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Author

Aguilera, Sondra Denise

Publication Date

2016

Peer reviewed|Thesis/dissertation

Beyond the Initiatives: Developing instructional leadership in school principals as a system-wide

effort to improve the quality of classroom instruction.

by

Sondra Denise Aguilera

A dissertation submitted in partial satisfaction of the requirements for the degree of Doctor of

Education

in the

Graduate Division

of the

University of California, Berkeley

Committee in Charge:

Professor Tina Trujillo, Chair

Professor Heinrich Mintrop

Professor Julian Chow

Summer, 2016

Abstract

This design research effort implemented a series of intervention activities designed to support a small group of elementary school principals improve their instructional leadership practices. The purpose of this research was to improve the skills of principals to lead instructional improvements identified through classroom observations, work with their school-level Instructional Leadership Team (ILT) to create teacher professional development that addresses the instructional improvement, and implement the leadership moves necessary for leading instructional change in their context.

A sample of three principals with more than 3-years principal experience and those who were participating in the Balanced Literacy Cohort were asked to participate in this design challenge. Principals participated in the Instructional Rounds (IR) process over a 6-week span, received pre-training, participated in three IR sessions to collect base-line data on their Problem of Practice, identified and designed a Next-Level Work Plan, collaboratively implemented teacher professional development with their Instructional Leadership Teams (ILTs), and reflected on their progress.

Data were obtained from principals and from teachers on the Instructional Leadership Teams (ILTs) to provide a description of how principal instructional leadership behaviors faired while participating in Instructional Rounds and how this process shaped professional learning. Participants completed pre and post surveys, interviews, IR sessions, and created teacher professional development plans. These data were analyzed against an instructional leadership rubric and evaluated how the Instructional Rounds process shaped instructional leadership behaviors in participating principals.

Dedication

Thank you Mom, Dad, and Eric for supporting me in everything I set out to do. Your support means the world to me.

I appreciate the principals that allowed me to follow their work and OUSD for providing me the opportunity to learn and lead.

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CHAPTER ONE
PROBLEM OF PRACTICE

Introduction

Districts often grapple with supporting struggling schools to improve. Districts approach the solution in numerous ways with disparate results. We have learned from implementation research that solutions designed by districts are rarely implemented as intended and usually do not yield improvements (Meredith I Honig, 2006). Districts regularly look to principal development as a solution. Principals are expected to manage the instructional program toward improvement, especially focusing improvement efforts on teaching and learning. Researchers argue that successful instructional leaders pay close attention to managing the instructional program among other important strategies like setting a school vision and creating a positive school culture (Hallinger & Murphy, 1985). Over the past few years Oakland Unified School District (OUSD) principals have not participated in professional learning that prepares them to identify school-wide instructional improvements through the analysis of instruction. Instead, many principals have experienced professional learning from numerous misaligned initiatives, leaving them to wade through mixed messages about the best approach to improve their schools. This design study attempts to develop foundational instructional leadership behaviors in OUSD principals.

Large urban school districts struggle to design professional learning that builds foundational instructional leadership behaviors in principals. School districts focus on too many initiatives and switch from silver bullet to silver bullet, without allowing an initiative to take root or supporting schools to adapt to this new learning. Further, there are many influences on a school. There are district departments, external organizations, outside professional learning, and factions within schools that hold differing opinions about improvement strategies, to name a few. School principals must sift through this murkiness to make decisions about instructional improvements resulting in uneven outcomes for students. A process that helps principals make decisions would support them to analyze instruction, use this analysis to address instructional gaps, and encourage shared leadership while implementing instructional improvements. Ultimately, this process would encapsulate a system for learning instead of introducing disjointed hypothesis on how to lead school-wide instructional improvements.

Designing an intervention is the best way to investigate how principals learn and translate their learning into leading instructional improvements at their schools. This design study will investigate how district policy can develop a professional learning system that teaches principals to analyze instruction thoughtfully. In design studies, the researcher acts as the primary agent in designing the intervention. As a Network Superintendent in the District, I am able to design and implement this intervention as district policy to determine how principals learn and approach school improvement. Ultimately, the goal for this design study is to create district policy that facilitates bottom up policy by implementing a system that provides principals with the structures and processes to identify instructional improvements specific to school-wide instructional concerns and implement a professional development plan to address those concerns.

For the purpose of this study, I describe the need for principals to sharpen their skills in designing instructional improvements. Next, I consult the knowledge base informing this design effort. Then, I introduce the theory of action (Figure 1) and principle features of the design, Instructional Rounds, and provide an overview of the process features and organization. Finally, I describe the research methods used to investigate the effectiveness of Instructional Rounds in shaping instructional leadership behaviors in principals.

Design Context

Not all OUSD principals are skilled at improving instruction. There are a few ways this problem emerges in the OUSD context. Elmore (2010) argues that the number of quality instructional experiences a student has in their educational career can be limited, largely due to the lack of a coherent lesson design and the lack of academic rigor observed in teachers' classrooms. Elmore also suggests that instructional coherence and a students' access to quality instruction are shaped by a leader's instructional vision. In OUSD, inconsistent instructional practices are observed while visiting classrooms in a single school and are seen at scale while visiting numerous schools. In my role as Network Superintendent, I conduct classroom observations with principals. I notice that when a principal observes classroom instruction, they often focus on improving individual teachers and omit using the series of observations to extrapolate school-wide instructional patterns. The ability for a principal to translate their observations into vital signs of school-wide instructional practice would greatly impact their capacity to lead *school-wide* instructional improvements rather than only being able to make improvements teacher by teacher.

Although not the only indicator of the teaching and learning in a district, standardized test scores can provide some information about instruction. The most recent results on the SBAC in 2015 of over 18,000 students tested revealed that only 28 percent of students in English Language Arts and only 23 percent in Math "Met" or "Exceeded" Standards. Additionally, the current rate of proficiency as measured by the Scholastic Reading Inventory (SRI) signifies that only 28 percent of students in 2nd-12th grades read at or above grade-level. These data signify that more attention to the instructional core is necessary to improve outcomes for OUSD students.

Design Challenge

This design study focuses on implementing Instructional Rounds district-wide as a mechanism for shaping principal's foundational instructional leadership practices. Design Challenge: To develop a research-based routine that offers school principals opportunities to understand the level of teaching taking place in classrooms and design instructional improvements given their school context. This routine uses the principals' zone of proximal development to observe a series of classrooms, design instructional improvements, and lead their school teams through those identified instructional improvements. I now turn to the professional knowledge base that supported the design considerations for the Instructional Rounds process.

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CHAPTER TWO
CONSULTING THE PROFESSIONAL KNOWLEDGE BASE AND THEORY OF ACTION

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The literature used to inform this design challenge concentrates on policy implementation at the school level because how school-level staff understand and implement an instructional policy is significant (Meredith I Honig, 2006; James P Spillane & Thompson, 1997). In addition, the research that argues that schools must be led by principals who are strong instructional leaders and have the ability to set the course with their teams of teachers (Heck, 1992; Marks & Printy, 2003) were scrutinized. Lastly, I consulted the large body of research that suggests successful schools work as professional learning communities (DuFour & Eaker, 1998; Little, 1982; Louis & Kruse, 1995) to think about how to organize principal learning.

These are the literature I will be consulting. They work together to support the implementation...

<div align="center">**Professional Knowledge Base**</div>

Policy Implementation

Education policy is designed to guide and influence districts and schools to improve. However, policy has often missed the mark; becoming the very obstacles districts and schools must overcome to improve student outcomes. Top-down policy is rarely implemented with fidelity, diluting potential impact and depositing a wake of mixed messages. The implementation literature highlights the interactions between policies, people, and context which produced implementation outcomes. Contemplating the demand policies place on implementers, how people encounter policy through their beliefs and experiences, and the role context plays in policy implementation improves the likelihood that better policies can be created and successfully implemented (Meredith I Honig, 2006).

Within this broad framework for examining policy, I focus on two specific findings: 1) implications from successful models of policy implementation that can be used to shape the design of district instructional policy, especially focusing on how these models unfolded in their local context; and 2) how policy implementation can be a source of organizational learning.

Understanding the historical perspective of how policies were designed and implemented is important because key design elements from successful implementation produced in each policy wave was taken into the next, shaping our current context. Policy implementation spanning from the 1960s through the 1980s represent models that were largely redefined by system actors at the implementation level to fit their own beliefs, contexts, and knowledge (Meredith I Honig, 2006). Reviewing research on policy implementation from previous decades allows us to examine why certain policy designs were successful and why others failed. Policy makers from this era aimed to control and shape behaviors of system actors and struggled to understand why their designs rarely addressed the necessary reconstruction of knowledge, beliefs, and complex behavioral changes necessary for successful implementation (Meredith I Honig, 2006; James P Spillane & Thompson, 1997). In order to create successful policy, this design challenge must examine the features from previous policy efforts that were largely unsuccessful.

In her empircal study of policy implementation, Honig (2006) theorized that successful implementation was achieved when there was "mutual adaptation", where implementers attempted to reconcile conditions within their microlevel context with the macrolevel demands. Honig noted that policy making in public bureaucracies, because of the way it is situated in professional practice, relies heavily on assumptions that policy makers must direct implementation from the top-down discrediting school-based decisions about how to improve from the bottom-up (Meredith I Honig, 2004). This is a result of policy makers designing policy without considering the implementation context in which their policies would be implemented. Implementers made adjustments to the original policy design attempting to implement the design to fit their needs, ultimately diluting the intended policy results. The nature of bureaucracies is to assume implementers lack professionalism to implement policy with fidelity because of the changes implementers make to the original policy and therfore, often take a top-down approach to implement change.

This design challenge will situate the locus of control with the school based staff and allow for them to decide on improvement direction and actions. One key design consideration is to support the school to make changes and clearly message that improvements need to be made, however, the way the school approaches to improve instruction will be driven by the school team. Honig's findings inform this design context by relying on the principal and Instructional Leadership Team (ILT) to be the primary mechanism for driving school improvement rather than District mandated interventions. This design effort will not be successful if the intervention

assumes that school teams are not capable of leading instructional improvements and will fail just as other improvement attempts have that over-look the importance of implementation context and locus of control.

Policy implementation studies (Meredith I Honig, 2006; James P Spillane & Thompson, 1997) revealed that policy makers could include procedures, tools, processes and accountability into their designs yet could not control how local communities shifted practice in response to the design. This design challenge attempts to provide procedures, tools, and collegial accountability to support principal professional learning. The design does not attempt to control specifically how the school shifts instructional practice. In essence, this design challenge aims to support the principal to lead instructional change and is not tied to an intended outcome other than the principal improving their instructional leadership behaviors. This design challenge ackowledges that improving practice is always local, situated, emergent, and linked with prior experiences (Coburn & Stein, 2006). Additionally, policy implementation research found that successful policy makers indirectly influenced shifts in practice by shaping the conditions for learning (Coburn & Stein, 2006). This design challenge attempts to shape conditions for learning by implementing a process for the principal and ILT to use as systematic approach to leading instructional change.

Policy implementation research allows us to contemplate the pitfalls of unsuccessful policy design and suggests the need to reframe policy as a means for organizational learning, the real change necessary for policy implementation to transpire (James P Spillane & Thompson, 1997). Focusing on organizational learning, specifically in districts, includes maintaining a focus on the core of teaching and learning, responding to the local context (school-teacher-and student), acknowledges the school culture and integrates sustained and relevant professional development (Kaufman, Grimm, and Miller, 2012). This intervention seeks to support principals to examine teaching and learning, include teachers in the process, and support the school to design teacher professional development. The emphasis of this design challenge aims to shape organizational learning by providing school teams with a systematic process to lead instructional improvements and not leave schools to decipher the correct process among many possible ways to attempt improvements.

A major outcome of organizational learning is the ability for the policy implementation process to consider whether and in what ways implementers changed their minds in response to policy (Spillane, 2000). Policy that shapes learning and influences changes in mind-set leads me, from experience, to consider the instructional leadership skills principals carry with them as they interface with district policies. We look now to the research on instructional leadership because it helps us understand how effective principals lead improvements, a consideration for successfully implementing district policy.

Instructional Leadership

Principals, as instructional leaders, play several roles in implementing policies for school improvement. Instructional leadership encompasses a large spectrum of knowledge and skills, ranging from managing a budget to improving test scores by setting an instructional focus. A principal's focus on teaching and learning is viewed as the key to improving failing schools, and implementing a district-level instructional policy can provide a means for honing in on a specific aspect of teaching and learning (Schmoker & Schmoker, 2011). To understand the implementation of district-level instructional policies, like using Instructional Rounds (IR) to develop foundational instructional leadership practices in principals, it is necessary to consider the research on instructional leadership. This body of research presents three dimensions of

school leadership: *Defining School Mission, Managing the Instructional Program and Promoting a Positive Learning Climate* (Hallinger & Murphy, 1985). These dimensions are referenced greatly in instructional leadership research and have been expanded upon by others attempting to characterize effective instructional leadership (Heck, 1992; Leithwood, Louis, Anderson, & Wahlstrom, 2004; O'Donnell & White, 2005; Robinson, Lloyd, & Rowe, 2008).

