductions
8:50	Icebreakers
9:10	Purpose, Goals, and Outcomes
	Overview of Year-long Schedule
	Session Goal and Agenda
9:30	Assessing Your Instructional Leadership
9:45	Definition of Instructional Leadership
10:00	Weber’s Model for Instructional Leadership
10:45	Break
11:00	Creating SMART Goals for Instructional Leadership
11:45	Collaborative Work Session
12:10	Interim Assignment Explanation
12:25	Session Evaluation and Dismissal

Session 1 of ILDI: Interim Assignment**July 2018-October 2018**

Collaborate with your leadership team to create your goals and long-range plan for JEPD for teachers for the 2018-19 school year. Determine how your goal for instructional leadership development relates to your school's JEPD goals and plan. Bring evidence and support of your findings to the October session.

Self-Assessment of Instructional Leadership Development

Directions: Assess your current level of performance by placing a check mark in the appropriate box for each criteria.

Criteria of Instructional Leadership Development	Current Performance Level		
	Emerging 1	Implementing 2	Sustaining 3
Academic Goal Setting			
1. Sets clear goals for teaching and learning			
2. Actively attempts to actualize their vision			
3. Articulates beliefs about what is vital to the success of the students and teachers in their school			
4. Focuses on student achievement and teacher performance above the institutional pressures			
5. Articulates school goals to parents and school community members			
Organizing Instructional Programs	Emerging 1	Implementing 2	Sustaining 3
1. Listens actively to staff and faculty ideas and creates opportunities for staff to implement innovative teaching arrangements			
2. Provides resources and supportive environment for collaborative planning			
3. Bases student groupings on learning considerations rather than primarily on sex, age, or behavior of students			
4. Considers various options in scheduling			
5. Encourages effective use of instructional teams			
Hiring, Supervising, and Evaluating Teachers	Emerging 1	Implementing 2	Sustaining 3
1. Hires competent, enthusiastic teachers			
2. Supervises staff by encouraging cooperation and continuous improvement			
3. Conducts formal observations collegially and collaboratively			
4. Follows up formal observations			

5. Commits school to JEPD and ongoing staff development			
Protecting Instructional Time	Emerging 1	Implementing 2	Sustaining 3
1. Reviews the student conduct policies provided by the school board.			
2. Supports teachers in improving classroom management			
3. Enforces rules on attendance and tardiness consistently			
4. Supports careful instructional planning by teachers			
5. Protects classroom instructional time from interruption and erosion			
Creating a Climate for Learning	Emerging 1	Implementing 2	Sustaining 3
1. Raises teacher expectations of students			
2. Communicates high expectations to all students			
3. Establishes and supports an instructional program that requires a mastery of objectives			
4. Shares “good news” about student and teacher achievement			
5. Rewards and recognizes student and teacher achievement			
Monitoring Achievement and Evaluating Programs	Emerging 1	Implementing 2	Sustaining 3
1. Follows up the results of the instructional planning and teaching in school			
2. Uses both summative and formative methods to evaluate instructional programs at the school			
3. monitor the worth and nature of planned activities to see how they match the general program objectives and how they fit with each other			
4. Examines multiple sources of student achievement data			
5. Use various methods of data analysis			

Results

Directions: Add the point value of your response to each prompt under the criteria for leadership development. Place the total in the designated box.

Criteria of Instructional Leadership Development	Total
Academic Goal Setting	
Organizing Instructional Programs	
Hiring, Supervising, and Evaluating Teachers	
Protecting Instructional Time	
Creating a Climate for Learning	
Monitoring Achievement and Evaluating Programs	

Consider the implications for your scores in each area.

SMART Goal Worksheet

Today's Date: _____ Target Date: _____ Start Date: _____ Date Achieved: _____

Goal: _____

How SMART Is Your Goal?

S	Specific: What exactly will you accomplish?
M	Measurable: How will you know when you have reached this goal?
A	Attainable: Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?
R	Relevant: Why is this goal significant to your instructional leadership development? Your School?
T	Timely: When will you achieve this goal?

████████ School District ██████████

Professional Development Evaluation Form

Date _____

Session Title _____

Presenter(s) _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the section met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

Session 2 of ILDI: “Goal Progress Monitoring and Reflective Practice”**October 2018**

7:45	Sign-in and Refreshments
8:00	Sharing of Interim Assignments
8:15	Session Goal and Agenda
8:20	Characteristics of a Reflective Practitioner
8:45	Break
8:55	Creating a Plan for Reflection
9:20	Collaborative Work Session
9:50	Interim Assign Explanation
9:55	Session Evaluation and Dismissal

Session 2 of ILDI: Interim Assignment**October 2018-January 2019**

Revisit your SMART goal for the implementation of JEPD for teachers at your school.

Enact your plan for reflection to monitor your progress towards your goal. In addition to your evidence of reflection, bring a copy of your teacher list to the January session.

