Indicator Explanation

DOMAIN	EFFECTIVE PRACTICE	INDICATOR
Talent	Set clear performance expectations	2C.2 School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.

A principal's competency in providing a quality learning environment is critical to a variety of student and teacher outcomes, including student achievement and teacher retention (Burkhauser, 2017; Hitt & Tucker, 2016; Johnson et al., 2012; Ladd, 2011). This quality learning environment requires a principal's attention to curriculum and instruction, and careful monitoring of teacher practice to identify strengths and weaknesses (Daniëls et al., 2019). Effective school leaders understand curriculum standards, and ensure that these standards are taught (Georgia Department of Education, 2014). These school leaders maintain a clear focus and commitment to the curriculum, instruction, and assessment, or technical core, of the school, and provide organizational conditions, such as a safe and orderly learning environment, that enable student learning (Hitt & Tucker, 2016). Research shows that both teachers and school leaders believe it is necessary to have someone positioned at the school to guide curriculum, make professional development decisions, ensure continuity in the instructional program, and spend time in classrooms to monitor instructional programs (Georgia Department of Education, 2014).

Instructional leadership involves a principal's active involvement in planning, coordinating, and assessing curriculum and teaching through activities such as discussions about and influence over vertical/horizontal curriculum alignment, and observation of and feedback on classroom teaching (Murphy et al., 2006; Robinson et al., 2008). Instructional leadership has been shown to have moderate to large effect sizes on student achievement (Boyce & Bowers, 2018; Liebowitz & Porter, 2019; Robinson et al., 2008), as well as on teacher well-being, teaching practices, and school organizational health (Liebowitz & Porter, 2019). A key dimension of the principal's instructional leadership role is managing the instructional program, which focuses on the coordination and control of curriculum and instruction (Hallinger & Wang, 2015). This includes "organizing high-quality learning, developing the quality of teaching and learning, monitoring student progress, and making adjustments to foster success [with an emphasis on] the use of feedback as a means of developing the instructional capacity of teachers" (Hallinger & Hosseingholizadeh, 2019, p. 597). While "time constraints may limit the principal's own personal efforts in this domain, it remains critical to model and organize the whole leadership team to ensure that this gets done (Hallinger & Wang, 2015, p. 31). Managing an instructional program requires a principal committed to instructional improvement and one with expertise in teaching and learning (Hallinger & Heck, 2010; Heck & Hallinger, 2014).

Instructional Supervision, Evaluation, and Support: Effective principals ensure that classroom instructional practices reflect the goals of the school and curriculum standards. Principals or others providing instructional support are charged with making formal and informal classroom visits to monitor classroom instruction (Goldring et al., 2009; Hallinger & Wang, 2015; Robinson et al., 2008). While teacher evaluation

has drawn a lot of controversial attention over the last decade, its impact on teaching and learning has not received significant research support (Darling-Hammond et al., 2012; Hallinger et al., 2014; Murphy et al., 2013). In the context of many leading instructional leadership models (e.g., Hallinger & Wang, 2015), supervising and evaluating instruction is focused more on building teachers' instructional capacity rather than on the high-stakes, formal evaluation of teacher performance (Hallinger et al., 2014). Effective principals trust teachers to provide effective instruction while simultaneously making regular visits to classrooms to observe instruction and its impact on student learning (Georgia Department of Education, 2014; Stronge & Xu, 2021). They must be capable of judging teaching quality, limit non-instructional activities to maximize instructional time, and allocate resources (e.g., staffing, materials, professional learning) based on identified needs (Kearney & Herrington, 2010; Liebowitz & Porter, 2019; Odden, 2011). Effective principals also engage in side-by-side professional learning with their faculty as they learn about curricular and instructional improvements (Robinson et al., 2008); this action strengthens principals' knowledge and capacity to be a resource and support to teachers, and enhances their credibility and legitimacy as instructional leaders in schools (Hallinger, 2018; Murphy et al., 2006). Competent principals are capable of identifying the professional learning needed to develop the skills and knowledge of the entire faculty, as well as opportunities targeted to smaller groups of teachers such as grade-level or subject-level groups (Leithwood, 2012). They approach professional development at the individual teacher level as well, to address each teacher's needs and strengths; for example, arranging for mentoring relationships can provide an individualized experience for both mentor and mentee (Ingersoll & Strong, 2011). Recent research suggests that principal coaching of teachers following observations has a powerful positive impact on student achievement (Stronge & Xu, 2021); in contrast, simple walk-throughs have been shown to negatively impact student achievement (Grissom et al., 2013).