Leadership is identified by research as a key factor in improving student learning in schools (Hallinger & Heck, 1996; Leithwood, et al., 2004). While leadership may significantly impact student learning, how leadership in schools is understood is a matter of much debate. Currently, principals and other school leaders are all urged to be "instructional leaders" without much clarity about what this means (Leithwood, et al., 2004). Leithwood and colleagues identify the broad concept of leadership in schools as setting directions, supporting people, and redesigning the organization. Within this broad framework, I focus on two specific conceptions of school leadership: instructional leadership from the effective schools literature and the inclusion of teachers as valuable partners in instructional leadership.

Shortly after the research that created the Three Dimensions referenced above emerged, the term instructional leadership materialized as a way to characterize the type of leadership in "effective schools" (Hallinger & Heck, 1996). Practices of principals of effective schools, or those schools that improved student outcomes by increasing test scores, were examined and revealed key leadership moves. These leadership moves included setting the direction of the school, managing the instructional program, and promoting a positive learning climate (Hallinger & Murphy, 1985). This intervention considers these instructional moves within the design challenge.

Finally, the instructional leadership research on strong principals highlights the importance of teacher professional development and teachers participating as partners in leading instructional improvements (Heck, 1992; Marks & Printy, 2003). Heck (1992) found that principals that provided quality teacher professional development informed by observation of teacher practice improved instruction at higher rates. Heck (1992) observed that principals in low-achieving elementary schools were less likely to make regular classroom visits than principals in high achieving elementary schools. Further he found that the amount of time a principal spent directly observing classroom practice, promoting discussion about instructional issues, and emphasizing the use of test results for instructional program improvement mattered above all other possible principal duties (Heck, 1992). In addition to principals providing teachers with quality professional development opportunities, the effective schools research concluded that principals need teachers as partners to improve classroom instruction (Marks & Printy, 2003). Marks & Printy (2003) found that teachers needed to participate in the instructional improvements by either leading the improvements or helping to design the necessary learning. Professional development that was assigned to teachers or imposed on them without their involvement faired far less successful. Since teachers are identified as key to school reform, attention needs to be paid to teacher professional development and time to work together (Leithwood, et al., 2004). This design challenge attempts to involve teachers in the design of teacher professional learning.

Taken together, these studies shed light on the ways in which various conceptualizations of instructional leadership unfold in schools. This body of research also informs this design effort by framing the general ideas of how to shape instructional leadership behaviors in principals that address instructional improvements and how those efforts must include teachers. We looked to the research on instructional leadership to guide this design challenge to improve

the instructional leadership behaviors in principals. We now shift towards exploring the role of principal supervisors in supporting principals to develop their instructional leadership behaviors.

Supervising Principals

The research on supervising principals is underdeveloped. There is no current data available that directly links systems for supervising principals to improved student outcomes. However, how well a supervisory structure enhances the instructional quality that leads to improved student outcomes is relevant in this conversation (Corcoran et al., 2013). Although there are no direct links between improved student outcomes and supervising principals, those supervisors deemed effective set goals collaboratively with principals, set non-negotiables to reach those goals, aligned school boards to support those goals, monitored goals for achievement and instruction, and used resources to support these goals (Assessment, Rural Education, School Improvement, & Teacher Preparation, 2006).

Chrispeels, et al., (2008) recommended that the supervision districts exert over schools be a balance of district control and site level-autonomy since districts and schools often hold different mental models about how to improve student outcomes. Top-down district decisions could prevent a school from learning how to best support the needs of their diverse student needs, so a balance between district control and site-level autonomy is an important factor to consider (Chrispeels, Burke, Johnson, & Daly, 2008). Again, the notion that Districts should support schools to make improvements, similar to successful policy implementation findings, encourages this design feature in this intended intervention. Chrispeels (2008) suggests Districts provide training to leadership teams to mitigate the balance of control and autonomy. This design challenge will extend support to school-level teams to provide a process for leading necessary instructional improvements.

Research effective districts found these districts focused on specific practices that helped principals learn to strengthen their instructional leadership. Central office, therefore, became teachers of principals' instructional leadership (Meredith I. Honig, 2012). Essentially, central office staff would learn alongside principals, seeing instructional improvements as both their own work and that of the principal too. Honig (2012) characterizes central office and principals learning together as *joint work*, or not just talking about how, but modeling it (Meredith I. Honig, 2012). This design challenge includes the learning of central office leaders. Although this is not the focus of this challenge, this feature will be included to enhance the connection between organizational learning from the research on policy implementation and joint work.

Instructional Rounds creates the conditions for principal and central office learning. Instructional Rounds is an adaptation and extension of the medical rounds model were practioners visit patients, observe and discuss the evidence for diagnosis and discuss possible treatments after thorough analysis of the evidence. Instructional Rounds is an explicit practice that is designed to bring discussions of instructional directly in the process of school improvement. Lastly, Instructional Rounds sits at the intersection of three current popular approaches to improving teaching and learning- walkthroughs, networks, and district improvement strategies (City, Elmore, Fiarman, & Teitel, 2009). Instructional Rounds provides a structure and systematic way for principals to gain new insights about the instruction at their own schools and due to the nature of learning in a community, also develops other principals in a similar fashion. Instructional Rounds would be considered joint work because central office staff is learning alongside principals, although central office staff are not the intended learner in this structure. Central office, by participating in Instructional Rounds, is able to extrapolate trends and patterns from the data collected from Instructional Rounds from an entire district. This rich

collection of data allows for Oakland Unified School District to see instructional gaps at the school level and potentially, align District resources to support those gaps.

Instructional Rounds aims to create a process that converges walkthroughs, networks, and district strategy into a learning approach. This attempt to create a district-wide system for learning must also consider exploring the possible structures for principal professional learning.

Professional Learning Communities

Professional learning communities are a powerful way of working together that profoundly affects the practices of schooling (DuFour, 2004). Although the concept of school teams working together to improve teaching and student outcomes has been considered a means to reform education in earlier research (Little, 1982; Louis & Kruse, 1995; Wineburg & Grossman, 1998), the term, *Professional Learning Community* (PLC) was coined in the early practical work of Richard Dufour and Robert Eaker in their book, *Professional Learning Communities at Work* (DuFour & Eaker, 1998). Before this focus and wide-spread interest in forming PLCs, researchers like Warren-Little (1982), Louis & Kruse (1995), and Wineburg & Grossman (1998) stressed the importance of teachers working in teams to wrestle with student achievement woes. The body of research on professional learning communities stressed building relationships and moving from isolation to collaboration to improve student learning (Louis & Kruse, 1995). Working together in collaborative teams was a disruption to existing practices that assumed teachers lacked the professional interest in thinking about how to improve instruction and preferred working in isolation. This early literature revealed a new powerful way for teachers to work together. This approach was theorized to help teachers improve student learning in teams instead of grappling with this problem on their own.

Although much of the practical research on PLCs has been conducted in schools where the focus is on teachers working together as professionals, PLC research can be applied to other professional learning communities, including those that are composed of principals and similar level colleagues. I suggest that teacher and principal PLCs could be similar because PLCs provide structure and routines for the work, encourage educators to collaborate, require educators to change traditional practice and revise prevalent assumptions, and embrace data as a useful indicator of progress, all of which principals must also consider when improving their instructional leadership. PLC characteristics can be considered in this design challenge to create a structure for principal professional learning.

A distinguishing factor between earlier research on learning communities and current research resides in the unit of analysis. In the earlier body of research, the unit of analysis focused on *teachers' practice* while new thinking has shifted the unit of analysis to *students' performance*. In PLCs, school teams work collaboratively on matters related to student performance, and they hold themselves accountable for the kind of results that fuel continual improvement (DuFour, DuFour, Eaker, & Many, 2006) which are foundational goals for Instructional Rounds. The PLC approach is focused on three areas: 1) a solid foundation of a shared mission, vision, values, and goals that were developed collaboratively; 2) collaborative teams that work interdependently to achieve common goals; and 3) a focus on results (Eaker, DuFour, & Burnette, 2002). These characteristics will be foundational in this design challenge and added to the existing Instructional Rounds process.

Further, professional learning communities that have the most success pursue a clear, shared purpose for all students' learning, engage in collaborative activity to achieve their stated purpose, and take collective responsibility for student learning (Blankstein, 2004). By focusing on student performance, this learning community shifts from a focus on teaching to a focus on

learning (DuFour, 2004). Finally, individuals learn in a community because they are socialized to share similar goals and values, ultimately embodying the thinking and actions needed to reach those goals in their everyday practice. Sharing similar goals and values provokes individuals to gradually assume more responsibility for implementing the desired tasks of the community. In doing so, individuals learn valuable knowledge and skills, how to engage in meaningful interactions about the desired tasks of the community, and develop the character of the learning community (Stein, Hubbard, & Mehan, 2004). We have examined the characteristics of PLCs to include those features in the learning structure for principals. Principals must also receive support in their learning spaces to think about and design the PLC for teacher learning.

Stein et al., (2004) found that where the need for continuous learning is modeled, practice is made public, and adults are encouraged to socially interact about work with students, communities of practice develop a culture of learning that can create internal accountability and become self sustaining, and that such communities of practice were most successful in improving student outcomes. Principals are expected to be instructional leaders and to communicate urgency to their teachers; to take an assertive, pro-active, and supportive stance toward teachers' learning; and, finally, to hold teachers accountable for improvement based on the professional development they receive (Stein, et al., 2004). Although the principal role is important, principals cannot make changes to improve a school alone. This design challenge attempts to provide principals with the space to think about how teacher professional development should be structured and how to interact with the Instructional Leadership Team (ILT) on campus to co-lead instructional improvements by designing teacher professional development.

In addition to principals creating communities of practice at their schools, Stein et al., (2004) recommends that principals participate in similar communities of practice where they too are learning. Stein et al., (2004) further argues that principals need to understand the theory beneath new practices so they may support teacher learning, hold teachers accountable, and go beyond any superficial changes to the school so that the intent of the reform is achieved.

Professional Learning Communities (PLCs) and Communities of Practice (COP) are often used interchangeably, however, these two structures are slightly different in their orientation. PLCs are often school based, meet weekly, and are often mandated structures that teachers are organized to learn in. Communities of Practice have long been used in the business sector and are starting to make their way into the education world. Similar to PLCs, COP participants share expertise and passion about a shared experience and create new approaches to problems (Snyder, Wenger, & BRIGGS, 1999).

Another difference between PLCs and COPs is the frequency and structure in which they meet and interact and oversight. COPs often meet less often than a PLC and the work that takes place in between COP sessions depends on participants' interest in the topic and leadership participants provide to the network. COPs are difficult to build and sustain and their informal, spontaneous nature makes them resistant to oversight and supervision. PLCs in schools are usually overseen by the principal and it is typical that teachers are held accountable for their work together through final work products. Therefore, district supervision of COPs is different in that principal supervisors foster principal development by providing the infrastructure for learning while identifying non-traditional ways to measure COP progress. Therefore, organizing principal professional learning in COPs creates a structure that a principal can learn in and a District can support. COPs are opportunities to learn about a given instructional strategy, time to observe that instructional strategy within a principals' context, take action to make improvements

about that instructional strategy all the while sharing leadership successes and challenges with principal peers.

I have culled a number of salient features from the professional knowledge base helpful in the implementation of Instructional Rounds as a means for district policy to shape instructional leadership practices in principals. These factors are, framing policy as a means for organizational learning, the significance of principals developing skills to manage and improve the instructional program, and forming professional learning communities that take collective responsibility to focus on student learning instead of individual teaching. Examining the literature on professional learning communities helps us understand the foundational structure needed to support learning within the Instructional Rounds (IR) process.

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THEORY OF ACTION

Instructional Rounds Theory of Action

Design study methodology tests the design to determine if the design works according to the theory of action. "Theories of action are conceptions of why a particular practice or policy ought to work" (Argyris & Schon, 1978). In this section, I explain the theory of action that guides the design for creating a systemic approach to analyzing instruction. First, I suggest why principals do not analyze instruction at their schools. Next, I describe a theory of change to detail the dispositions that will need to be addressed in the design process. Then, I proceed with a broad description of the intervention for principals and the minimal conditions necessary for successful implementation. I conclude with a discussion of the intended outcomes. All the while, I refer to research and practical considerations to design my theory of action.

Figure 1: Theory of Action for Developing Instructional Leadership in Principals

Problem	Principals' analysis of instruction is largely compliance driven, absent of depth, and not strategic in addressing school-wide instructional improvements.
Problem Etiology	- Principals do not systematically collect school-wide evidence about instruction. - Principals make ill-informed decisions about school wide instructional needs because they often address instruction at the individual teacher level, having no impact on school-wide instructional improvement needs. - Principals are ill-equipped to identify school-wide instructional patterns. Principals often focus on procedural aspects of school reform rather than the deep organizational learning that could produce better results.
Theory of Change *What learning needs to occur to enact the design?*	- Principals need to develop the skill of identifying school wide instructional patterns so they can adjust teacher professional learning at scale to accommodate teacher needs. - Principals must collaborate with site-based teachers to communicate the current state of instruction and improve teaching at the school site.
Theory of Intervention *What activities will lead to the design elements being enacted?*	Provide an analysis process for principals to … - systematically collect evidence about instruction - analyze instruction - predict the student learning that is likely happening at a school based on low-inference observations - learn how to identify school-wide instructional patterns from a series of individual classroom observations - strategize school-wide instructional improvements with colleagues by identifying concrete next steps (action plan table) - identify resources and supports teachers and administrator would need to move

	instruction to the next level	
Theory of Implementation	Minimal Conditions: Time on the principal learning calendar, trusting learning space, guidance, and willingness to conduct IR with a learner orientation. The district mandate is to implement the IR process, and consequently, develop skills for analyzing instruction.	
Outcome	Principals will practice a common district-wide process for analyzing instruction and will be capable of using observations to take instruction to the next level. As a result of this intervention, principals will know how to identify instructional gaps, design instructional improvements that shape school-based professional learning, collaborate with principal colleagues and collaborate with their teaching teams in a structured way on real contextual instructional problems.	

