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Action Research: An Educational Leader's Guide to School Improvement (Christopher-Gordon New Editions)

by **Jeffrey Dr. Glanz**

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Effective instructional leadership

Teachers' perspectives on how principals promote teaching and learning in schools

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Keywords *Teachers, Schools, Leadership, Development*

Abstract *Few studies have directly examined teachers' perspectives on principals' everyday instructional leadership characteristics and the impacts of those characteristics on teachers. In this study, over 800 American teachers responded to an open-ended questionnaire by identifying and describing characteristics of principals that enhanced their classroom instruction and what impacts those characteristics had on them. The data revealed two themes (and 11 strategies) of effective instructional leadership: talking with teachers to promote reflection and promoting professional growth.*

The goal in a learning community is to build connections between people, socially and intellectually. Control interferes with this process; it distances people from one another. Commitment strengthens interpersonal connections...building a learning community is tantamount to developing a commitment to shared learning. (Prawat, 1993, p. 9)

In recent years, the restructuring of schools to empower teachers and to implement school-based shared decision making has resulted in a move away from bureaucratic control and toward professionalization of teaching (Louis *et al.*, 1996). In many schools, teachers are developing a collaborative practice of teaching which includes coaching, reflection, group investigation of data, study teams, and risk-laden explorations to solve problems (Dowling and Sheppard, 1976; Glanz and Neville, 1997). The emergent discourse is one of critique, not criticism, and it exists within a "community of learners", professionals who provide academic and moral service to students.

We report here the findings of a study designed to determine teachers' perspectives on effective instructional leadership. We asked the question: What characteristics of school principals positively influence classroom teaching, and what effects do such characteristics have on classroom instruction?

Instructional leadership

Current literature about instructional leadership falls into four broad areas. First, prescriptive models describe instructional leadership as the integration of the tasks of direct assistance to teachers, group development, staff development, curriculum development, and action research (Glickman, 1985); as a democratic, developmental, and transformational activity based on equality and growth (Gordon, 1997); as an inquiry-oriented endeavor that

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