██████████ School District ██████████

Professional Development Evaluation Form

Date _____

Session Title _____

Presenter(s) _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the section met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

Session 3 of ILDI: “Reflecting with Teachers: The 10-minute Meeting”**January 2019**

7:45	Sign-in and Refreshments
8:00	Sharing of Interim Assignments
8:15	Session Goal, Objectives, and Outcomes
8:20	What are Teachers Thinking?
8:45	Break
8:55	The 10-minute Meeting
9:20	Collaborative Work Session
9:50	Interim Assign Explanation
9:55	Session Evaluation and Dismissal

Session 3 of ILDI: Interim Assignment**January 2019-April 2019**

Conduct 10-minute meetings with at least 50% of your teachers. Be sure to note any evidence of reflective practice from the meetings. Decide if this evidence supports your SMART goal for instructional leadership development.

████████ School District ██████

Professional Development Evaluation Form

Date _____

Session Title _____

Presenter(s) _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the section met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

April 2019

7:45	Sign-in and Refreshments
8:00	Sharing of Interim Assignments
8:15	Session Goal and Agenda
8:20	Assessing Your Growth
8:45	Break
8:55	Recap of Our Year Together
9:00	Planning for Sustainability
9:20	Collaborative Work Session
9:55	Session Evaluation and Dismissal

Self-Assessment of Instructional Leadership Development

Directions: Assess your current level of performance by placing a check mark in the appropriate box for each criteria.

Criteria of Instructional Leadership Development	Current Performance Level		
	Emerging 1	Implementing 2	Sustaining 3
Academic Goal Setting			
1. Sets clear goals for teaching and learning			
2. Actively attempts to actualize their vision			
3. Articulates beliefs about what is vital to the success of the students and teachers in their school			
4. Focuses on student achievement and teacher performance above the institutional pressures			
5. Articulates school goals to parents and school community members			
Organizing Instructional Programs	Emerging 1	Implementing 2	Sustaining 3
1. Listens actively to staff and faculty ideas and creates opportunities for staff to implement innovative teaching arrangements			
2. Provides resources and supportive environment for collaborative planning			
3. Bases student groupings on learning considerations rather than primarily on sex, age, or behavior of students			
4. Considers various options in scheduling			
5. Encourages effective use of instructional teams			
Hiring, Supervising, and Evaluating Teachers	Emerging 1	Implementing 2	Sustaining 3
1. Hires competent, enthusiastic teachers			
2. Supervises staff by encouraging cooperation and continuous improvement			
3. Conducts formal observations collegially and collaboratively			
4. Follows up formal observations			

5. Commits school to JEPD and ongoing staff development			
Protecting Instructional Time	Emerging 1	Implementing 2	Sustaining 3
1. Reviews the student conduct policies provided by the school board.			
2. Supports teachers in improving classroom management			
3. Enforces rules on attendance and tardiness consistently			
4. Supports careful instructional planning by teachers			
5. Protects classroom instructional time from interruption and erosion			
Creating a Climate for Learning	Emerging 1	Implementing 2	Sustaining 3
1. Raises teacher expectations of students			
2. Communicates high expectations to all students			
3. Establishes and supports an instructional program that requires a mastery of objectives			
4. Shares “good news” about student and teacher achievement			
5. Rewards and recognizes student and teacher achievement			
Monitoring Achievement and Evaluating Programs	Emerging 1	Implementing 2	Sustaining 3
1. Follows up the results of the instructional planning and teaching in school			
2. Uses both summative and formative methods to evaluate instructional programs at the school			
3. monitor the worth and nature of planned activities to see how they match the general program objectives and how they fit with each other			
4. Examines multiple sources of student achievement data			
5. Use various methods of data analysis			

Results

Directions: Add the point value of your response to each prompt under the criteria for leadership development. Place the total in the designated box.

Criteria of Instructional Leadership Development	Total
Academic Goal Setting	
Organizing Instructional Programs	
Hiring, Supervising, and Evaluating Teachers	
Protecting Instructional Time	
Creating a Climate for Learning	
Monitoring Achievement and Evaluating Programs	

Consider the implications for your scores in the various areas.

████████ School District ██████

Professional Development Evaluation Form

Date _____

Session Title _____

Presenter(s) _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the section met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

“Instructional Leadership Development Institute (ILDI)”

Presentation Guide

**“Instructional Leadership Development Institute (ILDI)”
Year-Long Training for Principals
Presentation Guide**

**Session 1: Creating SMART Goals for Instructional Leadership Development
July 2018**

Time	Amount of Time (in Minutes)	Agenda Item	Corresponding Slide(s)	Presenter Notes
8:30am	15	Sign-In and Refreshments	1	Greet participants as they enter. Direct them to their seats and answer any questions they may have regarding the facilities and schedule. Inform the participants that at the tables they will each have a binder and a packet of other materials that they will use throughout the training.
8:45am	5	Welcome and Introduction	2	Formally welcome the participants. Introduce the facilitator, cofacilitators, and any nonparticipant district personnel that may be present.
8:50am	20	Icebreakers	3	Read the directions on the slide. Give the participants 5 minutes to respond in writing. Call on several participants to share their responses with group. The responses will lead into the next set of slides.
9:10am	20	Purpose, Goals, and Outcomes; Overview of Year-long Schedule; Today’s Goal and Agenda	4-8	Read from the slides. Clarify if needed.
9:30am	15	Assessing Your	9	Direct the participants to the self-assessment handout in