Etiology of the Problem

Many principals do not analyze instruction in depth due to the lack of skill to analyze evidence that will identify school-wide instructional patterns. There is lack of a systematic approach to address this deficiency of skill.

Lack of skill to analyze instruction

If principals are taught to collect evidence to inform their decisions, it does not mean that principals know how to analyze the evidence collected. Further, as a result of a antiquated evaluation system, principals have not been expected to analyze instruction beyond their assessment of whether an individual teacher is good or bad, let alone observe a series of lessons to determine the instructional quality school-wide. As stated previously, my role as Network Superintendent allows me the unique perspective to observe classroom across our District. These observations support my perception that principals do not have the skills to analyze if instruction supports the learning needs of students. It is evident, especially due to the current national education context that relies on achievement results to indicate the quality of instruction, that OUSD principals have not yet aligned teaching to student needs since most students, especially students of color and from diverse linguistic backgrounds, score poorly on the Smarter Balanced Assessment Consortium (SBAC) and Scholastic Reading Inventory (SRI).

Lack of process to systematically collect evidence

Research suggests that successful principals collect evidence through observations to inform curricular decisions (Elmore, 1996). Principals that visit classrooms and use those observations to set the instructional vision prioritize their time to be in classrooms to observe instruction, an aspect of managing the instructional program. OUSD has recently mandated that principals be in classrooms 15 hours a week. This mandate is coupled by a new teacher evaluation system that provides suggestions about how a principal should coach and support teachers to further develop their instructional practices. Although this mandate has emerged with a new teacher evaluation system, there is little guidance about how to observe teachers and identify instructional patterns. As the policy implementation research suggests, mandating what is important is not sufficient and does not guarantee that change will occur in an organization like a district (Spillane, 2000). Support through a structured process that a principal can participate in to examine instruction at their school can help mitigate the implementation gap of such a policy.

Theory of Change

The theory of change involves moving from a present state to a more desirable future by managing the interval of transition (Brannick & Coghlan, 2009). This particular design aims to change principal skill from the current state to an improved skill level by focusing on the collection of low-inference observations, analyzing those observations to determine next steps and by designing teacher professional development that is co-lead between principal and the Instructional Leadership Team (ILT). Spillane (2000) refers to this learning as the development

of "routines" in an organization. He argues that prior to launching into new learning, an organization must first develop a shared understanding of the problem through sensemaking. He states that if the problem within the organization is not commonly understood, individuals' beliefs and understandings will guide the organization in different directions (James P. Spillane, 2000). The focus of this intervention is to create such routines so that principals develop school-level processes to: 1) identify an instructional problem, 2) analyze instruction, 3) and support principals to make informed decisions about the teacher professional development needed to make improvements in teaching and learning.

Currently in OUSD, the subject specific Inquiry Cohort is the strategy designed to improve the instructional quality at the school level. Most of the emphasis of the Inquiry Cohorts is on teacher content development with little attention to the development necessary for principals to support the instructional changes taking place school-wide. The Inquiry Cohort work is lead by former classroom teachers, known as content specialists, that were successful in their subject area and are capable of designing professional learning for teachers. However, content specialists do not necessarily know how to design professional learning for principals because they have never experienced the roles and responsibilities of being a principal. As a result, principals often lament that the professional learning delivered by content specialists is too much about the academic content and not enough about the leadership moves that best support improving instruction.

This course of action raises some concern. Should principals be entrenched in content specific work or *management* of the instructional program? Do principals need to deeply know the subject matter to manage the instructional program and improve instruction? This design effort suggests that principals should be proficient in both. Principals need to know the subject matter *and* manage the instructional program. Principals need subject matter expertise as a reference point for the evidence they collect, further supporting the decisions they make regarding the instructional program. Absence of subject matter expertise and understanding of the evidence they have collected consequently allows principals to make important instructional decisions based on limited information (Feldman, 1989).

Lastly, it is important to note that this theory of change does not comprehensibly consider the multiple influences on a principal that are present within the school context. Controlling for the numerous possibilities of influence is not realistic and not desired since the challenge of this design seeks to identify treatment that can improve instructional leadership skills of principals in *any* environment. In each case, school context will be discussed to help distill the characteristics that supported improved skills in a principal, but it is impossible directly link improvement and this challenge in a causal relationship.

Theory of Intervention

Changing the structure of professional learning for principals through Instructional Rounds (IR) is both the organizational structure and activities that will shape improved instructional behaviors in school principals. The activities listed in the theory of intervention explain how the design will support principals to unlearn, learn, and innovate by approaching the analysis of instruction in new ways. First, principals will engage in professional learning on how IR will provide a process for analyzing instruction. Second, the training will focus on developing principals to collect observations to use as evidence of teaching taking place in schools. Then principals will be taught a process for analyzing instruction using those observations and identify steps to take instruction to the next level, or implement instructional improvements based on the starting point identified by the observable patterns that emerged during Instructional Rounds.

Also, the process will include support for principals to determine strategic leadership moves specifically, ways to involve teachers in making instructional improvements, allowing them to implement supported instructional improvements. Finally, the Next-Level Work in Instructional Rounds provides the principal and Instructional Leadership Team the opportunity to learn content for improving instruction within the Balanced Literacy Cohort.

Theory of Implementation

In order for the professional learning to be successful, minimal conditions need to exist at the district and site level. Moreover, District officials need to be open to the possibility that principals can learn through this design over other training that will be eliminated to make space for this design.

The minimal District conditions necessary to successfully implement this design effort require the resources of time, learning space, and people. At the central office level, District leadership must be supportive of this work so that this intervention is on the principal professional learning calendar. Often, Districts that support many initiatives, as is the case in this design context, implement professional learning that is episodic and absent of reaching a focused learning outcome for their adult learners. Since the design is dependent on central office staff as the implementers of the design, central office leadership, especially those that manage a large number of support staff, must convey the importance of being an Instructional Rounds Facilitator to their employees. Further, central leadership must also allow for their support staff, especially those identified as Instructional Rounds Facilitators, to participate in training sessions, the actual Rounds session, and follow-up and debrief conversations. Lastly, the Instructional Rounds Facilitators will largely be recruited from our Leadership, Curriculum and Instruction (LCI) departments because these specialists already possess instructional expertise and adult learning knowledge to support the implementation of this design challenge.

Principals selected in this design need to participate in the principal professional learning so that they have access to the training that prepares them to conduct and participate in Instructional Rounds. Again, the support of central leadership is vital so that time is allocated for training, time at the school site is guarded to implement Instructional Rounds, and time for reflection sessions is allocated. Since the intervention design focus group identified is composed of principals in the Balanced Literacy Inquiry Cohort, it is essential that principals participate in the Balanced Literacy cohort learning opportunities so they are learning content specific subject matter, increasing their capacity for understanding instruction.

Further, subject area cohort managers and specialists (central office staff) must commit to the on-going work necessary for implementing the intervention, especially supporting the Next-Level Work. Next-Level Work pertains to the steps a principal will implement to take the current level of instruction to an improved level. Finally, principals must be willing to work as a team with their subject area cohort colleagues (other principals) to successfully implement this intervention focused on developing instructional leadership behaviors in principals.

Theory of Action Outcomes

A district-wide policy that shapes the instructional leadership behaviors in principals and strengthens their common understanding of how to analyze instruction is valuable. Principals will be capable of using observations to take instruction to the next level by analyzing their classroom observations through a structured process. Principals will know how to work together in a structured way on real contextual instructional problems and know how to design preliminary instructional improvements to discuss with teachers on the school instructional leadership team. Also an intended outcome is for principals to feel confident in replicating

Instructional Rounds on other problems of practice about instruction with teachers. Lastly, principals will learn how to strengthen their instructional leadership skills by using District designed tools and routines as mechanisms to improve principal professional learning.

Instructional Rounds Protocol Design

Prioritizing analysis of instruction amongst competing demands coupled with the lack of skill in this area complicates efforts to improve instruction in schools. Using Instructional Rounds to shape principal behaviors of instructional leadership is an attempt create an authentic and relevant learning opportunity that improves principal skill as well as improve the principal professional learning structure. The activities listed in figure 2 introduce the key features of the intervention and a detailed description of these activities.

Figure 2: Key Features of Instructional Rounds (City, Elmore, Fiarman, & Teitel, 2009)

Leadership Survey and Training on Instructional Rounds (IR)	Analysis of Instruction	Next-Level Work
• All cohort participants are introduced to IR • Principals are asked to reflect on their instructional leadership behaviors • Principals attend a cumulative of a full day (6 hrs) training on IR	• Principals receive explicit training on how to collect evidence from observations • Principals learn process for discussing instruction by citing observation evidence • Principals learn how to identify school-wide patterns from observations	• Principals learn how to strategize school-wide instructional improvements with colleagues by identifying concrete next steps • Principals are given a process to connect school resources needed to begin next-level work
Frequency	**Frequency**	**Frequency**
• Principal Survey • October Principal Training	• October Principal Training • (1) November Instructional Round • (2) March Instructional Rounds	• October Principal Training • (1) November Instructional Round • (2) March Instructional Rounds • Principal Survey

Training on Instructional Rounds (IR)

Prior to the training in Instructional Rounds, principals will be asked to complete an initial survey on instructional leadership behaviors specifically about their analysis of instruction. This survey will provide base-line data for the current level of instructional leadership a principal reports is already within their everyday practice.

Instructional Rounds is a process that analyzes teaching and learning in a school through a structured process. This process is not like other walk-through visits where a principal judges each teacher's individual teaching. Rather, attention to collecting instructional evidence based on student actions without judging individual teachers is used to cull out instructional patterns. Then, principals work as colleagues to design ways to improve instruction. Principals that participate in this intervention receive training on the process of conducting an Instructional Round. This training helps principals unlearn instructional leadership behaviors they have developed while implementing the teacher evaluation process that requires them to judge instruction teacher by teacher, assign an instructional label (good, mediocre, bad) and suggest improvements to teachers on an individual basis. The teacher evaluation process does not inherently guide principals to think about school-wide patterns using observations of individual teachers. Consequentially, a principal may only manage the instructional program teacher by teacher instead of thinking of instructional improvements school-wide. This narrow approach to school improvement does not create systems or routines known to improving the instructional quality school-wide (James P. Spillane, 2000).

Analysis of Instruction

Principals have learned to evaluate instruction largely through an antiquated teacher evaluation process. Principals conduct teacher evaluations that are mostly procedural and do not always get to the most important aspect of the evaluation process- talking to teachers about instruction (Danielson, 2011). Teacher evaluations are not strategically used to improve instruction and can be isolated snap shots of instruction from one individual teacher. Analyzing instruction through an Instructional Round allows for participants to view instruction at a school level and identify patterns that lead to the basis from which to improve. After the initial training, principals will continue to learn how to collect observations to use as evidence and use those observations to lift-up school-wide instructional patterns both in their principal professional learning meetings and as guided by the Instructional Rounds Facilitators. Principals will participate in IR two additional times prior to reflecting on their instructional leadership behaviors.

Next-Level Work

The Instructional Rounds Facilitator is vital in guiding school principals to work as colleagues to improve instruction. The next level work includes identifying a few key strategies to focus on for a concrete period of time; it is not about identifying a laundry list of tasks to implement. Most often, those lists do not help a school move instruction and are treated like items from a "to-do" list to check-off. Identifying the next-level work during the Instructional Round occurs through a consultancy between principal colleagues that connects strategies for improvement to concrete next steps with the consideration of resources like time, money, and staffing.

Design Process

The development of the intervention using Instructional Rounds will be an iterative process once the initial training is implemented. I will develop the initial design and pilot the process in my current role, Network Superintendent. After piloting, I will revise the design features based on my field testing. I will then complete the design process by conferring with leaders within the central office, largely through the meetings established for central leadership. Once District leadership has provided feedback on the initial design, I will consider their feedback and create an updated intervention design. The Leadership Curriculum and Instruction (LCI) Manager will be largely responsible for the implementation of the design. The LCI Manager will train the following members of the District: Instructional Rounds Facilitators, central office participants, District Principals, District Teacher Leaders, and some members of the larger District community (Board Members and Parents that participate). Although I will not be hosting the trainings, I will be present for all trainings and facilitate a section on the agenda.

In my role as a Network Superintendent, I have easy access to principals in their professional learning spaces. As a means to control for the possible influence I may have over principals in my Network as their supervisor, I will not analyze data collected from the principals I supervise in this intervention study. I will solicit feedback on the process of Instructional Rounds and study the development of instructional leadership behaviors in a set of school principals that are participating in a subject area inquiry cohort and under the supervision of a fellow Network Superintendent. A cadre of 3 principals will participate in this design study and after going through the design, help to create a more complete and robust process that cultivates instructional leadership behaviors in principals Figure 3 details a more descriptive outline of the design process.

