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**Key Elements of Instructional Leadership**

**EDU 7701 Instructional Strategies  
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## Chapter I Introduction

### **Purpose of the Study**

The purpose of the study is to acquire an understanding of what skills an instructional leader in the 21st Century should possess. The researchers will also acquire an understanding of how the culture of a school building might be impacted by the creation of a learning centered environment.

### **Statement of the Problem**

Research suggests that traditional instructional leaders spend the majority of their time focusing on managing the building. Although the role of the principal as instructional leader is widely advocated, it is seldom practiced. The principal's role is still, primarily, that of a manager (Chell, 2004). Stronge (1988) calculated that elementary school principals spent 62.2% of their time on managerial issues and 11% on instructional leadership issues, even after undergoing training or in-service for the role of Instructional Leader (Chell, 2004).

In districts of poverty, children must be fed and in some cases provided with appropriate clothing before educational needs can be met. In addition, many students living in poverty grow up in single parent homes where domestic violence, drug abuse and other social issues plague the home environment. As a result, administrators must work with Child Protective Services and other local agencies to meet the social and emotional needs of the child before student learning can occur.

At secondary levels, educating students can take a back seat to disciplinary issues which consume the Instructional Leaders day. In the Brentwood School District, more than 200 Superintendent Hearings are conducted in given school year (Jones, 2010). While the social

issues discussed are critical and must be met, a mechanism for balancing the instructional leader's time in order to also address educational needs must be considered.

In addition to the issues associated with balancing the time devoted to instruction and learning, the leadership style of the traditional instructional leader presents concerns. The traditional school leader is one that embodies a top-down approach to leadership. Clear direction is provided by the principal to the teachers, who in turn work autonomously with the students. There is little project based classroom learning and few conversations among teachers in lesson planning across grade levels and disciplines. In this setting, a tone at the top is reflected from the principal to the teacher to the student (The Principals Partnership, 2004).

At the same time that issues associated with 21st century learning are being addressed, the Federal government has focused considerable attention on the school reform movement. The widely publicized Race to the Top federal funding has ushered in a number of critical issues relating to teacher evaluation systems and mechanisms for tracking student success and improving outcomes (Steiner, 2010).

Throughout America, many educational systems are falling below proficiency levels set forth by the 2001 federally mandated No Child Left Behind Act (NCLB). This Act holds schools accountable for their students' academic achievement via test scores - thereby setting a goal-oriented precedence in place. When an individual school fails to make designated marks, it is categorized as a School In Need of Improvement, and then given a timeline and other strident modifications to follow in order to be sanctioned as a school in good academic standing.

With these nationally staged expectations, school districts across the United States must establish and meet their individually set measurable assessments. The achievement gap has widened further causing hard to staff schools, schools with disadvantaged students, schools that

struggle to meet the standards, and schools that need support and resources to remedy their most immediate problems.

It will be incumbent upon the instructional leader of the 21st century to meet the instructional needs of the child just as much as the social and emotional needs. Recognizing that there are limited hours in a day, innovative ways of addressing these concerns will be necessary utilizing the expertise of stakeholders at the building level. The instructional leader will need to acquire the appropriate skills to facilitate this process.

### **Significance of the Study**

If the findings of the study suggest that instructional leaders who focus on a learning centered environment and a culture which fosters a community of learners develop more students with qualities necessary for the 21st century, then more schools systems may need to gravitate from traditional teaching modes to pedagogy that supports learning centered environments.

### **Research Questions**

The researcher will be governed by the questions noted below.

- What are the qualities of an instructional leader in a 21st Century Global Society?
- How does an instructional leader facilitate a learning centered environment in his/her building?

### **Definition of Terms**

It is helpful to provide the reader with some clarity of important terms used throughout this study.