		Instructional Leadership		their binders. The directions are printed on the handout. Clarify the directions if needed.
9:45am	15	Definition of Instructional Leadership	10	Read from slide. Clarify if needed. Allow the participants 5 minutes to write their responses and 10 minutes to share and discuss them.
10:00am	45	Weber's Model of Instructional Leadership	11-19	Read from slide. Clarify if needed. Allow time for participants to complete activity (slide 19) as noted on the slide.
10:45am	15	Break	20	Read from slide. Clarify if needed.
11:00am	45	Creating SMART Goals for Instructional Leadership	21-30	Read from slide. Clarify if needed. Allow time for participants to complete activities as noted on slides 29 and 30. Direct participants to the SMART goals work sheet.
11:45am	30	Collaborative Work Session	31	Read from slide. Clarify if needed.
12:15pm	10	Interim Assignment Explanation	32	Read from slide. Clarify if needed
12:25pm	5	Session Evaluation and Dismissal	33	Read from slide. Direct participants to Session Evaluation Form. Clarify if needed.

**Session 2: Goal Progress Monitoring and Reflective Practice
October 2018**

Time	Amount of Time (in Minutes)	Agenda Item	Corresponding Slide(s)	Presenter Notes
7:45a m	15	Sign-In and Refreshments	34	Greet participants as they enter. Direct them to their seats and answer any questions they may have regarding the facilities and schedule. Inform the participants that at the tables they will each have a binder and a packet of other materials that they will use throughout the training.
8:00a m	15	Sharing of Interim Assignment	35	Read from slide. Clarify if needed.
8:15a m	5	Session Goal and Agenda	36	Read from slide. Clarify if needed
8:20a m	25	Characteristics of a Reflective Practitioner	37-39	Read from slide. Clarify if needed. Allow time for participants to complete the activity as noted on slide 38.
8:45a m	10	Break	40	Read from slide. Clarify if needed.
8:55a m	25	Creating a Plan for Reflection	41	Read from slide. Clarify if needed.
9:20a m	30	Collaborative Work Session	42	Read from slide. Clarify if needed.
9:50a m	5	Interim Assignment Explanation	43	Read from slide. Clarify if needed.
9:55a m	5	Session Evaluation and Dismissal	44	Read from slide. Direct participants to Session Evaluation Form. Clarify if needed

**Session 3: Reflecting with Teachers: The 10-Minute Meetings
January 2019**

Time	Amount of Time (in Minutes)	Agenda Item	Corresponding Slide(s)	Presenter Notes
7:45a m	15	Sign-In and Refreshments	45	Greet participants as they enter. Direct them to their seats and answer any questions they may have regarding the facilities and schedule. Inform the participants that at the tables they will each have a binder and a packet of other materials that they will use throughout the training.
8:00a m	15	Sharing of Interim Assignment	46	Read from slide. Clarify if needed.
8:15a m	5	Session Goal and Agenda	47	Read from slide. Clarify if needed
8:20a m	25	What are Teachers Thinking?	48-53	Read from slide. Clarify if needed. Allow time for participants to complete activities as noted on slides 48, 51, and 53.
8:45a m	10	Break	54	Read from slide. Clarify if needed.
8:55a m	25	The 10-Minute Meeting	55-58	Read from slide. Clarify if needed. Allow time for participants to complete activities as noted on slide 58.
9:20a m	30	Collaborative Work Session	59	Read from slide. Clarify if needed.
9:50a m	5	Interim Assignment Explanation	60	Read from slide. Clarify if needed.
9:55a m	5	Session Evaluation and Dismissal	61	Read from slide. Direct participants to Session Evaluation Form. Clarify if needed.

**Session 4: “Assessing Your Growth”
April 2019**

Time	Amount of Time (in Minutes)	Agenda Item	Corresponding Slide(s)	Presenter Notes
7:45a m	15	Sign-In and Refreshment s	62	Greet participants as they enter. Direct them to their seats and answer any questions they may have regarding the facilities and schedule. Inform the participants that at the tables they will each have a binder and a packet of other materials that they will use throughout the training.
8:00a m	15	Sharing of Interim Assignment	63	Read from slide. Clarify if needed.
8:15a m	5	Session Goal and Agenda	64	Read from slide. Clarify if needed
8:20a m	25	Assessing Your Growth	65-66	Direct the participants to the self-assessment handout in their binders. The directions are printed on the handout. Clarify the directions if needed.
8:45a m	10	Break	67	Read from slide. Clarify if needed.
8:55a m	5	Recap of Our Year Together	68	Read from slide. Clarify if needed.
9:00a m	20	Planning for Sustainability	69	Read from slide. Clarify if needed.
9:20a m	35	Collaborative Work Session	70	Read from slide. Clarify if needed
9:55a m	5	Session Evaluation and Dismissal	71	Read from slide. Direct participants to Session Evaluation Form. Clarify if needed.