Figure 3: Design Timeline

Timeline	Design Activity
January 2016	Pilot Instructional Rounds process in current role during principal professional learning time. (3 sessions)
February 2016	Develop design elements drawing from sources: practical texts like *Instructional Rounds*, research studies, instructional managers.
February 2016	Collect feedback on the design of the intervention, Instructional Rounds protocol.
February 2016	Conduct subject area cohort training on Instructional Rounds. Administer initial survey on instructional leadership behaviors to principals.
March 2016	Implement First Instructional Round with identified sub-cohort of principals.
March 2016	Meet with principals to reflect on Instructional Round process and discuss instructional leadership behaviors.
April 2016	Implement Second Instructional Round with identified sub-cohort of principals.
April 2016	Meet with principals to reflect on Instructional Round process and discuss instructional leadership behaviors.
April 2016	Administer final survey on instructional leadership behaviors.
April 2016	Host District-wide reflection on Instructional Rounds learning at the school site. Collect feedback from all principals throughout the district. Share feedback with central leadership and adjust protocol as necessary. Prepare the protocol for the second cycle of Instructional Rounds.

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CHAPTER THREE
RESEARCH DESIGN AND METHODS

In the following section, I detail the methodological choices in this design study and the elements of design development methodology applied to my study.

Intervention Design

The research design chosen for this intervention design was two-pronged based on the Instructional Rounds Theory of Action revealed in the previous section. In this section, I present my methodological choices for this intervention and selection of participants. First, I provide the methodology of the intervention including the unit of treatment and selection of participants. Second, I explain my strategies for data collection and analysis. Third, I describe the basic elements of the research including baseline data, impact data and process design data. Then, I discuss the procedures that will aid in data analysis and issues related to reliability, validity, credibility, and transferability. Lastly, I end this section with a discussion of the safeguards I will employ against bias and issues of rigor- to both ensure rigor and protect against threats to rigor.

Methodology

The purpose of this study was to provide an intervention to an organizational problem within large urban school districts that supports them to develop instructional leadership behaviors in principals. The purpose of this research is to improve the skills of principals to lead instructional improvements identified through classroom observations, work with their school-level team to create professional learning that addresses the identified instructional improvement, and implement the leadership moves necessary for leading instructional change in their context. In this research design, principals participated in a series of professional learning to help increase their knowledge and skills to identify instructional gaps and make the necessary changes to support teachers to improve their instructional quality. A design study was the best approach to investigate this problem because the researcher acted as the primary agent in designing the intervention and because of my role, I had unique insight into the consistency across principals in

their ability to provide instructional leadership, therefore, able to influence the structure for learning and the activities our District used to support principals to improve schools through instruction. Design studies intend to develop a direct intervention for a problem to address the innovative aspirations and requirements of the design challenge, (Van den Akker, 1999a) design studies are iterative processes that can lead to practical and scientific contributions. Design study methodology was used to test the design to determine if the design worked according to the Instructional Rounds Theory of Action (Figure 1).

Design studies have four key characteristics that include 1) preliminary investigation, 2) theoretical embedding, 3) empirical testing, and 4) documentation, analysis and reflection on process outcomes (Van den Akker, 1999a). This design study included these characteristics so that the highest standard of design study guides this research effort. Preliminary investigation included a consultation of the literature and examples of how this problem has been previously addressed in the field and in practice. The literature review that informed the knowledge base and my previous experience as a principal in a large urban district provided ample evidence of this first characteristic.

Theoretical embedding means that the intervention's rationale is informed by the findings of the preliminary investigation and understanding of the local context of the problem. Theoretical embedding was addressed in the Instructional Rounds Theory of Action which shaped my intervention design and the analysis of the knowledge base. Empirical testing is the process for investigating the intervention design. I aimed to test this process by implementing the Instructional Rounds protocol with principals, collect data from that implementation and analyze that collected data. Finally, the fourth characteristic is documentation, analysis, and reflection on the design process. In the sub sections that follow, the methodology of this design are explained so that these design principles are highlighted and my role as the researcher is clear.

Case Selection

Principals (n=54 Elementary) are situated into subgroups in their elementary inquiry cohort work. Using this learning structure, three Elementary OUSD principals participating in the Balanced Literacy Inquiry Cohort were selected to participate in the Instructional Rounds process that I followed. Findings across three school sites allowed me to identify research patterns that created a robust opportunity to determine if my research design reached the threshold for transferability. Further, the following criterion was applied to select participants:

- More than 3 years experience as a principal
- Principal voluntarily enrolled into the inquiry cohort
- Principal is willing to share their time and participate in the design study
- Principal involves a site specific Teacher Leader (TL) and agrees to subsequent collaboration with the Instructional Leadership Team (ILT)

These criteria were developed based on a few basic assumptions about principals and their instructional leadership practices. New principals were excluded from this design intervention because they are often struggling to understand and learn their new setting and can become overwhelmed by the demands of their new role. A principal with some experience can better help determine the effectiveness of an intervention and reflect on the development of their instructional leadership because they are not learning the day to day role of a principal like a new principal would be doing.

Additionally, a principal would need to have entered into the cohort work voluntarily because if they were forced to participate, as some have been by their supervisor, then their perspective could already be skewed negatively. Also, principals attended all sessions of

Instructional Rounds because otherwise, the effectiveness of the intervention could not be determined because a participant would have missed an intervention session. Finally, since participation in this design intervention required time outside of the normal work hours, case participants were willing to meet outside of their normal working hours to participate in surveys and interviews.

Design Development Methodology

Although there are many different methods used in educational investigations, a qualitative research approach were used for this study. Qualitative research intends to help us understand a particular social situation (Locke, Silverman, & Spirduso, 2004). Qualitative research was best situated for this intervention design because this effort sought to identify the extent to which a research-based intervention process is able to shape principals' instructional leadership behaviors and examine the path by which the iterative process for intervening occurred. Creswell (2009) described an overview of characteristics of qualitative research foundational to the implementation of this study.

Figure 4: Characteristics of Qualitative Research (Cresswell, 2009)

Characteristic	Use in Design Study
Natural Setting: data is collected in the field or site where participants experience the problem under study	Research will be conducted at school sites where principals work and through existing professional development meetings that principals attend
Researcher as key instrument: researcher gathers data or information	Researcher will be sole participant collecting data and information
Multiple sources of data: sources of data include interviews, observations, and document review	Data will be drawn from multiple sources—interviews, observations, document review, surveys
Inductive data analysis: patterns, categories, and themes are built from the bottom up	Analysis will use an inductive process and work back and forth between themes and databases
Participants' meanings: researcher keeps focus on learning the meaning that the participants hold about the problem	Focus will be maintained on participant learning process related to problem-of-practice
Emergent design: the plan for research cannot be tightly prescribed as a shift may occur based on initial data	Research design will be structured yet flexible to adjust to changes that occur during implementation
Theoretical lens: studies may be organized around a certain theoretical construct	The specified theory of change/theory of action will be followed as the organizing structure for this design study
Interpretive: use of interpretative inquiry whereby both researcher and participant offer meaning and interpretation	Inquiry process will seek to incorporate both the participant interpretation and researcher meaning
Holistic account: includes developing a complex picture of the problem under study	Multiple perspective and accounts will be included in developing the "story" of the study under investigation

Data Collection Strategies and Analysis

The data collection process and procedures transpired over a three month period and consisted of surveys, multiple interviews, observations, and collection of district and school documents for analysis. Below in figure 6 is a summary of the data collection process used. The data in this design study consists of process data and impact data. The process data I collected gives specific details about what happened in each Instructional Rounds session. I then analyzed the process data collected to determine if the session led to the intended learning. The impact data is drawn from pre and post surveys and interviews that each principal and Instructional Leadership Team (ILT) took or participated in. Each principal's answers from the pre and post interviews and surveys were mapped onto a rubric for a score. The rubric scores were used in the impact data analysis. The following sections detail the impact and process data.

Figure 5: Data Collection for Instructional Rounds (IR)

Data Collection Strategy	Baseline Data	Concurrent Data	Culminating Data	Total
Pre-Surveys	Instructional Leadership Practices (3 principals, February)	3 surveys from principals	3 surveys (February)	9 Surveys
Observations	1 observation (February training)	3 observations (During each IR)	1 observation (mid-year reflection)	5 observations
Interviews	6 closed -ended interviews (3 principals, 3 teacher leaders)	3 structured interviews with principals (at the end of each IR)	6 structured interviews with principals and teacher leaders (end of intervention)	15 interviews
Post Surveys	3 IR focused surveys (February Training)	3 surveys	3 surveys (March reflection)	9 surveys
Document Analysis	- Facilitators Training - IR training - IR Protocol: Next Steps - School agendas	Summary notes from each IR (3 IR sessions)	Mid-Year Reflection	4 opportunities to examine documents

Data Collection.

My design intervention to develop instructional leadership practices in school principals specifically focused on issues of feasibility and implementation quality. Feasibility refers to whether the design is practical for the context. Implementation quality is the extent to which the design is used as intended and whether design features prompt the intended behaviors or necessary learning on the part of the principals. When gathering data on feasibility and implementation quality, the priority is on information richness to obtain salient and meaningful data (van de Akker, 1999). I used qualitative research methods like interviews and observations to collect rich information (Creswell, 2007). I collected data on the design use from four different sources: pre-implementation surveys from three focal principals, observation of the principal using the Instructional Rounds protocol; interviews after each Instructional Round session; interviews of teachers from the school sites where the focal principals lead; and post-implementation surveys of the three focal principals.

Before implementation, I surveyed the three principals. The surveys were used to determine the principal's use of instructional leadership practices (observing for patterns school-wide, designing improvements to the instructional program, and collaborating with teachers) in their management of the instructional program. The interviews were open-ended (Appendix M) to learn about the principals' practice and comfort performing general as well as specific instructional leadership practices. These interviews occurred after each Instructional Round.

Before beginning the first Instructional Rounds session, the principals learned the Instructional Rounds protocol from the Leadership Curriculum and Instruction (LCI) Manager at a whole group principal professional learning session. I used a structured observation protocol (Appendix N) to assess implementation quality of this first step in the Instructional Rounds protocol. I also noted principals' reactions to this first presentation and examined their baseline skill at collecting low-inference observations.

I then observed principals during the Instructional Rounds protocols. I used a semi-structured observation protocol (Appendix O) to take descriptive notes of what principals did

while participating in Instructional Rounds. Using the protocol, I noted if the principal met the protocol outcomes: 1) can identify patterns of instruction within their local context, 2) can design professional development to address those patterns, and 3) can collaborate with teachers to implement the intended professional development. I also had a section to note any unexpected events or interactions that was relevant to design feasibility and implementation quality. While these observations informed the design implementation quality, they were not a meaningful indication of feasibility due to my presence as an observer. The only indication of feasibility reported was whether the principal was able to meet the intended outcomes of the protocol. If the principal was interrupted or left an Instructional Rounds session, this indicated challenges in using the design in that school context.

 After principals completed their Instructional Rounds sessions, I conducted a semi-structured interview (Appendix G) with the same focal principals from the pre-survey to learn their perspective on the process and determined their ability to reach the outcomes of the protocol. Data on feasibility was collected by inquiring as to whether the principals were able to follow the protocol, such as analyzing instruction, identifying next-steps based on that analysis and working with the instructional leadership teams to implement identified improvements. Observing the facilitator implement Instructional Rounds provided data on the implementation quality. Further, during interviews, I asked principals to report on their affective experience as well as how Instructional Rounds informed their instructional leadership practices.

The pre-surveys, observation of the introduction of the protocol to principals, observing the Instructional Rounds sessions, and the post-interviews provided an in-depth picture of feasibility and implementation quality as well as informed the design development.

Analysis: Impact and Process Data in Design Development Research.

Data analysis occurred for each data collection strategy. Analysis on design impact data followed specific procedures to establish baseline and outcome ratings of the principal's instructional leadership practices. Pre and post ratings were compared to determine the extent to which the principals incorporated the design elements into their practice after using the Instructional Rounds process. Design process data analysis served two purposes. First, on-going data analysis during the design process was fluid and informed the design development. Second, a more structured analysis of design use data served to logically link my investigation of the design process with the impact data. This linking was necessary to help determine which features of the Instructional Rounds process, if any, contributed to principal growth as revealed by the impact data.

Two forms of data were analyzed to evaluate the effect of my design study, impact data and process data. I present and analyze baseline and outcome impact data first. Utilizing a structured interview protocol and survey for the three principals in my study, I collected pre and post intervention interviews and surveys to determine principal's perceptions of their instructional leadership behaviors and practices. Then, I conducted pre and post interviews with the Instructional Leadership Team of each of the case principals to expand my analysis beyond principal perception data. To confirm principal and teacher data, I collected observations of the principal on their instructional leadership behaviors and analyzed their instructional leadership documents used for improving instruction.

I also collected process data. The process data I collected were observations of Instructional Rounds activities through field notes and the gathering of school level instructional documents that were generated during Instructional Rounds sessions to triangulate my findings. I used the process data to understand if the activities within the intervention assisted principal

learning. Immediately after each session, I reviewed all data collected during the sessions, wrote memos analyzing the process, made conjectures when the intervention differed from my intervention plan and made adjustments to the intervention plan. In the next two sections, I analyze my impact data and process data all the while, attempting to understand design outcomes.

Design impact data.

I collected baseline data to assess the impact of Instructional Rounds on principals' instructional leadership behaviors and skills. Baseline and outcome data provided evidence for establishing the practicality and effectiveness of the intervention for the selected group of principals (van den Akker, 1999b). Specifically, I examined if the design contributed to the development of principal instructional leadership skills: ability to analyze instruction, use observation analysis to identify school-wide instructional next-steps, and implement those next steps with the school-based instructional leadership team. Three types of data were collected: a principal pre and post survey, principal pre and post interviews, Instructional Rounds protocol observations that highlighted instructional patterns and implementation of steps the principal took to improve instruction, and teacher interviews.