**21st Century Global Society** - an educational setting where learning, teaching and leadership focus on educating the whole child and ensure that our children are prepared for success in the increasingly interdependent global society and workforce of the 21st Century (ASCD, 2010)

**Learning Centered Environment** - An area where teachers base leadership, curriculum, and instructional modes directly on the life, needs, interests, and goals of each learner (What is a Learning Centered Environment, 1998).

**NCLB** - An act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind (Ed.gov, 2001).

**Moodle** - a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a free web application that educators can use to create effective online learning sites (Moodle, 2009).

**Skype** - is a software application that allows users to make voice calls, send instant messages, video conference, and file transfers over the internet (Wikipedia, 2010).

### **Limitations of the Study**

The study will be based solely on research associated with learning communities, Instructional leaders and the research of colleagues. There will not be observations of learning communities in schools. A more comprehensive study would provide qualitative data based on observations within school buildings.

## **Chapter II** **Literature Review**

The study made use of several resources that guided our understanding of instructional leadership. These sources included and were not limited to; websites, journals, dissertations and video presentation. These sources were examined to identify key elements of instructional leadership at the school level. Research on instructional leadership reveals many common themes: Leadership, Shared Vision, Shared Leadership, Professional Growth, Community/Culture, and 21st Century Skills/Learners.

### **Leadership**

Educational Broadcasting Corporation posts a toolkit for new and aspiring principals to include several topics: Establishing a vision, effecting change, instructional leadership, student achievement, improving teaching, gaining respect, professional growth, the external environment, day-to-day management, and communication (2004). Included in this site are videos, and other related research to deepen the understanding of each topic. The website emphasizes the importance of each of these topics in the Instructional Leader's "toolbox" for success. Instructional Leadership can be defined as having several necessary components. Shared vision, shared leadership, professional growth, a supportive and collaborative community and 21st century skills all affect the cultural temperature of the learning environment.

### **Shared Vision**

It is widely agreed that a shared vision and common purpose are two major elements of instructional leadership at the school level. (Stronge (2008), DuFour (2002), Fulmer (2006))

Lashway agrees in support for defining the school mission and having a common purpose but adds that promoting positive learning environments, providing teacher feedback, managing

curriculum and instruction, and assessing the programs are all key components of instructional leaders (1995). He goes on to say that instructional leadership requires a collaborative approach and connects this leadership to a need for dialogue to be effective. Dialogue is a crucial component in creating and defining a school mission. All parties within the learning community must be part of this process and the role of the instructional leader to facilitate this dialogue to reach consensus. Providing teacher feedback and promoting positive learning environments naturally lends itself to the use of dialogue. He concludes that principals should function in ways that are less bureaucratic and more collaborative.

### **Shared Leadership**

In addition to defining a school mission or vision, was shared leadership (Stronge, 2008). "Leaders influence others to understand and agree about what needs to be done and how. This process requires the facilitation of individual and shared efforts to accomplish common objectives" (Stronge, 2008). He goes on to say that principals share their leadership with teachers in an effort to improve instruction. Teachers are encouraged to participate in reflective and collaborative investigations to improve teaching and learning through dialogue concerning curriculum, instruction, and assessment (2008). Teachers are empowered to feel as though they are making a difference and contributing to the success of the learning community. Lambert agrees that schools need to look beyond the principal as the sole instructional leader, and develop leadership capacity throughout the learning community (2002). This framework for instructional leadership provides sustainable school improvement.

### **Professional Growth**

Another component of successful instructional leadership is the concept of professional growth. Stronge discusses this in his book, *Instructional Leadership: Best Practices*. In order for

a principal to be a successful and effective instructional leader, the principal needs to actively practice being a lifelong learner. He/she needs to “pay attention to and communicate about instruction, curriculum, and student mastery of learning objectives” (2008). He goes on to state that the principal needs to be an active participant in the learning process. Stronge explains that this means principals participate in the staff training and professional development that he/she arranges for the staff. In addition, principals need to keep current with research based strategies and best practice techniques (2008). He concludes that effective principals need to “support instructional activities and programs by modeling expected behaviors and consistently prioritizing instructional concerns...” and ...“strive to become a learner among learners” (2008).