“Instructional Leadership Development Institute (ILDI)”

Power Point Presentation Slides

Slide 1

“Instructional Leadership Development Institute (ILDI)”

Year-Long Training for Principals

Developed and Facilitated by

Carla Brabham

Walden University Doctoral Student

July 2018-April 2019

Slide 2

Session 1 of ILDI: “Creating SMART Goals for Instructional Leadership Development”

July 2018

Slide 3

Activity: Icebreaker-My Slogan

- Many companies have slogans or mottos that reflect their core values. On one of the index cards at your table, write down a slogan or motto that describes your leadership style.
- It is permissible to borrow a popular slogan.
- Be prepared to share and explain your slogan to the group.

Slide 4

Purpose of ILDI

To promote instructional leadership development in principals as they implement job-embedded professional development (JEPD) opportunities for teachers

Slide 5

ILDI Goals

By the end of the ILDI, the participants will be able to:

- Create a SMART goal for their role as an instructional leader in the implementation of JEPD for teachers
- Develop a plan to monitor their progress towards a SMART goal
- Develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD
- Assess their growth as an instructional leader

Slide 6

ILDI Outcomes

- Principals will create SMART goals for their role as an instructional leader in the implementation of JEPD for teachers.
- Principals will monitor their progress towards their SMART goals through a system of personal reflection.
- Principals will develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD.
- Principals will assess their growth as an instructional leader.

Slide 7

Overview of Year-long Schedule

Instructional Leadership Development Institute 2018-2019 School Year	
January 2018	Present the proposal for ILDI to the district superintendent
May 2018	Meeting with the district superintendent (or designee) to plan dates, times, and locations for ILDI
July 2018	Session 1 of ILDI: "Creating SMART Goals for Instructional Leadership Development"
July 2018-October 2018	Completion Session 1 Interim Assignment
October 2018	Session 2 of ILDI: "Goal Progress Monitoring and Reflective Practice"
October 2018- January 2019	Completion Session 2 Interim Assignment
January 2019	Session 3 of ILDI: "Reflecting with Teachers: The 10-minute Meeting"
January 2019- April 2019	Completion Session 3 Interim Assignment
April 2019	Session 4 of ILDI: "Assessing Your Growth"

Slide 8

Session 1 of ILDI

Today's Goal

By the end of Session 1 of ILDI, the participants will create a SMART goal for their role as an instructional leader in the implementation of JEPD for teachers

Agenda

- Assessing Your Instructional Leadership: "To Thy Own Self Be True"
- Definition of Instructional Leadership
- Weber's Model for Instructional Leadership
- Break
- Creating SMART Goals for Instructional Leadership
- Collaborative Work Session
- Interim Assignment Explanation
- Dismissal

Slide 9

Assessing Your Instructional Leadership: To Thy Own Self Be True

Self-Assessment of Instructional Leadership Development

Directions: Assess your current level of performance by placing a check mark in the appropriate box for each criterion.

Criteria of Instructional Leadership Development	Current Performance Level		
	Strongly Agree	Agree	Disagree
Instructional Leadership			
1. Articulate goals for teaching and learning			
2. Articulate strategies to achieve these goals			
3. Articulate beliefs about what is vital to the success of the students and teachers in their school			
4. Focuses on student achievement and teacher performance above the individual personnel			
5. Articulates school goals to parents and school community members			
Organizing Instructional Programs			
1. Listens actively to staff and faculty ideas and creates opportunities for staff to implement innovative teaching arrangements			
2. Provides resources and support for environment for collaborative planning			
3. Sets student achievement or learning considerations rather than primarily on the size or behavior of students			
4. Considers various means of evaluating			
5. Encourages effective use of instructional time			
Hiring, Supervising, and Evaluating Teachers			
1. Hires competent, enthusiastic teachers			
2. Supervises staff by encouraging cooperation and continuous improvement			
3. Conducts formal observations collegially and collaboratively			
4. Follows up formal observations			
5. Controls school by RPD and ongoing staff development			
Providing Instructional Time			
1. Reviews the student conduct policies provided by the school board			
2. Supports teachers in improving classroom management			
3. Reviews rules on attendance and tardiness consistently			
4. Supports careful instructional selection by teachers			

Slide 10

Activity: Defining Instructional Leadership

Using one of the index cards on your table, define instructional leadership.

Compare your response with a shoulder partner at your table.

Slide 11

Weber's Model of Instructional Leadership

Background

- Developed in 1987 by J. R. Weber
- Delineates the issues that principals must address on the daily basis, the principals' responses to these issues, and the conduct that effective leaders regularly display
- Used as a composite model for many K-12 leadership training and certification programs
- Examines 6 activities that effective instructional leaders employ.