During this study, principals hosted and attended a total of two Instructional Rounds sessions. A survey was administered pre and post Instructional Rounds implementation to the three identified principals. Questions included on the survey sought to identify the principal's current instructional leadership practices that included observing teachers, designing professional development, and working with their instructional leadership team. The survey asked principals to agree or disagree on a Likert scale to statements describing a principal's instructional leadership skills (i.e. ability to analyze patterns of instruction school-wide, including teachers in the school-wide instructional improvement process, designing and delivering professional development to teachers.). The results of the survey were compared to the post survey which captured the principals' perception about their instructional leadership skills after the intervention experience. As this study had multiple baselines, the principals scored differently in different areas both pre and post implementation and were held to the basic assumption that growth will occur as a result of the intervention.

In addition to the principal pre and post surveys, teachers at the principal's schools were asked to complete a survey at a staff meeting. Since principals rated themselves on the surveys and interviews, teacher perspectives were important to offer as a contrast to a principals' self reporting. This added perception allowed for a more accurate interpretation of the professional growth a principal made during Instructional Rounds.

I also observed the principals during the implementation of the Instructional Rounds sessions. A structured protocol (Appendix L) was utilized to determine the extent to which the principals' analysis, identification of instructional improvements, and working with the instructional leadership team to implement those improvements was shaped by the Instructional Rounds protocol. Similar to the survey, the protocol included surface and substantive indicators of the three primary design elements. These indicators were drawn from the knowledge base and include operational definitions. Using the protocol, I first noted the presence or absence of surface indicators. Then, I identified the substantive indicators from the principals' analysis of instruction, identification of next steps based on that analysis, and work they completed with their instructional leadership teams.

At the conclusion of each Instructional Rounds session, I interviewed both the principal and teacher leaders to determine the growth of the principals' instructional leadership practices. I

coded the transcribed conversations to identify specific indicators of design elements being integrated into the principals' practice. Outcome data was collected after each Instructional Rounds implementation using the same protocol to determine a final rating. Improvement in the analysis rating indicated each principal's growth (or lack thereof) in substantively incorporating the design elements into their practice. Taken together, the survey data observation data and interview data provided evidence as to the principal's development to analyze instruction to make school-wide instructional improvements. Baseline data from the pre- Instructional Rounds survey was collected in early November and outcome data was collected in March. Instructional Rounds observations and post- Instructional Rounds survey data, and interviews served as the impact data for this study.

Process data.

When collecting data to assess the impact of the design, I employed the lens of observer or a more removed stance typical of social science investigations. However, for the design development component, I took an active stance in the research process as the lead designer of the intervention (Coghlan & Brannick, 2007; van den Akker, 1999). Although my investigation and collaboration occurred concurrently and are all part of the design process, I separated them for the purposes of this research design for analysis.

I took copious field notes of the observations so I could record descriptions of principals' responses and my thoughts about the conversations and interactions. I created a three columned table with the following headings: Principal Response/Principal Actions/My Thoughts, to capture observation data in the field. Field notes allowed me to provide a thick description of the discussion about principals' coaching and allowed me to provide evidence for my claims.

I coded my interviews by reading through the transcripts and identifying statements that especially gave me insights about how principals progressed towards the intended outcomes. Each time a survey response, interview comment, or observation indicated that an aspect of the process shaped the learning of a participating principal, I grouped those items within the Instructional Rounds session and indicated the Instructional Leadership Rubric item that was exemplified. An example of such a code on the rubric, for example, is: Principal can identify instructional patterns from a series of observations". To ensure my codes were consistent, I defined the themes that emerged and made adjustments to those definitions. I sought feedback from my peers on my matrix and considered their suggestions so that my coding followed a consistent, logical pattern and allowed me to assess my study for rigor.

I then read through the interview transcripts again to determine if my coding system allowed me to describe the complexity principals revealed about their instructional leadership skills then reported my overall findings. I recorded the frequency of occurrences a participant or observation produced in a coded area according to the definitions of my codes.

Another important factor I considered was to rely more heavily on the audio recording of the interviews so as to ensure my listening skills were acute, enabling me to read between the lines of principal's responses and focus on following-up with probing questions instead of scripting the conversation in great detail (Yin, 2009). Similarly, it was important for me to script myself memos using the three columned table referenced above so that I captured my initial thoughts about the interviews. Lastly, I collected various documents used within the Balanced Literacy Cohort, including how principals were trained to analyze instruction and school level examples of how principals enacted their learning.

I also analyzed district documents to provide me background on the Balanced Literacy Cohort, Instructional Rounds process, and evidence of school-level actions. Throughout the data

analysis process, I referenced my matrices and data incessantly to ensure my findings were accurate, specifically using triangulation of interviews and surveys, my copious field notes, and documents to rule out any spurious relationships (Miles & Huberman, 1994).

Basic Elements of Research Design

Reliability

In qualitative research, reliability is obtained through careful planning of the intervention and activities. Reliability is the documentation of the step by step occurrences while conducting the study so that an investigator can later attempt to study the same case. This was captured in my professional learning sessions and Instructional Rounds protocol which clearly documented procedures for each intervention activity. Any changes to the design were documented and analyzed. For reliability, careful documentation is important. To increase the reliability of this design study, I had clear protocols for data collection. The data collection, which included copious field notes and writing memos to myself was crucial in providing a detailed description as to how I collected data.

Validity

As Yin (2009) described, the participants I chose included four critical conditions related to design quality: construct validity, internal validity, external validity, and reliability. Construct validity is strong when correct operational measures for the concepts being studied are identified. Operationalizing measures in this study was based on the conceptual framework for principals as instructional leaders. I maintained construct validity by staying close to measures of the actual instructional leadership rather than looking at outcomes that do not have indirect relationships such as student test scores. Further, the interview protocols and the observation protocols focused on the instructional leadership behaviors only, although there were other interesting incidents that emerged. Also important to include was a description of the accountability context of the district and school setting in which the principal is the leader because this factor can pose as another indirect relationship on the outcomes.

Internal validity establishes causal relationships between conditions or one condition leads to another condition, distinguishing from spurious relationships (Yin, 2009). This was achieved through the use of multiple sources of evidence, establishing a chain of evidence and providing aspects of my research to key participants. Being mindful to create internal validity, as noted above, was achieved through the use of triangulation of data. Triangulation of the data allowed for pattern matching which allows a study to better achieve internal validity. External validity is the ability of a study to suggest that the findings can be generalized. Design studies by nature are not generalizeable and not of concern for this design study. This design study is intended to address the specific conditions of a specific problem to better inform district in designing principal professional learning that will shape the instructional leadership behaviors.

Transferability

Transferability in a design study refers to the extent to which an intervention can be transferred to a different setting or context and yield similar results (van den Akker, 1999). Although duplicating my design study might not yield identical results, a reader should be able to look at both research studies and clearly see how the results were obtained and how they were similar and different. Transferability can be limited due to the unique setting of my design study. However, my detailed descriptions of the roles of the facilitator, the participants and clear procedures for each data collection activity.

Avoiding Bias, Ensuring Rigor

Design studies are sometimes accused of bias and lacking rigor. Some reasons include the

complexity of role division between the developer and research collection (van den Akker, 1999) and the potential for advocacy bias (Stake, 2006). As an "insider" in the district and as one who observed the design implementation (Coghlan and Brannick, 2007) reactions of participants to my presence during data collection (Patton, 1990) could have impacted implementation. In the following paragraph, I explain the steps I took to minimize these concerns.

The multiple roles I hold in this design effort: designer, researcher, and actor may potentially contribute to advocacy bias. Advocacy bias is characterized by when the values of the researcher affect the implementation of the study or the findings (Stake, 2006). Advocacy bias can develop from the researcher's urgency for the design implementation to work, the desire to form conclusions that are generalizable and therefore, helpful to others and present findings that will jump start action (Stake, 2006). Since I supervise principals and want them to take school-wide actions on instructional problems, I have urgency for Instructional Rounds to positively shape their instructional leadership behaviors towards school improvement. As an "insider" I am able to preemptively plan for the way Oakland Unified School District functions. I drew from my own work as a principal in this system with experience of taking action to improve by focusing on teacher instructional practices and professional learning. Coghlan and Brannick (2007) refer to this as "preunderstanding … [that is] valuable knowledge about the cultures and informal structures of the organization" (p. 61)

Additionally, my leadership role within the District may greatly influence the way principals participate in this design setting. Although I was their principal colleague and have known these principals for a few years, my positional authority will influence the way these principal participants act in this design setting. It is important to note that I am not their supervisor nor do I have any input or influence on their performance evaluations, however, I am aware that each principal participant may be cautious to reveal aspects of their instructional leadership to me that would diminish my perception of them. Principals may view me as having power over them and presents a potential design flaw.

Lastly, observing Instructional Rounds as the developer and evaluator might influence implementation and outcomes. My presence and conducting research may cause principals and other participants to want to "show off" (Patton, 1990), creating a halo effect on implementation. This was especially an area of focus since I hold a position of power within the district. Although my position of authority my cause for principals to act in an altered manner, specific steps were implemented in the design challenge like triangulation during data collection and the utilization of an Instructional Rounds Facilitator so that the onus of the design challenge was not only dependant on me as the researcher.

As described before, I took steps to avoid bias and address questions of rigor by sharing observation and interview notes with research colleagues to review for potential bias, conducting a preliminary data review to identify potential inconsistencies in data collection, and debriefing with research colleagues both on the design process and my potential influence on the principals' use of the design (Creswell, 2007). Actively seeking in the data and presenting disconfirming information helped avoid this potential bias (Creswell, 2007). Also, throughout the research process I examined and discussed how my experience as an instructional leader in OUSD shaped my findings (Creswell, 2007). Continual reflection (i.e. through journaling or critical conversations with other action researchers) was necessary so that I was aware when these issues emerged (Coghlan & Brannick, 2007).

* * *

CHAPTER FOUR
FINDINGS

Introduction

In this design study, I created a series of intervention activities designed to support a small group of elementary school principals improve their instructional leadership practices. The purpose of this research was to improve the skills of principals to lead instructional improvements identified through classroom observations, work with their school-level Instructional Leadership Team (ILT) to create teacher professional development that addresses the instructional improvement, and implement the leadership moves necessary for leading instructional change in their context. To measure the impact of this study, I utilized pre and post interview protocols focused on six areas of the design: 1) identify instructional patterns; 2) set the direction for professional development; 3) design teacher professional development with the Instructional Leadership Team (ILT); 4) share leadership with the Instructional Leadership Team while implementing teacher professional development sessions; 5) sustain the Instructional Rounds Cycle; and 6) reflect on practice, summarize learning, and name next steps for continued improvement. This chapter presents the findings of my study. In this chapter, I analyze the process and impact data collected to weave together a story of how the focus principals responded to my intervention sessions.

Impact Data

Impact data provides an opportunity to determine if the design challenge was met. My design challenge was to improve instructional leadership behaviors in elementary school principals. I used a structured interview and survey to collect baseline data. I conducted a second interview and survey after the study was complete. The structured interview consisted of 4 parts, a principals ability to identify instructional patterns, what they did with those instructional patterns, who they included in addressing the instructional patterns, and their ability to reflect on their instructional leadership behaviors.

The principal's answers to the pre and post interviews were mapped onto a four point rubric, which was used to measure the degree of their instructional leadership behaviors. The rubric described a high level of instructional leadership behaviors, or a score of a "4" to a low level of behaviors or a "1". The content of the rubric was developed based on the theory of action and literature review as the intervention design was developed. The categories of the rubric that were used to collect impact data were: 1) identify instructional patterns; 2) set the direction for professional development; 3) design professional development with the Instructional Leadership Team (ILT); 4) share leadership with the Instructional Leadership Team while implementing teacher professional development sessions; 5) sustain the Instructional Rounds Cycle; and 6) reflect on practice, summarize learning, and name next steps for continued improvement.

The survey conducted pre and post of the intervention consisted of 16 questions about instructional leadership behaviors also derived from the theory of action and literature review. Principals rated themselves on a scale of "1" (strongly disagree) to a "5" (strongly agree). These ratings were also applied against the rubric designed to measure instructional leadership behaviors.

In addition to collecting principal interviews and surveys, I conducted interviews and surveys with the Instructional Leadership Team (ILT) largely composed of classroom teachers and school-based instructional coaches. These surveys and interviews were also applied against the instructional leadership behaviors rubric and presented to validate or question principal self-reported data.

The resulting rubric scores for the pre and post interviews and surveys were compared to define the impact of the intervention, or, to determine if principals demonstrated increased instructional leadership behaviors as a result of the intervention design. I observed the professional development activities and examined documents generated during the learning activities. Observations and document review allowed me to better understand the perceptions collected from the surveys and interviews. Interestingly, my observations indicated alignment to perceptions held by teachers for all three principals. The baseline and impact scores for each participant is shown below in Figure 7.