Another source that emphasizes the need for professional growth is e-Lead. E-Lead is a web site dedicated to promoting the partnership of the Laboratory for Student Success and the Institute for Educational Leadership. E-Lead states that the instructional leader encourages educational achievement by making instructional quality the top priority of the school. The role of an instructional leader differs from that of traditional school administrator in that a principal who is an instructional leader becomes the primary learner in a community striving for excellence in education and moves away from the managerial tasks and responsibilities of the traditional and technical role of the building principal (2005).

### **Community/Culture**

Positive instructional leadership impacts many aspects of the success of education. One aspect that Sergiovanni goes on to speak about is the relationship between instructional leadership and how schools are viewed. He asks us to not look at schools as formal organizations, but rather as communities. When we view schools as communities, he talks about a different type of authority emerging, moral authority. This type of authority comes from

within when someone believes in something and feels passionate about it. Sergiovanni's view of moral authority is a more authentic way of leading others in a learning community. While he recognizes all five sources of authority (bureaucratic, psychological, technical, competence, and virtue) he believes the first three should be supplemental to the latter two (1992). Sergiovanni goes on to state that teacher professionalism is valued more. "...schools are special places where people care about teaching and learning" (1992).

### **21<sup>st</sup> Century Skills**

The Partnership for 21st Century Skills speaks to the qualities of an instructional leader with regard to 21<sup>st</sup> century skills. The instructional leader continues to ensure that 21st century skills are embedded in the curriculum and instructional practices. The Partnership for 21st Century Skills lists the essential components for a 21st Century Learning Environment. This type of learning environment supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice. In addition, a 21st century learning environment allows for project-based learning and real world application of skills for students. Instructional leaders who foster this learning environment enable all staff and students to have equal access to quality learning tools, technologies, and resources (2004).

### **Four Lenses**

Smith (2010) states that one's view of leadership incorporates some mixture of 4 lens for viewing life in organizations, with one lens usually predominating. According to Smith the first lens, Traditional/ rational/ bureaucratic/ technical values positional authority and standard operating procedures with prescribed roles. The second lens, Human Resources, focuses on personal needs and the interface with the formal organization; viewing people as the primary

resource sometimes known as the psychological view. The third lens, Cultural, is the organizations norms of virtue, beliefs, and the shared ideas about how things get done here. The final fourth lens, Political relies on the community-based struggle over ideas of what's good, the uses of power, and the paradoxical strategic representations of life in the organization.

### Conceptual Rationale

Using the four lenses described above and the key elements of instructional leader at the school level, these two combined ideas created the conceptual rationale. The illustration below (Figure 2.1) represents the merge of these ideas. You will note that the core circle represents the key elements of an instructional leader and surrounding that circle are four ovals. Each of the four ovals represents the four lenses, as described by Smith, that incorporate one's view of leadership. Each of the ovals relates to the center circle with double-sided arrows signifying the give and take, the ebb and flow of the elements passing through the various lenses and the influence the lenses play on the role of the instructional leader.