Slide 12

Weber's 6 Activities of Instructional Leadership



- setting academic goals
- organizing the instructional program
- hiring, supervising, and evaluating
- protecting instructional time and programs
- creating a climate for learning
- monitoring achievement and evaluating programs

Slide 13

Setting Academic Goals

- Academic goal setting involves balancing clear academic ideals with community and internal school needs.
- The goals of the school vary over time in response to achievement indicators, such as standardized tests.
- Instructional leaders provide the guidance and central themes for this orchestration of goals, from the unit objectives to the general understanding of a school's philosophy.
- In order to set academic goals, the instructional leader must be familiar with all levels of instruction in the school.

Slide 14

Organizing the Instructional Program

- Organizing the instructional program is closely aligned with setting instructional goals for the school.
- The strategies for bringing the goals to reality depend on allocating staff and organizing curriculum to maximum effect.
- Instructional organization includes student groupings, teacher organization, leadership teams, and the structure of the curriculum.
- The process involves matching teachers, students, and courses for the best outcomes.

Slide 15

Hiring, Supervising, and Evaluating

- Hiring, supervising, and evaluating are interactive, dynamic concerns of instructional leadership.
- The hiring and supervising of teachers may be the principal's most important instructional leadership task.
- Hiring competent people is vital to the health of an instructional program. Regardless of the amount of time principals spend supervising teachers, the decisions they make about staffing can save headaches and time for instructional leadership later.
- Even excellent teachers need the opportunity for professional development and one-to-one supervision by instructional leaders to stimulate them, making the school's instructional goals more than mere abstractions.

Slide 16

Protecting Instructional Time and Programs

- It is estimated that instructional time averages 60 percent of a school day, under optimum conditions (no assemblies, field trips, or athletic obligations).
- Although the length of the school day and the number of school days per year are prescribed in each state, scheduled time for instruction varies widely from school to school and from classroom to classroom.
- Before inquiring about what can be done about increasing instructional time, it is important to appreciate the importance of available instructional time and student time-on-task.

Slide 17

Creating a Climate for Learning

- School climate is a factor in motivating teachers and students to hold expectations for themselves and perform at their best academically.
- Contributors to climate in a school include school discipline procedures, physical layout of the school building, noise levels, presence (or absence) of enthusiasm, amount of litter or vandalism, etc.
- One the most important factor in school climate is the set of beliefs, values, and attitudes teachers and students hold about learning.
- The norms, beliefs, and attitudes that students form about academic learning, come, at least in part, from the adults in the school.

Slide 18

Monitoring achievement and Evaluating Programs

- It is a primary task of instructional leaders to assess and revise the instructional programs in schools.
- Ultimately, the success of any educational program comes down to the performance of the students.
- It is imperative that principals and teachers decide which objectives are essential and how best to teach them.
- For principals and other instructional leaders, the assessment of achievement is an integral part of the instructional planning process.

Slide 19

Activity: Review

Review your definition of instructional leadership. Compare it to the activities in Weber's Model. How are they similar? How are they different? Discuss your comparisons with a shoulder partner at your table.

Slide 20

Break

We will now have a 15-minute break. Feel free to partake in the remaining refreshments. We will resume promptly at 11:00am.

Slide 21

Creating SMART Goals for Instructional Leadership

Slide 22

What are S.M.A.R.T. Goals?

- Specific
- Measurable
- Attainable
- Realistic
- Timely

Slide 23

Background

- SMART is a method of goal setting that was first published in November 1981 in Spokane, Washington by George T. Doran, a consultant and former Director of Corporate Planning for Washington Water Power Company (Haughey, 2014).
- The SMART method has become a widely accepted because the method provides a clear and simple framework for defining and managing goals and objectives.
- In addition, the SMART method is valuable because it prompts users to clearly consider and define goals and objectives as they set them. This reduces the risk of creating a vague or unclear goal that is unlikely to be achieved.
- Even though SMART goals are widely used, researchers are seeking ways to improve on the method.

Slide 24

Specific

When goals are specific goals, they answer the following questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements/constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Slide 25

Measurable

To determine if your goal is measurable, ask questions such as

- How much?
- How many?
- How will I know when it is accomplished?

Slide 26

Attainable

- The goal is “do-able”
- It is action-oriented
- It is “within reach” of mortals!
- The “A” may also stand for Action-oriented and that requires **action** verbs in the goal!

Slide 27

Relevant

- The goal must be relevant to the context for which it is set.
- Goals should mesh with other factors that directly impact other goals and overall mission of the organization.

Slide 28

Timely

- You should establish a timeframe
- The timeframe **must** be realistic
- Everyone needs to know the timeframe...make it public
- "T" may also represent Tangible in that you can experience it with one of your senses!

Slide 29

Activity: SMART OR Not?

Directions:

At your table, discuss each goal. Using the criteria for setting SMART goals, evaluate the goals on the right to determine if they are SMART goals or not. If they are determine why they qualify. If they are not, determine what can be added to make them “smarter.”

Examples of Goals

1. I want to write an education policy book.
2. By the end of the school year, I will increase my school’s ACT scores by 10%.
3. By June 2019, 80% of second graders measuring below proficient level on ideas and content will show growth of 1 or more levels as measured on the state writing assessment.