Figure 6: Principal Instructional Leadership Behavior Rubric Scores

P1=Principal One; P2= Principal Two; P3=Principal Three

Intended Outcomes	P1 Baseline	P1 Impact	P2 Baseline	P2 Impact	P3 Baseline	P3 Impact
Principal can identify instructional patterns from a series of observations. **Dimension 2**	2	4	2	2	3	4
Principal can set the direction for professional development. **Dimension 1 and 3**	2	4	2	2	3	4
Principal can design professional development with Instructional Leadership Team **Dimension 2 and 3**	2	4	2	2	3	4
Principal shares leadership with Instructional Leadership Team to implement professional development sessions **Dimension 3**	2	4	1	2	2	4
Principal can sustain the Instructional Rounds Cycle **Dimension 1, 2 and 3**	3	3	2	2	3	3
Principal can reflect on practice, summarize learning, and name next steps for continued improvement.	2	4	2	3	3	4
Overall Average	2	4	2	2	3	4

The rubric scores for each principal indicate that the intervention was successful for two of three principals in reference to impact data. Principal Two did not show progress. She struggled to implement many activities learned in the Instructional Rounds session largely due to

the context of her principalship, analyzed further in the discussion section of this study. Context is a salient theme that emerged in all three principal cases and will be further developed in the discussion section. The major findings from the impact data were:

- Principals could identify instructional patterns after they collected a series of observations.
- Principals could set the direction of professional development and did so at differing success rates.
- Principals could design professional development with the Instructional Leadership Team, yet participated at differing rates when taking the professional learning to the larger teaching staff.
- Two of three principals successfully implemented the activities learned during Instructional Rounds.
- All three principals could reflect on their practice, summarize their learning, and name their next steps yet enacted their learning at differing rates.

In the next section, I discuss the rubric indicators in relationship to the intended professional development outcomes for the professional development areas. Although at first I intended for these professional development areas to be analyzed separately, I ultimately decided to compile into fewer areas because of the way respondents naturally combined areas in their answers regarding the professional development area. For this reason, I will discuss three areas of professional development.

Professional Development Outcome One: Principal can identify instructional patterns from a series of observations.

The principal's ability to observe a series of observations then identify an instructional pattern was rated as the first indicator on the rubric. This indicator was informed by four survey questions and one interview question that both principals and teachers responded to regarding their principals' instructional leadership behaviors in this area. The survey asked questions like: "I can (or My principal can) , with confidence, analyze classroom instruction" and "I understand (or My Principal understands) how to systematically collect evidence from observations to make curricular improvements." The interview questions sought to find out what principals did after they observed classrooms: "What do you do (or What does your principal do) after observing teachers?"

The baseline and impact data in this indicator resulted in the following for each principal.

Principal One

Figure 7: Principal One Professional Development Area One

Intended Outcome	1	2	3	4

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Principal can identify instructional patterns from a series of observations. **Dimension 2**	• Principal is overwhelmed by the number of observation notes and is not able to cluster notes into focus areas. • Principal is not able to create summary statements due to the overwhelming observation notes.	• Principal sees many common areas from observation notes and is unable to cluster into fewer actionable focus areas. • Principal does not create a summary statement from observation notes. Instead, creates a list of unrelated items to address.	• Principal can cluster observation notes into few, actionable focus areas. • Principal struggles to create related summary statements from observation notes.	• Principal can cluster observation notes into few, actionable focus areas. • Principal can create summary statements from the observation notes that are related to the focus areas.
Principal Pre-Survey			X	
Principal Post Survey				X
Teacher Pre-Survey		X		
Teacher Post-Survey			X	
Principal Pre-Interview		X		
Principal Post-Interview				X
Teacher Pre-Interview			X	
Teacher Post-Interview			X	

(Rows above grouped under vertical label "Principal One")

Figure 8: Principal One Professional Development Area One Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
2	4
Rationale	**Rationale**
After the interviews with Principal One and the ILT,	Principal One rated herself on the survey as a "4"

Principal One was rated a "2" because she and her ILT reported that after she collected observations, she mostly used the evidence she collected to coach individual teachers and did not share how teaching and learning was progressing school-wide with the whole teaching staff.	in this area. The ILT rated her as a "3" in this area. In the interviews, the ILT identified Principal One as a "3" because she moved from providing teachers individual coaching to summarizing her observations in a statement to the whole staff. Review of key documents and my observations revealed that Principal One had developed improved strength in her ability to observe a series of classrooms and create a summary statement of the pattern that emerged. Further, documents revealed that Principal One had identified one focus area that was detailed with multiple implementation steps for teacher learning.

In the pre-interview, Principal One indicated that she mostly "observed each teacher to give them feedback on how they were doing" and when prompted about using a series of observations to identify a pattern she stated, "I haven't thought of that." Principal One had yet to share how the entire school was progressing in teaching and learning. Prior to the intervention, Principal One had the basic skills to observe teachers to collect evidence of their individual teaching. Although Principal One could identify an instructional pattern after observing a few classrooms, she did very little with the pattern she identified at first.

Prior to the intervention, Principal One did not share information with the whole school in regards to teaching and learning. The whole staff did not know how their colleagues were making improvements and did not seem to know why they were focused on a particular area for their professional learning beyond Principal One telling them the focus. One specific highlight regarding Principal One's instructional leadership behaviors in this area emerged from the ILT survey. The ILT was asked to rate Principal One on the statement, "Without prompting, I use evidence from my classroom observations to discuss instruction with teachers." The ILT, on average, rated Principal One a "2". In this area, Principal One also provided the self-rating of a "2" on this question in the pre-survey. Only after observing Principal Three in action during the first Instructional Round, was Principal One able to gather that she could set the focus for professional development based on the instructional patterns she identified and that she should share that pattern with whole teaching staff.

I observed Principal One plan for the first session where she would share the summary statements of the patterns she had identified after her observations. Principal One was nervous, but she was prepared to deliver the content. The staff commented during the professional learning session, "...we haven't heard about each other's teaching... makes it nice to know that we all need help in [this area]." Principal One made progress in this area because she shared the instructional patterns she identified to set the direction of professional learning with the entire school staff. She no longer held on to this information for herself and began to see that teachers "could use each other as a resource instead of always coming to the [coach]".

Perceptions between the ILT and Principal One differed regarding this professional development area. The ILT believed that Principal One attempted too many focus areas. Principal One believed she was already strong in this area and rated herself higher on the rubric than her ILT. Principal One identified multiple steps in the design of professional development for teachers, which may be why the ILT stated that Principal One identified too many foci. After examining these action steps, they seemed necessary for making improvements in the focus area. I reconciled this discrepancy between the ILT and principal and gave Principal One a 4 in this rubric area because the steps she initiated produced the intended learning outlined within the teacher professional development plan. Further, Principal One demonstrated significant growth

in this area because she found importance in sharing how the entire teaching team was progressing in their implementation of balanced literacy practices, a change from her pre-intervention instructional leadership practices.

Principal Two

Figure 9: Principal Two Professional Development Area One

Intended Outcome		1	2	3	4
Principal can identify instructional patterns from a series of observations. **Dimension 2**		• Principal is overwhelmed by the number of observation notes and is not able to cluster notes into focus areas. • Principal is not able to create summary statements due to the overwhelming observation notes.	• Principal sees many common areas from observation notes and is unable to cluster into fewer actionable focus areas. • Principal does not create a summary statement from observation notes. Instead, creates a list of unrelated items to address.	• Principal can cluster observation notes into few, actionable focus areas. • Principal struggles to create related summary statements from observation notes.	• Principal can cluster observation notes into few, actionable focus areas. • Principal can create summary statements from the observation notes that are related to the focus areas.
Principal Two	Principal Pre-Survey			X	
	Principal Post Survey			X	
	Teacher Pre-Survey		X		
	Teacher Post-Survey		X		
	Principal Pre-Interview	X			
	Principal Post-Interview	X			
	Teacher Pre-Interview		X		

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	Teacher Post-Interview		X		

Figure 10: Principal Two Professional Development Area One Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
1	1
Rationale	**Rationale**
Principal Two rated herself as a "3" on the pre-survey. Interestingly, the ILT on both the pre-survey and interview and during the Principal Two pre-interview, shared comments that described the instructional leadership behaviors that fell within the rubric as a "1". Principal Two approached observations only through the evaluation process, consequently, and only with individual teachers in isolation of the whole staff.	Principal Two remained a "1" after the professional development activities because she did not change her instructional leadership behaviors in this area. She continued to only address teacher professional development with individual teachers and did not see the importance of sharing teaching and learning patterns with the whole staff.

Principal Two and the ILT consistently shared in interviews and in their ratings of her instructional leadership skills those characteristics of the rubric rating of "1". At the onset of this intervention, Principal Two stated that she "rarely observe teachers and provide feedback beyond what I need to do for teacher evaluation because of teacher [culture]." Later, I will discuss the perceptions of school culture that Principal Two believed impeded her from demonstrating her instructional leadership behaviors. Principal Two did not discuss teacher instructional practices through her observations at the onset of this intervention nor at the end. Principal Two did not share with the whole staff the reasons for their participation in the Balanced Literacy Cohort. Teachers at this school were particularly suspicious of their participation in the Balanced Literacy cohort. Further analysis of the leadership behaviors of this particular principal revealed that the teaching staff were particularly skeptic of Instructional Rounds as a District-wide practice. The top-down style of the principal created suspicion which caused teachers to reject instructional rounds overall, also diminishing the chance for Principal Two to successfully follow the Instructional Rounds process.

Principal Two did not demonstrate change after the intervention. As observed during the intervention, Principal Two struggled to identify instructional patterns and to create a summary statement about the state of teaching and learning on her campus. Principal Two never herself stepped forward to share the Instructional Rounds feedback. Instead, she stated that the feedback was from the Instructional Rounds group and never owned the feedback as a reflection of teaching practice at the school she lead. Further, she did not help the instructional coach with planning the next steps of professional learning for teachers. Principal Two told the instructional coach what the professional development focus for the school would be and directed the coach to design based on that focus. Principal Two consistently noted teacher pushback as impacting her ability to improve instruction. Principal Two has been the principal on this campus for five years and lamented that she, "had little opportunity to do what I knew needed to happen with instruction because of so much teacher pushback." This phenomena will be explored more in the discussion section of this paper. Although Principal Two was able to set the direction for professional learning, absence of her leadership ultimately impacted the follow-through of teachers to be accountable for implementing the learning from professional development in their classrooms.

Principal Two consistently rated herself higher than the way her ILT rated her on the survey and in interviews. Principal Two stated that she had the skills to analyze instruction but

did not do so because her teachers "pushed back" when provided feedback. I was able to observe otherwise during the Instructional Rounds process. Principal Two also stated that her teachers did not have a positive culture that shared teaching practice and that she was not going to "fight that battle" to improve teaching and learning on her campus. Principal Two often stated that she had the instructional knowledge to be a solid instructional leader, yet did not demonstrate this knowledge when provided an opportunity with her peers. Thus I rated her more aligned with her ILT as a 2 because her interview responses and my observations revealed that she had an elevated concept of her skills although she never exercised those skills within this research context.

Principal Three

Figure 11: Principal Three Professional Development Area One

Intended Outcome		1	2	3	4
Principal can identify instructional patterns from a series of observations. **Dimension 2**		• Principal is overwhelmed by the number of observation notes and is not able to cluster notes into focus areas. • Principal is not able to create summary statements due to the overwhelming observation notes.	• Principal sees many common areas from observation notes and is unable to cluster into fewer actionable focus areas. • Principal does not create a summary statement from observation notes. Instead, creates a list of unrelated items to address.	• Principal can cluster observation notes into few, actionable focus areas. • Principal struggles to create related summary statements from observation notes.	• Principal can cluster observation notes into few, actionable focus areas. • Principal can create summary statements from the observation notes that are related to the focus areas.
Principal Three	Principal Pre-Survey			X	
	Principal Post Survey				X
	Teacher Pre-Survey			X	
	Teacher Post-Survey				X
	Principal Pre-Interview			X	

	Principal Post-Interview				X
	Teacher Pre-Interview			X	
	Teacher Post-Interview				X

Figure 12: Principal Three Professional Development Area One Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
3	4
Rationale	**Rationale**
Principal Three was rated a "3" because he could collect low-inference observation notes and create a summary statement that identified an instructional pattern. The ILT that worked with Principal Three also reported that the instructional leadership behaviors of Principal Three were also consistently a "3" at the onset of this professional development. Principal Three was not considered a "4" because he did not identify a focused approach for addressing the identified instructional patterns after his observations.	Principal Three was rated a "4" at the end of this professional learning because he added to his instructional leadership behaviors. Principal Three added the ability to cluster his observations into a few actionable steps and followed-through to implement those steps towards improving teaching and learning on his campus.

It is useful to see that this intervention works across skill levels as demonstrated in this specific professional development area. Principal Three entered the intervention with a level of instructional leadership behaviors that were already somewhat desirable, or a "3" rating. A member of the ILT stated, "after I get observed, I get an email with feedback of what was good and something to work on...I do not see how I can work on something that I do not get a pd on. We usually only work on [Reader's Workshop] without help on the specific area he gave me feedback on". This quote from an ILT member demonstrates that Principal Three was already able to collect observations and provide teachers with individual feedback. Although the ability to provide teachers individual feedback is generally considered a strength, the teacher lamented that the feedback she received about her individual practice would not be supported in the professional development setting.

Principal Three collected low-inference observations that did not judge teaching, rather, he was able to create emails to his teachers stating facts about their teaching. Principal Three did not offer concrete ways for teachers to address the area he asked for them to improve, however. Principal Three would then delegate an instructional coach work with the individual teacher to improve the instructional practice observed. A member of the ILT stated that, "I sometimes am asked to follow-up with a specific teacher to help them improve and then asked to help another on a similar topic, when that might be a sign that we need to huddle a small group and work on that small area so I do not have to go one by one to each teacher." Lastly, as demonstrated in the pre-survey, Principal Three never used his observations to identify school-wide patterns nor did he share these patterns with his teaching staff.