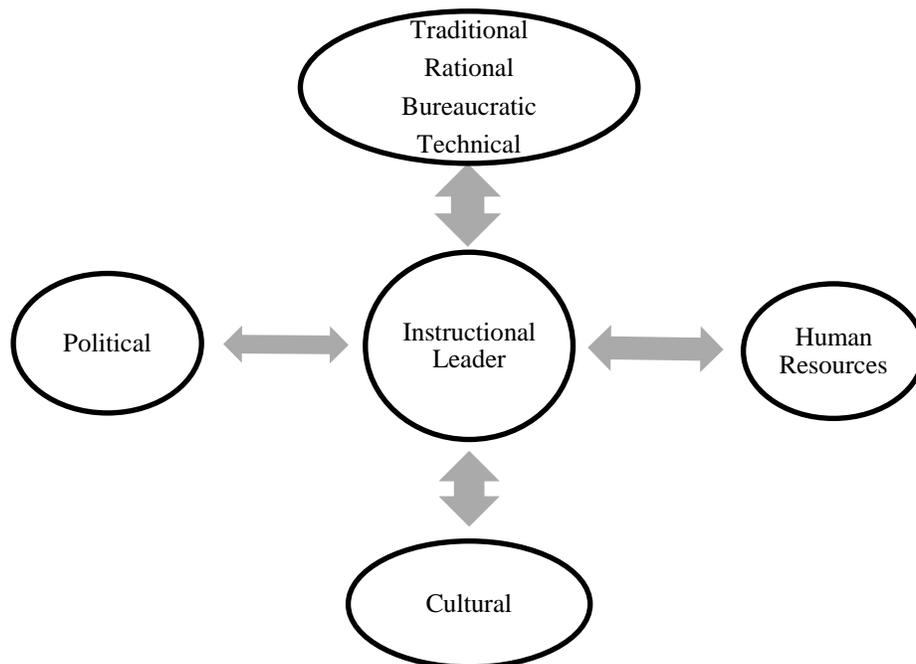


Figure 2.1

## **Chapter III** **Methodology**

### **Purpose of Study**

In this chapter, the research methods and procedures are established. The research questions are presented along with a description of the participants, and data collection procedures.

The purpose of the study is to acquire an understanding of what skills an Instructional Leader in the 21st century should possess. The researchers will also acquire an understanding of how the culture of a school building might be impacted by the creation of a Learning Centered environment.

### **Design of Study**

This study is a qualitative research study. The design of this study is threefold; first participants were asked to research and support what the key elements of instructional leadership are at the school level. Second, the research was binned using four focus lenses. The first lens, Traditional/ Rational/Bureaucratic/Technical, places an emphasis upon positional authority and standard operating procedures with prescribed roles. The second lens, Human Resources, focuses on the personal needs and the interface with the formal organization; viewing people as the primary resource; a psychological view. The third lens, Cultural, focuses on norms of virtue, beliefs, shared ideas about how we do things here; demonstrating a focus on meaning. Finally, the fourth lens, Political, places an emphasis on community based struggle over ideas of what's good; the uses of power; paradoxical strategic representations of life in the organization. (See Chart 3.1)

Chart 3.1 Lenses

Lens	Traditional/Rational/ Bureaucratic/Technical	Human Resources	Cultural	Political
Description	Emphasis upon positional authority and standard operating procedures with prescribed roles	Personal needs and the interface with the formal organization; viewing people as the primary resource; psychological view	Focus on norms of virtue, beliefs, shared ideas about how we do things here; focus on meaning	Focus on community based struggle over ideas of what's good; the uses of power, paradoxical strategic representations of life in the organization

Once the elements were placed in bins, they were analyzed to evaluate themes, similarities and discrepancies.

Third, a definition of the needed skills of an instructional leader in the 21st century was acquired and how the instructional leader can impact the culture of the school building to improve student achievement.

### Research Questions

- What are the qualities of an Instructional Leader in a 21st Century Global Society?
- How does an Instructional Leader facilitate a Learning Centered environment in his/her building?

### Setting and Participants

Participants that acquired data included ten collaborative members from a doctoral cohort at a local university. Nine of the participants were students and one as the instructor. The

participants held various positions in education. Three participants were district-wide administrators; three were building level administrators, two classroom teachers, and a retired teacher, currently working in a non-for-profit educational organization. Using moodle, an open-source website, Skype and email, participants collaborated to share their sources and findings.

(Chart 3.2 Participants)

Participant	District Wide Administrators	Building Level Administrators	Teachers	Retired Teacher
9	3	3	2	1

### Data Collection Techniques

The research was a qualitative collection of sources and elements accumulated by the cohort members. Each reference to a key element of instructional leadership was highlighted and numbered. The “voices” of each cohort member were identified by his/her initials.