Slide 30

Activity: Creating SMART Goals for Instructional Leadership

Directions:

Using the SMART goals worksheet in your binder, create a SMART goal for your instructional leadership development. Consider Weber’s model for instructional leadership development in the creation of your goal.

SMART Goal Worksheet

Topic/Issue _____ Target/Date _____ Start/Date _____ Term/Interest _____

Goal _____

How SMART is Your Goal?

S	Specific: What exactly will you accomplish?
M	Measurable: How will you know when you have reached the goal?
A	Attainable: In achieving the goal, what obstacles will affect achievement? Have you gotten the resources to achieve the goal? If not, how will you get them?
R	Relevant: Why is this goal significant to your instructional leadership development? (See 12/04)
T	Timely: When will you achieve the goal?

Slide 31

Collaborative Work Session

While you are creating your SMART goal for instructional leadership development, collaborate with your colleagues to ensure that your goals are SMART and based on Weber's model.

Slide 32

Session 1 of ILDI: Interim Assignment

July 2018-October 2018

Collaborate with your leadership team to create your goals and long-range plan for JEPD for teachers for the 2018-19 school year. Determine how your goal for instructional leadership development relates to your school's JEPD goals and plan. Bring evidence and support of your findings to the October session.

Slide 33

Session Evaluation

Directions:

- Locate the Evaluation form for today in your binder. Complete the form and place it in the box near the exit as you leave. Once for the form is submitted, you are dismissed for the day.

██████████ School District ██████████

Professional Development Evaluation Form

Date: _____

Session Title: _____

Presenter(s): _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the session met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

Slide 34

Session 2 of ILDI: “Goal Progress Monitoring and Reflective Practice”

October 2018

Slide 35

Activity: Sharing of Interim Assignments

Last time you were asked to...

Collaborate with your leadership team to create your goals and long-range plan for JEPD for teachers for the 2018-19 school year. Determine how your goal for instructional leadership development relates to your school's JEPD goals and plan. Bring evidence and support of your findings to the October session.

Now...

Share your goal with your table partners and explain how your goal for instructional leadership development relates to your school's plan for JEPD for teachers.

Slide 36

Session 2 of ILDI

Today's Goal

By the end of Session 1 of ILDI, the participants will develop a plan to monitor their progress towards a SMART goal.

Agenda

- Session Goal, Objectives, and Outcomes
- Characteristics of a Reflective Practitioner
- Break
- Creating a Plan for Reflection
- Collaborative Work Session
- Interim Assign Explanation
- Dismissal

Slide 37

What is reflective practice?

1. *Reflective practice is viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development.*
2. *A dialogue of thinking and doing through which I become more skillful. (Schön 1987)*
3. *Reflective practice' is a term often used in education pedagogy. It is a continuous process from a personal perspective that considers critical incidents within your life's experiences.*
4. *Reflective practice involves thoughtfully considering one's own experiences in applying theory to practice. In teacher education it refers to the process of trainees studying their known teaching methods and determining what works best for the students. All lecturers need to reflect on their experiences in the classroom and adapt their strategies accordingly. (Duckworth et al 2010: p 41)*

Slide 38

Activity: Reflective Practice Definition Jigsaw

Each table will be assigned one definition of reflective practice from the previous slides. Discuss the definition at your table. Be prepared to share the major points of your discussion with the whole group.

Slide 39

Reflective Practitioners are...

- *Actively concerned with aims and consequences, as well as means and technical efficiency*
- *Competent in methods of classroom inquiry (gathering data, analysis, evaluation) to support the development of teaching competence*
- *Open-minded, responsible, and wholehearted*
- *Informed partly by self-reflection and partly by insights from educational disciplines*
- *Enhanced through collaboration and dialogue with colleagues*

Slide 40

Break

We will now have a 10-minute break. Feel free to partake in the remaining refreshments. We will resume promptly at 8:55am.

Slide 41

Activity: Goal Progress Monitoring and Reflective Practice

Directions: Consider your SMART goal for instructional leadership development. How can you use the definitions and characteristics of reflective practice to monitor your progress towards your goal? Develop a plan to monitor your progress towards your SMART goal that incorporates reflective practice.

Slide 42

Collaborative Work Session

While you are creating your SMART goal progress monitoring plan, collaborate with your colleagues to ensure that you are considering all aspects of reflective practice that are related to your goal.

Slide 43

Session 2 of ILDI: Interim Assignment

October 2018-January 2019

Revisit your SMART goal for the implementation of JEPD for teachers at your school. Enact your plan for reflection to monitor your progress towards your goal. In addition to your evidence of reflection, bring a copy of your teacher list to the January session.

Slide 44

Session Evaluation

Directions:

- Locate the Evaluation form for today in your binder. Complete the form and place it in the box near the exit as you leave. Once for the form is submitted, you are dismissed for the day.