Curriculum Coordination and Review: In effective schools, the curriculum objectives are tightly aligned with what is taught and assessed in each classroom (Glatthorn et al., 2009; Hallinger & Wang, 2015; Robinson et al., 2008). There is also substantial curriculum continuity across grade levels, which is maximized by a high degree of interaction related to curriculum and instruction issues among teachers both within and across grade levels (Ho, 2010; Robinson et al., 2008; Spillane, 2006). The principal must facilitate these interactions, and be knowledgeable about curriculum and instruction, while promoting teacher reflection about their instruction and how it impacts student learning (Lochmiller, 2016). Principals must actively look for evidence that the curriculum is being taught, such as through a review of formative assessments, observations of teaching, student work, and team lesson logs (Stronge & Xu, 2021).

Student Progress Monitoring: To facilitate a high-quality learning experience, competent principals develop and continuously monitor curriculum, instruction, and assessment, while requiring rigor and holding high expectations for all students, including those with special programs status and English language learners (Hitt & Tucker, 2016; Leithwood, 2012; Murphy et al., 2006; Robinson et al., 2008). Effective principals view assessment as pivotal to evaluating student progress and making adjustments based on regularly collected formative and summative data; they also ensure that this data is disaggregated by indicators important for tracking progress toward school improvement goals, such as by ethnicity, special education status, and socioeconomic status (Murphy et al., 2006). Assessment data further inform the vision and mission-building process, with effective principals skillfully using these data to define future improvement efforts, such as the collective and individual teacher professional learning needed to meet goals (Hitt & Tucker, 2016; Robinson et al., 2008).

References

Boyce, J., & Bowers, A. J. (2018). Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years. *Journal of Educational Administration, 56*(2), 161–182.

Burkhauser, S. (2017). How much do school principals matter when it comes to teacher working conditions? *Educational Evaluation and Policy Analysis, 39*(1), 126–145.

Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review, 27*, 110-125. https://doi.org/10.1016/j.edurev.2019.02.003

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. *Phi Delta Kappan, 93*(6), 8–15.

Georgia Department of Education (2014). *Leader keys effectiveness system: Fact Sheet #1-Performance Standard 1: Instructional Leadership*. https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20LKES%20Documents/LKES%20Fact%20Sheet/17-18%20LAPS%201%20Fact%20Sheet.pdf

Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009). *Curriculum leadership: Strategies for development and implementation*. Sage.

Goldring, E., Cravens, X. C., Murphy, J., & Elliot, S. (2009). The evaluation of principals: What and how do states and urban districts assess leadership? *Elementary School Journal, 110*(1), 19–39.

Grissom, J., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher, 42*(8), 433–444.

Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management, 30*(2), 95–110.

Hallinger, P., Heck, R. H., & Murphy, J. (2014). *Teacher evaluation and school improvement: An analysis of the evidence.* Educational Assessment Evaluation and Accountability. doi:10.1007/s11092-013-9179-5.

Hallinger, P., & Hosseingholizadeh, R. (2020). Exploring instructional leadership in Iran: A mixed methods study of high- and low-performing principals. *Educational Management Administration & Leadership, 48*(4), 595–616.

Hallinger, P., & Wang, W. C. (2015). *Assessing instructional leadership with the Principal Instructional Management Rating Scale*. Springer.

Heck, R. H., & Hallinger, P. (2014). Modeling the effects of school leadership on teaching and learning over time. *Journal of Educational Administration, 52*(5), 653–681.

Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. Review of Educational Research, 86(2), 531–569.

Ho, D. C. W. (2010). Teacher participation in curriculum and pedagogical decisions: Insights into curriculum leadership. *Educational Management Administration & Leadership, 38*(5), 613–624.

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201–233.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record, 114*(10), 1–39.

Kearney, W., & Herrington, D. (2010). High performing principals in historically low-performing minority-serving schools: A glimpse into the success of 90/90/90 Schools in South Central Texas. *National Forum of Applied Educational Research Journal, 24*(1/2), 63–72.

Ladd, H. F. (2011). Teachers' perceptions of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis, 33*(2), 235–261.

Leithwood, K. (2012). *Ontario Leadership Framework with a discussion of the leadership foundations*. Institute for Education Leadership, OISE. https://www.education-leadership-ontario.ca/application/files/2514/9452/5287/The_Ontario_Leadership_Framework_2012_-_with_a_Discussion_of_the_Research_Foundations.pdf

Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research, 89*(5), 785–827.

Lochmiller, C. R. (2016). Examining administrators' instructional feedback to high school math and science teachers. *Educational Administration Quarterly, 52*(1), 75–109.

Murphy, J., Elliot, S. N., Goldring, E., & Porter, A. C. (2006). *Learning-centered leadership: A conceptual foundation*. Wallace Foundation.

Murphy, J., Hallinger, P., & Heck, R. H. (2013). Teacher evaluation: A case of the missing clothes? *Educational Researcher, 42*(6), 349–354.

Odden, A. (2011). *Strategic management of human capital in education: Improving instruction and student learning in schools*. Taylor & Francis.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on school outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635–674.

Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.

Stronge, J. H., & Xu, X. (2021). *Qualities of effective principals* (2nd edition). ASCD.