### Data Analysis

Each of the identified references was placed into one of four lenses: Traditional/ rational/ bureaucratic/ technical, Human Resources, Cultural, and Political. (Chart 3.3)

Chart 3.3 Data Collection Method

Lens	Traditional/Rational/ Bureaucratic/Technical	Human Resources	Cultural	Political
Description	Emphasis upon positional authority and standard operating procedures with prescribed roles	Personal needs and the interface with the formal organization; viewing people as the primary resource; psychological view	Focus on norms of virtue, beliefs, shared ideas about how we do things here; focus on meaning	Focus on community based struggle over ideas of what’s good; the uses of power, paradoxical strategic representations of life in the organization

## **Chapter IV** **Findings**

As indicated in Chapter 3, qualitative data was collected for each cohort member based on their individualized research and constructed responses with regard to the key elements of an instructional leader at the school level. The responses were labeled and categorized into the respective lenses based on responding to what the major elements of instructional leadership at the building level would be. The data was then summarized in order to determine the frequency of elements found to be important in each lens of leadership style by the cohort members.

Based on the findings, CB, CR, BT and DJ found the several of the elements to fall within the Human Resources lens. Collaborative leadership, creating an environment built on inquiry and establishing a shared purpose and vision to improve teaching and learning were key elements that were included in their responses. CS and AH's key elements were found to be in the Bureaucratic lens. Their elements focused on establishing goals and procedures, the development of a school improvement team and plan, and aligning the curriculum, assessments and standards to ensure quality instruction is taking place. IM's elements surrounded the concepts best viewed within the Cultural lens. IM found that sharing best practices, taking learning centered approach, and redefining the principal's role to become the primary leader to be key elements of an instructional leader. AK's elements were equally distributed within the Bureaucratic and Cultural lenses. AK found that there was a need define the schools' mission and to balance academic and managerial leadership with promoting a positive learning environment, fostering collaboration between and among the teachers, parents, administrators, and students. GL's were equally distributed in the Bureaucratic and Human Resources lenses. His response included the notion of creating accountable learning systems where principals shift

the school's culture to operate within a model where data, testing and accountability measures are used and relationships are developed between teachers and principals to cultivate the concept of teams and taking ownership of the educational process. Further analysis of the data suggests that few elements from CB's and DJ's responses were placed in the Bureaucratic lens, and CS's response included very little found in the Human Resources lens. IM, GL, AH and BT's responses did little to emphasize the importance of the Political lens. CR and AK found the least of their elements to be categorized in the Bureaucratic, Cultural, Human Resources and the Political lens' respectively. The complete findings are provided in chart 4-1.

Chart 4-1 Representation of Cohort Results

Voice	Traditional/Rational/ Bureaucratic/Technical	Human Resources	Cultural	Political
	Emphasis upon positional authority and standard operating procedures with prescribed roles	Personal needs and the interface with the formal organization; viewing people as the primary resource; psychological view	Focus on norms of virtue, beliefs, shared ideas about how we do things here; focus on meaning	Focus on community based struggle over ideas of what's good; the uses of power, paradoxical strategic representations of life in the organization
1 CS	Intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003)			
2 CS	Teaching and learning at top of priority list (NAESP,2001)			
3 CS	Leadership is a balance of management and vision (NAESP,2001)			

4 CS			Instructional leaders must be well informed SBRR and effective reading instruction	
5 CS	Alignment of Curriculum, assessment and standards			
6 CS				Data driven decision making (NAESP, 2001)
7 CS			Teachers as lifelong learners (Chase and Kane, 1983)	
8 CS			Creating a unified approach to a clear goal of improving student achievement. (Boone, Hartsman and Mero, 2006)	
1 CB				The exists a focus on learning, outcomes, and results rather than teaching, inputs, and intentions (DuFour, 2002)
2 CB			A learning community with a shared vision and common values	
3 CB				Principals let go of formal, old fashioned systems of supervision and evaluation and instilling a reflective process in the mind of their teachers and themselves (Sergiovanni, 1992)
4 CB			Shared leadership (Strong, Richard, & Catano, 2008)	