████████ School District ██████████

Professional Development Evaluation Form

Date: _____

Session Title: _____

Presenter(s): _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the session met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

Slide 45

Session 3 of ILDI: “Reflecting with Teachers: The 10-Minute Meeting”

January 2019

Slide 46

Activity: Sharing of Interim Assignments

Last time you were asked to...

Revisit your SMART goal for the implementation of JEPD for teachers at your school. Enact your plan for reflection to monitor your progress towards your goal. In addition to your evidence of reflection, bring a copy of your teacher list to the January session.

Now...

- Share your evidence of reflection and your progress towards your SMART goal for instructional leadership development with a table partner.

Slide 47

Session 3 of ILDI

Today's Goal

By the end of Session 3 of ILDI, the participants will develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD.

Agenda

- Session Goal, Objectives, and Outcomes
- What are Teachers Thinking?
- Break
- The 10-minute Meeting
- Collaborative Work Session
- Interim Assign Explanation
- Dismissal

Slide 48

Activity: What Are Teachers Thinking Quick-write

On one of the index cards at your table, write down what you believe teachers need to be effective. You will have 2 minutes to write down as many needs as you can.

Compare your list with your table mates.

Slide 49

According to the Research of Joseph Blasé...

The instructional needs of teachers fall into two major themes:

- Promotion of professional growth
- Communication that promotes reflection

Slide 50

Promotion of Professional Growth

- emphasizing the study of teaching and learning
- supporting collaboration efforts among educators
- developing coaching relationships among educators
- encouraging and supporting redesign of programs
- applying the principles of adult learning, growth, and development to all phases of staff development
- implementing action research to inform instructional decision making

Slide 51

Activity: Table Discussion

Consider the descriptors for promoting professional growth, are your JEPD sessions for teachers designed to promote professional growth for teachers? How do you know? Discuss your answers to questions at your table.

Slide 52

Communication That Promotes Reflection

- making suggestions
- giving feedback
- modeling
- using inquiry and soliciting advice and opinions
- giving praise

Slide 53

Activity: Ranking of Activities

Rank the 5 communication activities that promote reflection from greatest to least according to your current level of implementation with your teachers.

- making suggestions
- giving feedback
- modeling
- using inquiry and soliciting advice and opinions
- giving praise

Slide 54

Break

We will now have a 10-minute break. Feel free to partake in the remaining refreshments. We will resume promptly at 8:55am.

Slide 55

The 10-Minute Meeting

- The 10-minute meeting is a way for administrators and teachers to reflect on school data at the micro-level in a way that does not consume a lot of the already coveted time in a school day.
- Ideally, a 10-minute would happen once a day between an instructional leader and an individual teacher.
- These meetings provide the school leader with an opportunity to evaluate teacher-created assessments.

Slide 56

The 10-Minute Meeting

- Through the inquiry process, the principal encourages the teacher to reflect on how the assessment is linked to specific standards and skills, and address higher-order thinking by determining the DOK (Depth of Knowledge) levels or level of complexity of the assessment.
- During the meeting, the teacher provides a sample of an assessment that he or she has created. The teacher will also bring three samples of student work.
- The 10-minute meetings should be a process to drive reflective practice, not an inquiry of the teacher.

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Sample questions that may be included in the meeting:

- Explain to me the purpose of this assessment, activity, project, or homework assignment? How does it link to our overall curriculum, and standards? What was the intended learning outcome for the student, what are you actually assessing, and did this assessment accomplish that?
- Looking at the student product, first examine the sample from the student who was a high performer. What made them a high performer? What were they able to demonstrate to you (be specific)?
- Looking at the medium performer, what would have made them a high performer? Did they understand the concepts but made simple mistakes?
- Looking at the low performer, what skills are missing? What are your plans for intervention, re-teaching for this student?

Slide 58

Activity: Reflecting with Teachers: The 10-minute Meeting

Directions: Use what you now know about teachers' need for communication that promotes reflection and the 10-minute meeting, to plan meetings with your teachers. Be sure to include the following in your plan:

- The type of questions that you plan to ask your teachers
- Time for scheduling meetings with each of your teachers (be realistic)

Slide 59

Collaborative Work Session

While you are creating your plan to reflect with teachers, collaborate with your colleagues to ensure that you are considering all aspects of the new learning in today' session.

Slide 60

Session 3of ILDI: Interim Assignment

January 2019-April 2019

Conduct 10-minute meetings with at least 50% of your teachers. Be sure to note any evidence of reflective practice from the meetings. Decide if this evidence supports your SMART goal for instructional leadership development.

Slide 61

Session Evaluation

Directions:

- Locate the Evaluation form for today in your binder. Complete the form and place it in the box near the exit as you leave. Once for the form is submitted, you are dismissed for the day.

██████████ School District ██████████

Professional Development Evaluation Form

Date: _____

Session Title: _____

Presenter(s): _____

Rate each item 1-5 according to the indicators below:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

	1	2	3	4	5
1. The objectives and agenda of the session were clearly communicated.					
2. The objectives of the session were relevant to my work environment.					
3. The activities of the session helped me to better meet the stated objective.					
4. The activities of the session met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

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Session 4 of ILDI: “Reflecting with Teachers: The 10-Minute Meeting”

April 2019

Slide 63

Activity: Sharing of Interim Assignments

Last time you were asked to...