Principal Three improved his instructional leadership behaviors by refining some already successful practices. My observations and document review revealed that at the end of the second cycle of Instructional Rounds, Principal Three was able to cluster the observations into a few, high leverage action steps. Principal Three was also able to create a summary statement

from the observations and share with the entire teaching staff. Lastly, instead of assigning the instructional coaches to address many unfocused areas of professional development, Principal Three began focusing his feedback on the professional development area of focus. This refined practice added to his ability to provide teachers with feedback, only in a more focused and supported manner. Thus, there was incremental growth in this professional development area as represented on the rubric for this intended outcome area.

Professional Development Outcome Two: Next-Level Work[1]

The intended outcomes in this area were meant to be analyzed separate from each other. There were both survey and interview questions that asked principals to report on their instructional leadership behaviors after a series of classroom observations. As I collected data, respondents repeatedly grouped these questions as they answered, almost describing the chronology of principal instructional leadership behaviors after observing classrooms. For this reason, I have grouped these areas.

There were a total of 7 survey questions and 3 interview questions regarding this professional development area. Survey questions asked principals and teachers to reflect on what the principal did to improve instruction at the school site after classroom observations. There were questions like "I use observations I collect from individual teachers to inform professional development" to "I am confident in delivering professional learning content to my teachers". The bulk of the interview questions were centered on this Next-Level Work area. Interview questions asked principals and teacher, "How do you (How does your principal) identify professional development topics for your school?" and "What is your approach to (How does your principal approach) working with teachers after you observe classrooms?". These open-ended questions often allowed for respondents to answer in multiple ways and follow-up questions were used to help me gather information regarding instructional leadership behaviors in principals regarding this specific area. Survey and interviews were set against the rubric for each principal then averaged to provide an overall score located in the rationale table of this section.

Principal One

Figure 13.1-14.4: Principal One Next-Level Work

Intended Outcome 2a	1	2	3	4
Principal can set the direction for professional development. **Dimension 1 and 3**	• Principal is unable to identify a clear professional development direction and vision. Does not engage staff to create an instructional vision.	• Principal sets multiple professional development directions and visions, disorienting the teaching staff toward clear next steps.	• Principal is able to identify a clear professional development direction and vision, yet does so without teacher input.	• Principal is able to identify a clear professional development direction and vision with teachers.

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[1] Next-Level Work refers to 4 rubric indicators: 2) Principal can set the direction for professional development.; 3) Principal can design professional development with Instructional Leadership Team.; 4) Principal shares leadership with Instructional Leadership Team to implement professional development sessions; and 5) Principal can sustain the Instructional Rounds cycle.

Principal One		1	2	3	4
	Principal Pre-Survey		X		
	Principal Post Survey				X
	Teacher Pre-Survey		X		
	Teacher Post-Survey			X	
	Principal Pre-Interview		X		
	Principal Post-Interview				X
	Teacher Pre-Interview		X		
	Teacher Post-Interview			X	

Intended Outcome 2b		1	2	3	4
Principal can design professional development with Instructional Leadership Team **Dimension 2 and 3**		• Principal designs school-wide professional development that is not connected to identified instructional patterns. • Principal does not work with ILT to design professional development.	• Principal is not involved in the design of school-wide professional development. • ILT attempts to design professional development based on the patterns identified in Instructional Rounds.	• Principal designs school-wide professional development alone, yet not based on the Instructional Rounds patterns. • Principal does not share the responsibility with the ILT to implement the professional development.	• Principal designs school-wide professional development based on the Instructional Rounds patterns with the Instructional Leadership Team. • Principal shares responsibility of implementing the professional development with ILT.
Principal One	Principal Pre-Survey		X		
	Principal Post Survey				X
	Teacher Pre-Survey	X			

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		1	2	3	4
	Teacher Post-Survey			X	
	Principal Pre-Interview		X		
	Principal Post-Interview				X
	Teacher Pre-Interview	X			
	Teacher Post-Interview			X	

Intended Outcome 2c		1	2	3	4
Principal shares leadership with Instructional Leadership Team to implement professional development sessions **Dimension 3**		• Principal does not prepare an agenda to guide professional development sessions and is therefore, not prepared to deliver professional development sessions.. • ILT is not involved in the design of professional development.	• Principal creates professional development agendas that are disconnected to professional development vision. • Principal prepares all items necessary for professional development in isolation of ILT.	• Principal creates professional development agendas in alignment with the Instructional Rounds patterns without ILT input and presents all content to the larger staff alone. • Principal prepares all items necessary for professional development in isolation of ILT.	• Principal and ILT create professional development agendas in alignment with Instructional Rounds patterns that reflect shared responsibility for presentation. • Principal and ILT share in the preparation for professional development.
Principal One	Principal Pre-Survey		X		
	Principal Post Survey				X
	Teacher Pre-Survey		X		
	Teacher Post-Survey			X	

	1	2	3	4
Principal Pre-Interview		X		
Principal Post-Interview				X
Teacher Pre-Interview		X		
Teacher Post-Interview			X	

Intended Outcome 2d	1	2	3	4
Principal can sustain the Instructional Rounds Cycle **Dimension 1, 2 and 3**	• Principal does not implement professional development plan.	• Principal allows for competing demands to alter the professional development plan, diminishing the intended number of sessions to take place during the professional development plan.	• Principal is able to maintain focus on the professional development plan for most of the two Instructional Rounds cycles. • Principal allows for other demands to influence the professional development plan.	• Principal is able to maintain the focus on the POP for two full Instructional Rounds cycles despite competing demands on the professional development time.

Principal One		1	2	3	4
	Principal Pre-Survey			X	
	Principal Post Survey			X	
	Teacher Pre-Survey		X		
	Teacher Post-Survey			X	
	Principal Pre-Interview			X	
	Principal Post-Interview			X	

	Teacher Pre-Interview		X		
	Teacher Post-Interview				X	

Figure 14: Principal One Next-Level Work Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
2	4
Rationale	**Rationale**
Principal One was an overall "2" in the 4 combined professional development areas at the beginning of this intervention. Surveys and interviews revealed that she was able to state the professional development direction yet when it came to designing the learning and implementing teacher professional learning, she backed away from the process. Principal One relied heavily on her ILT members to design and deliver professional learning without much guidance after the improvement topic was identified.	Principal One became a "4" in this professional development area. Principal One demonstrated growth in this area because she increased her involvement in the design and implementation of teacher professional learning. Principal One helped identify the professional learning topic and designed implementation steps with her ILT. The ILT was still responsible for parts of the professional learning but the change that occurred was Principal One's involvement.

At the inception of this intervention, the ILT, through surveys and interviews, revealed that they did all of the actual work of designing and implementing professional learning with very little involvement from Principal One. Principal One did not see that designing professional learning for teachers was her responsibility. In the pre-interview, Principal One reported, "I have a TSA that is supposed to design the PD, so that is her job. We agree on the PD then she does the leg-work to make it happen on Wednesday minimum days." Similarly, during the pre-interview, members of the ILT stated that, "We do all of the designing after [Principal One] tells us the focus of pd. Then we just present to teachers during pd on minimum days." While Principal One was not very involved in designing and delivering professional development for teachers, she was rated a "2" based on the statements and surveys collected prior to the intervention.

At the end of the intervention, Principal One learned that teachers noticed stronger professional learning when she assisted more in the design: In the post interview, Principal One said, "The surveys of PD became better and I suspect it was because I helped the [ILT] with designing [PD]. I realized that I am the main person that sees everyone's teaching, so I know more about how teaching is going." The change occurred when Principal One shared the responsibility of designing and delivering professional development with the ILT. Principal One became involved in designing the outcomes and some professional development activities including the delivery of the Next-Level Work. Principal One added check-in sessions with ILT members that were delivering professional learning to ensure the outcome of each session would be reached. This adjustment changed the outcome rating greatly because both the ILT and Principal One indicated this adjustment added to the overall improvement in Principal One's ability to design and implement professional learning with the ILT. During the post-interview, the ILT reported, "...she helps in between sessions and we now have a more clearly shared definition of the outcome of each pd...". Principal One was able to grow in her instructional leadership behaviors to design and implement the Next-Level work because she became more involved with the actions of the ILT when they were planning for teacher professional development. Although Principal One never explicitly shared if she viewed the responsibility of teacher professional development as a shared action between the principal and ILT, her actions

demonstrated that she saw more of a connection between teacher professional development and her leadership.

Principal Two

Figure 15.1-16.4: Principal Two Next-Level Work

Intended Outcome 2a		1	2	3	4
Principal can set the direction for professional development. **Dimension 1 and 3**		• Principal is unable to identify a clear professional development direction and vision. Does not engage staff to create an instructional vision.	• Principal sets multiple professional development directions and visions, disorienting the teaching staff toward clear next steps.	• Principal is able to identify a clear professional development direction and vision, yet does so without teacher input.	• Principal is able to identify a clear professional development direction and vision with teachers.
Principal Two	Principal Pre-Survey			X	
	Principal Post Survey			X	
	Teacher Pre-Survey		X		
	Teacher Post-Survey		X		
	Principal Pre-Interview		X		
	Principal Post-Interview		X		
	Teacher Pre-Interview		X		
	Teacher Post-Interview		X		

Intended Outcome 2b	1	2	3	4

Principal can design professional development with Instructional Leadership Team Dimension 2 and 3	• Principal designs school-wide professional development that is not connected to identified instructional patterns. • Principal does not work with ILT to design professional development.	• Principal is not involved in the design of school-wide professional development. • ILT attempts to design professional development based on the patterns identified in Instructional Rounds.	• Principal designs school-wide professional development alone, yet not based on the Instructional Rounds patterns. • Principal does not share the responsibility with the ILT to implement the professional development.	• Principal designs school-wide professional development based on the Instructional Rounds patterns with the Instructional Leadership Team. • Principal shares responsibility of implementing the professional development with ILT.
Principal Pre-Survey		X		
Principal Post Survey		X		
Teacher Pre-Survey		X		
Teacher Post-Survey		X		
Principal Pre-Interview		X		
Principal Post-Interview		X		
Teacher Pre-Interview		X		
Teacher Post-Interview		X		

(Row label spanning the eight rows above: Principal Two)

Intended Outcome 2c	1	2	3	4
Principal shares leadership with Instructional Leadership Team to implement professional development sessions	• Principal does not prepare an agenda to guide professional development sessions and is therefore, not prepared to	• Principal creates professional development agendas that are disconnected to professional	• Principal creates professional development agendas in alignment with the Instructional Rounds	• Principal and ILT create professional development agendas in alignment with Instructional Rounds patterns that reflect shared

Intended Outcome 2c		1	2	3	4
Dimension 3		deliver professional development sessions.. • ILT is not involved in the design of professional development.	development vision. • Principal prepares all items necessary for professional development in isolation of ILT.	patterns without ILT input and presents all content to the larger staff alone. • Principal prepares all items necessary for professional development in isolation of ILT.	responsibility for presentation. • Principal and ILT share in the preparation for professional development.
Principal Two	Principal Pre-Survey		X		
	Principal Post Survey		X		
	Teacher Pre-Survey	X			
	Teacher Post-Survey		X		
	Principal Pre-Interview	X			
	Principal Post-Interview		X		
	Teacher Pre-Interview		X		
	Teacher Post-Interview		X		

Intended Outcome 2d	1	2	3	4
Principal can sustain the Instructional Rounds Cycle **Dimension 1, 2 and 3**	• Principal does not implement professional development plan.	• Principal allows for competing demands to alter the professional development plan, diminishing the intended	• Principal is able to maintain focus on the professional development plan for most of the two Instructional Rounds	• Principal is able to maintain the focus on the POP for two full Instructional Rounds cycles despite competing demands on the professional

Intended Outcome 2d		1	2	3	4
			number of sessions to take place during the professional development plan.	cycles. • Principal allows for other demands to influence the professional development plan.	development time.
Principal Two	Principal Pre-Survey		X		
	Principal Post Survey		X		
	Teacher Pre-Survey		X		
	Teacher Post-Survey		X		
	Principal Pre-Interview		X		
	Principal Post-Interview		X		
	Teacher Pre-Interview		X		
	Teacher Post-Interview		X		

Figure 16: Principal Two Next-Level Work Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
2	2
Rationale	**Rationale**
Principal Two was considered an overall rating of "2" in this professional development area. Principal Two struggled with this area the most in that she interacted very little with the professional needs of her teaching staff. Principal Two delegated all aspects of designing and implementing professional learning with teachers to the Instructional Coach on campus. This was exceptionally evident in the interviews with teachers and in observations.	Principal Two did not make any progress in this area. She continued to delegate the design and implementation of professional learning to her Instructional Coach. Her absence impacted the perceptions of her teaching staff and did not support her growth in this professional development area.

Principal Two was rated as a "2" at the onset of this intervention because she would set the direction for professional development and instruct the coach to design and deliver content to teachers regarding the instructional focus. Principal Two did not seem to enjoy working with her teachers and therefore, identified the Teacher on Special Assignment (TSA) as the staff member

to design and deliver professional learning for teachers. Further, Principal Two rarely involved the ILT with designing and implementing teacher professional development. At the pre-interview, Principal Two stated, "I do not need to work with the ILT to create the pd, [TSA] does that. They listen to her more so I don't get that involved with the design because I think they would push-back just because it is from me. We have TSAs in this district for that anyway." The ILT also reported that the TSA designs and delivers professional learning with "very little interaction" with Principal Two. Lastly, survey data from the ILT revealed one of the lowest ratings or a "1" in the area of designing the professional development agenda with the ILT.