5 CB				Data-driven decision making (Strong, Richard, & Catano, 2008)
6 CB		Collaboration (Strong, Richard, & Catano, 2008)		
7 CB	Monitoring of curriculum and instruction through research based strategies (Strong, Richard, & Catano, 2008)			
8 CB		Principals rely on the expertise of their teachers and collaborate with them (Strong, Richard, & Catano, 2008)		
9 CB		Collaborative investigation when problems arise, to empower teachers to be part of the process (Strong, Richard, & Catano, 2008)		
10 CB		Committed to the continual growth of teaching and learning		
1 CR		Collaborative Leadership		
2 CR		A personalization of the learning environment (NASSP, 2004) Building a rigorous curriculum and building rapport with students, assessing their abilities and desires		
3 CR				Instructional practices that include 21 <sup>st</sup> Century Skills
1 DJ		Instructional leaders learn to empower the students and		

		teachers		
2 DJ		Create an environment built on inquiry, construction and learning where all opinions are encouraged and sought		
3 DJ		Shared purpose and vision for improved teaching and learning (Hallinger, 2005) (Blasé and Blasé, 2000)		
4 DJ				Climate built on high expectations and levels of trust (Hallinger, 2005) (Blasé and Blasé, 2000)
5 DJ				Climate where the principal models the desired values (Hallinger, 2005) (Blasé and Blasé, 2000)
6 DJ		Climate where inquiry, innovation and reflection is encouraged and supported (Hallinger, 2005) (Blasé and Blasé, 2000)		
7 DJ			Creating an environment conducive to learning for teachers and students	
8 DJ			Creating an environment where there is respect for diversity and differing opinions	
9 DJ			Changing a culture to include relational trust, support, encouragement and time	
1 BT		Instructional leadership requires a whole system		

2 BT			Instructional leadership has to permeate throughout the entire school system to bring about student performance and efficacy	
3 BT	Instructional leader becomes the consummate role player engaged in student performance			
4 BT		Job-Embedded Learning “cultivating, developing, and continuously supplying individual leaders support” (Fullan, 2009)		
5 BT			Organization-Embedded Learning – improvement of the culture, structure, and processes (Fullan, 2009)	
6 BT				System-Embedded Learning – accomplished when principals are engaged in Instructional leadership” (Fullan, 2009)
7 BT	Principals meet continuing professional development (Njuguna, 2009)			
8 BT		Principals enrolled to bring about a shared vision and instilled a sense of unity and allowed for continuity across the district (Njuguna, 2009)		
9 BT		Principals who spend time interacting with teachers and students regarding instructional responsibilities, yielding positive influence on		

		student achievement (Walker, 2009)		
1 GL		Providing a vision, instruction and curriculum, discipline and effective management (Lamm, 2010)		
2 GL	Creating accountable learning systems in schools (Halverson, 2005)			
3 GL	Ability of leaders to shift schools culture and operate within a model by where data testing and accountability measures are being used to interpret (Firestone, 2007)			
4 GL			Distributed leadership roles (Firestone, 2007)	
5 GL		Relationships need to be developed between teachers/principal – teams cultivated- leadership and ownership of educational process (Lamm, 2010)		
1 IM		Developing a common vision of good instruction (Jones, 2010)		
2 IM		Building Relationships		
3 IM			Empowering staff to innovate	
4 IM			Shared best practices	
5 IM				Looking forward
6 IM			Learning-centered approach	
7 IM		Collaborative learning environment (e-lead, 2005)		
8 IM				Share enthusiasm for learning

				throughout the community (e-lead, 2005)
9 IM			Promote growth in student learning (e-lead, 2005)	
10 IM			Redefines his/her role to become the primary learner – strive for excellence	
11 IM	School wide district goals			
12 IM	Provide necessary resources			
13 IM	Balance between leadership and management			
14 IM	Focus on direction to curriculum and teaching			
1 AH		Unified approach that included all the players		
2 AH	Specific outcomes and goals			
3 AH				Use of outside sources for partnerships
4 AH			Collaboration time for teachers	
5 AH	Specific goals and outlined procedures			
6 AH				Use of additional outside resources to make changes
7 AH			Shared leadership	
8 AH	School improvement team/plan			
9 AH		Knowing how to deal with people and their past experiences (negative)		