Conduct 10-minute meetings with at least 50% of your teachers. Be sure to note any evidence of reflective practice from the meetings. Decide if this evidence supports your SMART goal for instructional leadership development.

Now...

With a shoulder partner, share general evidence that you gathered through your 10-minute meetings with your teachers. Discuss if and how this information supported your instructional leadership SMART goal.

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Session 4 of ILDI

Today's Goal

By the end of Session 3 of ILDI, the participants will assess their growth as an instructional leader.

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Agenda

- Sign-in and Refreshments
- Sharing of Interim Assignments
- Session Goal, Objectives, and Outcomes
- Assessing Your Growth: "To Thy Own Self Be True"
- Break
- Planning for Sustainability
- Collaborative Work Session
- Program Evaluation
- Dismissal

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Assessing Your Instructional Leadership: To Thy Own Self Be True

Self-Assessment of Instructional Leadership Development
 Directions: Assess your current level of performance by placing a check mark in the appropriate box for each criteria.

Criteria of Instructional Leadership Development	Current Performance Level		
	Strongly A	Modestly B	Weakly C
Academic Goal Setting			
1. Sets clear goals for teaching and learning			
2. Actively attempts to achieve their vision			
3. Communicates their vision to all in the business of the students and teachers in their school			
4. Focuses on student achievement and teacher performance above the motivational pressure			
5. Articulates school goals to parents and school community members			
Supporting Instructional Programs			
1. Listens actively to staff and faculty ideas and creates opportunities for staff to implement innovative teaching programs			
2. Provides resources and supportive environment for collaborative planning			
3. Holds student programs on high moral considerations rather than priority on size, age, or behavior of students			
4. Considers various options in scheduling			
5. Encourages effective use of instructional time			
Hiring, Supervising, and Evaluating Teachers			
1. Hires competent, ethically teachers			
2. Supervises staff by encouraging innovation and continuous improvement			
3. Conducts formal observations collegially and confidentially			
4. Follows up formal observations			
5. Controls school by BPC and ensuring staff development			
Monitoring Instructional Data			
1. Reviews the student conduct data provided by the school board			
2. Reports to parents on discipline/behavior management			
3. Enforces rules on attendance and tardiness consistently			
4. Searches school performance database by teachers			

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Activity: Assess Your Growth-Quick-write

Compare your pre-assessment results to your post-assessment results.

- In what areas have you have assessed yourself higher? Lower? The same?
- Are you surprised by the results? Explain.
- Share your results with a shoulder partner.

Slide 67

Break

We will now have a 10-minute break. Feel free to partake in the remaining refreshments. We will resume promptly at 8:55am .

Slide 68

Recap of Our Year Together

Purpose	Goals	Outcomes
<ul style="list-style-type: none"> To promote instructional leadership development in principals as they implement job-embedded professional development (JEPD) opportunities for teachers 	<ul style="list-style-type: none"> Create a SMART goal for their role as an instructional leader in the implementation of JEPD for teachers Develop a plan to monitor their progress towards a SMART goal Develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD Assess their growth as an instructional leader 	<ul style="list-style-type: none"> Principals will create SMART goals for their role as an instructional leader in the implementation of JEPD for teachers. Principals will monitor their progress towards their SMART goals through a system of personal of reflection. Principals will develop a plan for teachers to become reflective practitioners as a result of their participation in JEPD. Principals will assess their growth as an instructional leader.

Slide 69

Planning for Sustainability

- Of the instructional leadership activities that we have explored during ILDI, which one has had the greatest impact on your instructional leadership development? Share your response with a shoulder partner.

Slide 70

Activity: Collaborative Work Session

At your tables discuss the aspects in the table below. Chart responses and present them to the group.

Creating SMART Goals for Instructional Leadership Development	Reflecting on Goals and Monitoring Progress	Conducting 10-Minute Meetings with Teachers
In what ways has this aspect of ILDI effected on your instructional leadership development?	In what ways has this aspect of ILDI effected on your instructional leadership development?	In what ways has this aspect of ILDI effected on your instructional leadership development?
How can this concept be sustained in you? In the professionals that you lead?	How can this concept be sustained in you? In the professionals that you lead?	How can this concept be sustained in you? In the professionals that you lead?

Slide 71

Session Evaluation

Directions:

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1. The objectives and agenda of the session were clearly communicated.					
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3. The activities of the session helped me to better meet the stated objectives.					
4. The activities of the session met my learning style as an adult learner.					
5. I plan to use what was learned in this session in my work environment.					

Please comment:

1. Areas of Strength: Specifically, what did you find effective in this professional development experience?

2. Areas of Improvement: Specifically, how could the professional development experience be improved?

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References

- Blase, J. (2000) "Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools", *Journal of Educational Administration*, Vol. 38 Issue: 2, pp.130-141, doi: 10.1108/09578230010320082
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