10 AH	Focus on goals			
11 AH			Deep knowledge about instruction	
12 AH	Be specific set up development process			
13 AH			Relationships and Partnerships are important	
14 AH		Teamwork		
1 AK	Academic and managerial leadership			
2 AK	Define school mission (Walker, 2009)			
3 AK			Promote positive learning environment (Walker, 2009)	
4 AK	Observing and giving feedback			
5 AK	Managing curriculum and development			
6 AK			Collaboration between teachers, parents, admin, students	
7 AK	Sustained school vision			
8 AK		Shared leadership		
9 AK				Data driven
10AK			Principals knowledge of instruction/learning	
11AK				Data driven goals (Gates, Ross and Brewer, 2000)
12AK	Design, supervise and evaluate instructional strategies to develop curriculum			

13AK			Instructional goals, regular classroom visits and instructional dialogue	
14 AK			Promotes school wide dialogue around good teaching (Ross and Brewer, 2000)	
15AK		Shared accountability for all (Ross and Brewer, 2000)		
16 AK				Principals job – intended outcomes and supports to improve learning.
17 AK			“Principals foster this structural and cultural transformation when they shift their emphasis from helping individual teachers to teams of teachers ....” (DuFour, 2002)	
18AK		Distributed leadership to improve skills of others and holding all stakeholders accountable. (walker, 2009)		

The findings suggest that as a whole, cohort members found the key elements of an instructional leader at the school level to have varying distributions within the four lenses. In addition, the overall cohort findings were of no significant importance in one lens or another.

## Chapter 5

### Conclusion and Recommendations

The members of cohort nine found several themes when defining the qualities of a 21st century instructional leader. While four of the nine members held results primarily in the Human Resource lens the other five cohort members did not fall into the same lenses. Four had strong response to the Bureaucratic Lens, and two had some significance in the Cultural lens. All of the cohort members had varying weight on each of the four focus lens. These results indicate that the unified cohort believed that the key elements of an instructional leader fall in all four of the lenses. These elements must be balanced, as indicated in chapter one, with the responsibilities of the traditional, managerial requirements that a principal or building leader is accustomed to. Emphasis on having a shared vision, a set culture to promote life-long learners and collaboration were evident. A learning centered environment through balanced instructional leadership as found in the literature, will increase student outcomes and increase a positive cultural environment.

In order to create a sustainable and successful Instructional Leadership model, leaders must commit to a continuous learning process and embrace the life-long learner philosophy. Emphasis is on accessing the potential in current staff, by using them as primary resources to jump-start a collaborative movement.

A concerted effort to move education out of the traditional, top-down leadership philosophy will need to occur. This will require leaders to take on nontraditional roles, and focus more on the instructional leadership role by getting out from behind the desk of discipline and observations and into the classroom mentality. The qualities of an instructional leader specifically call for a leader who can: clearly share a vision and goal with his/her staff, use

collaboration techniques to demonstrate to the school community the common goals of the school, encourage staff to be lifelong learners and have continued growth in their professional lives, and model the cultural feel that the school would like to portray. In addition, they must continue to handle the “traditional” running of the school in a balanced manner.

Through these qualities, the leader will be able to facilitate a learning centered environment in his/her building through modeling of expected behaviors. The ultimate goal is to making a learning centered environment where all students can thrive, this is a tall order and only a well-balanced instructional leader can achieve that goal.

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