Principal Two was not involved in the professional learning of her teachers throughout the intervention, therefore, resulting in no change of her instructional leadership behaviors in this area. The post-survey data from the ILT indicated that the principal does not share the leadership of designing and delivering the Next-Level Work, resulting in a stagnate average rating of "2". Further, One ILT member stated during the post-interview, "[Principal Two] does not come to most pd meetings." Principal Two consistently opted out in regards to teacher professional development. Principal Two revealed that she did not interact with teachers "unless necessary" when it came to professional learning.

The ILT had a negative perspective of the strengths of Principal Two because she was not involved in designing and delivering professional learning. This lack of involvement prevented Principal Two from developing her instructional knowledge muscle. Observations and responses to interview questions helped me surmise that she was not used to or skilled in designing and delivering professional learning. It also seemed like she only attended a teacher professional development planning meeting because I would be in attendance. Specifically, she shared in the post-interview that, "...with my schedule, the purpose, I can't explain it, it is just different, I focus more on school culture, not so much on instruction. The ILT mostly does the Wednesday minimum days and helps lead that. I did share what was said about objectives from the group, it is what it was. [Staff] went write to the negative and kept getting stuck. It is so hard, we planned to do something about objectives and it did not just come around." I suspect that if you never see your principal interact around content and pedagogy, you will not see them as a resource nor look to them to help you tackle instructional issues. Teachers need principals that dive into content and pedagogy with them, otherwise, teachers will always see principals on the periphery of school improvement if the principal lacks this important skill (Blase and Blase, 1999).

Principal Three

Figure 17.1-18.4: Principal Three Next-Level Work

Intended Outcome 2a	1	2	3	4

Principal can set the direction for professional development. Dimension 1 and 3		• Principal is unable to identify a clear professional development direction and vision. Does not engage staff to create an instructional vision.	• Principal sets multiple professional development directions and visions, disorienting the teaching staff toward clear next steps.	• Principal is able to identify a clear professional development direction and vision, yet does so without teacher input.	• Principal is able to identify a clear professional development direction and vision with teachers.
Principal Three	Principal Pre-Survey			X	
	Principal Post Survey				X
	Teacher Pre-Survey		X		
	Teacher Post-Survey				X
	Principal Pre-Interview			X	
	Principal Post-Interview				X
	Teacher Pre-Interview		X		
	Teacher Post-Interview			X	

Intended Outcome 2b	1	2	3	4

Principal can design professional development with Instructional Leadership Team **Dimension 2 and 3**		• Principal designs school-wide professional development that is not connected to identified instructional patterns. • Principal does not work with ILT to design professional development.	• Principal is not involved in the design of school-wide professional development. • ILT attempts to design professional development based on the patterns identified in Instructional Rounds.	• Principal designs school-wide professional development alone, yet not based on the Instructional Rounds patterns. • Principal does not share the responsibility with the ILT to implement the professional development.	• Principal designs school-wide professional development based on the Instructional Rounds patterns with the Instructional Leadership Team. • Principal shares responsibility of implementing the professional development with ILT.
Principal Three	Principal Pre-Survey			X	
	Principal Post Survey				X
	Teacher Pre-Survey			X	
	Teacher Post-Survey				X
	Principal Pre-Interview			X	
	Principal Post-Interview				X
	Teacher Pre-Interview		X		
	Teacher Post-Interview			X	

Intended Outcome 2c	**1**	**2**	**3**	**4**
Principal shares leadership with Instructional Leadership Team to implement professional development sessions	• Principal does not prepare an agenda to guide professional development sessions and is therefore, not prepared to	• Principal creates professional development agendas that are disconnected to professional	• Principal creates professional development agendas in alignment with the Instructional Rounds	• Principal and ILT create professional development agendas in alignment with Instructional Rounds patterns that reflect shared

Intended Outcome 2c		1	2	3	4
Dimension 3		deliver professional development sessions.. • ILT is not involved in the design of professional development.	development vision. • Principal prepares all items necessary for professional development in isolation of ILT.	patterns without ILT input and presents all content to the larger staff alone. • Principal prepares all items necessary for professional development in isolation of ILT.	responsibility for presentation. • Principal and ILT share in the preparation for professional development.
Principal Three	Principal Pre-Survey		X		
	Principal Post Survey				X
	Teacher Pre-Survey		X		
	Teacher Post-Survey				X
	Principal Pre-Interview			X	
	Principal Post-Interview				X
	Teacher Pre-Interview		X		
	Teacher Post-Interview			X	

Intended Outcome 2d		1	2	3	4

		Principal designs school-wide professional development that is not connected to identified instructional patterns. • Principal does not work with ILT to design professional development.	Principal is not involved in the design of school-wide professional development. • ILT attempts to design professional development based on the patterns identified in Instructional Rounds.	Principal designs school-wide professional development alone, yet not based on the Instructional Rounds patterns. • Principal does not share the responsibility with the ILT to implement the professional development.	Principal designs school-wide professional development based on the Instructional Rounds patterns with the Instructional Leadership Team. • Principal shares responsibility of implementing the professional development with ILT.
Principal Three	Principal Pre-Survey			X	
	Principal Post Survey				X
	Teacher Pre-Survey			X	
	Teacher Post-Survey			X	
	Principal Pre-Interview			X	
	Principal Post-Interview			X	
	Teacher Pre-Interview		X		
	Teacher Post-Interview			X	

Figure 18: Principal Three Next-Level Work Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
2	4
Rationale	**Rationale**
Principal Three was not involved in the designing and delivering of professional development for teachers at the pre-intervention phase. Principal Three delegated designing professional learning to the team of instructional coaches and did not share the responsibilities. Principal Three would indicate the multiple topics the instructional coaches should address, but the school was not unified in one direction on a	Principal Three became aware of his lack of involvement during the pre-intervention phase. Principal Three narrowed the professional development focus to one area and worked with the team of instructional coaches to differentiate for K-2 and 3-5 grade teachers. The "admin team" then met with the ILT to get feedback from ILT members on the design and delivery of

general instructional topic. Since Principal Three was not that involved in the professional learning, the ILT ratings regarding his Next-Level Work instructional leadership behaviors were not rated high. Principal Three did not rate himself high either, meaning he was mindful of his lack of involvement in this area.	professional learning. Principal Three maintained his involvement in the design and delivery of the Next-Level Work, but also shared this responsibility with the ILT.

Principal Three was not initially involved in the Next-Level Work beyond assigning the instructional coaches to support individual teachers in various areas related to the balanced literacy practices observed in classrooms, resulting in a "2" rating on the rubric in this area. One of the lowest ratings given by the ILT and Principal Three's self-rating was the rating of "1" on survey question, "I am confident in delivering professional learning content to teachers." Both the ILT and Principal Three agreed that Principal Three was not confident in delivering professional learning and that he relied mostly on the instructional coaches to deliver content. Generally, Principal Three was considered active and involved in the instructional program. Dissecting instructional leadership behaviors more discretely revealed that the Next-Level Work was an overall area for improvement for this principal.

Principal Three significantly grew, from a "2" rating to a "4" rating in Next-Level Work because he narrowed the coaching focus of the "admin team" to deliver professional learning to teachers on one aspect of the balanced literacy block. Previous to the intervention, Principal Three requested that the instructional coaches addresses multiple and varied areas for improvement teacher by teacher. While this was somewhat supportive of individual teacher growth, this did not result in the overall impact regarding instructional consistency Principal Three first thought would be generated by such differentiation. As observed in planning meetings, Principal Three met with the instructional coaches to review the instructional pattern identified during the Instructional Round then designed professional learning *with* the team. Principal Three referenced documents from the Balanced Literacy Cohort to help design the focus for upcoming teacher professional development and discussed the learning activities based on those documents with the team. Alone, this action signified that the intervention shaped Principal Three's Next-Level Work action steps from his previous practices. Although Principal Three shared in the post-interview that he was still not "...that comfortable delivering [balanced literacy] content to teachers", he participated more in the design and implementation of teacher learning. Further, he learned side by side with teachers from his instructional coaches and sought out additional opportunities to learn about the specific content area outside of school and District professional learning opportunities.

Principal Three was most aware of his instructional leadership behaviors after the pre-interview, pre-survey and identification of instructional patterns during the first Instructional Round. Simply asking the questions about his practice allowed for him to reflect and question his instructional leadership, which motivated him to get involved in the Next-Level Work instead of opt out and delegate this work to the instructional coaches. Principal Three participated in refining his instructional leadership practices as guided by the intervention experience which supported him to increase the rating of his baseline behaviors. Principal Three gathered that he needed to be more focused in setting the direction of teacher professional learning because the baseline pattern he collected did not reflect the instruction he thought was taking place in his classrooms. Lastly, he identified this content area as his own area for improvement and took action to address this gap in his own instructional leadership.

Professional Development Outcome Three: 6) Principal can reflect on practice, summarize learning and name next steps for continued improvement.

Intended professional development outcome three rated principals on their ability to reflect on their practice, summarize what they learned and name the next steps for continuing to lead improvement at their school. Although there were survey data that provided ratings in this area, two interview questions asked of principals and their ILTs during the pre-interview 1) What is your vision for working with teachers on instructional improvement? 2) What is the vision your principal has towards working with teachers in instructional improvements? and post-interview: 1) Has your (your principal's) vision for working with teachers on instructional improvements changed? 2) What did you (your principal) learn through this process?, produced the most telling data. Principals and ILTs spoke candidly about their perceptions of principal learning especially after the intervention. Baseline and impact data are presented below and organized by each participating principal.

Principal One

Figure 19: Principal One Professional Development Area Three

Intended Outcome		1	2	3	4
Principal can reflect on practice, summarize learning, and name next steps for continued improvement.		• Principal is not able to reflect on their practice and sees no value in hearing from teachers about professional development.	• Principal is able to reflect on their practice, but is not able to summarize what they have learned or make plans for their next steps toward improvement.	• Principal can reflect on practice and summarize their learning, but is not yet able to name their next steps toward improvement.	• Principal is reflective about their practice and can summarize what they have learned. Principal is also able to name their next steps toward improvement.
Principal One	Principal Pre-Survey			X	
	Principal Post Survey				X
	Teacher Pre-Survey		X		
	Teacher Post-Survey			X	
	Principal Pre-Interview		X		
	Principal Post-Interview				X
	Teacher Pre-Interview		X		
	Teacher Post-Interview			X	

Figure 20: Principal One Professional Development Three Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
2	4
Rationale	**Rationale**
Principal One communicated her thoughts about her instructional leadership practices although she did not offer what her next steps would be to make an effort to improve the specific areas she indicated needed improvement. My initial observation of her during the first Instructional Round supported the rating of "2" because she did not think about the leadership moves she either would take or was thinking about as a result of the Instructional Round. Further, the ILT did not describe Principal One as a leader that makes adjustments and learns through her leadership experiences.	Principal One demonstrated the connections between her instructional leadership behaviors and the outcomes in the classroom, especially during the post-interview. Principal One summarized her learning and stated what she and the school needed to do to keep improving. The ILT stated that Principal One was reflecting with them about how to improve instruction instead of making a decision on her own and asking for the ILT to make the improvements.

Principal One, during the pre-interview, named specific items that she needed to work on to improve her instructional leadership behaviors. The questions alone made her reflect on her practice. The very first question, 1) What do you do after observing teachers? not only prompted the principal to reveal that she mostly observes for the sake of individual teacher evaluations, she also stated, "...maybe I should be using the observations to think about more than just what one teacher needs, especially if it is similar to what I think others need." Although Principal One hypothesized about how to leverage classroom observations, she did not state concretely what she would do beyond the hypothesis. This, along with ILT never stating that the principal thinks about instruction with them prompted the rating of "2" during the pre-intervention phase.

Principal One was highly impressionable. My observations during the Instructional Rounds sessions allowed me to see that Principal One seemed to learn best by example from her peers. She seemed to absorb the ideas and suggestions from Principal Two and Principal Three and could then concretely state what she would do about an instructional pattern that was named. Principal One demonstrated in observations that she could not only reflect on her practice, but name specifically how she was going to work on the improvement area. It seemed that working with her peers gave her the guidance and ideas toward action that she did not take on her own. Principal One was also able to stay the course and implement the Next-Level Work she developed with the ILT. All together, Principal One's ability to reflect, name next steps, and implement those next steps resulted in an overall improvement rating of "4" in this professional development area.

Principal Two
Figure 21: Principal Two Professional Development Area Three

Intended Outcome		1	2	3	4
Principal can reflect on practice, summarize learning, and name next steps for continued improvement.	•	Principal is not able to reflect on their practice and sees no value in hearing from teachers about professional development.	• Principal is able to reflect on their practice, but is not able to summarize what they have learned or make plans for their next	• Principal can reflect on practice and summarize their learning, but is not yet able to name their next steps toward	• Principal is reflective about their practice and can summarize what they have learned. Principal is also able to name their next steps toward improvement.

Intended Outcome		1	2	3	4
			steps toward improvement.	improvement.	
Principal Two	Principal Pre-Survey		X		
	Principal Post Survey		X		
	Teacher Pre-Survey		X		
	Teacher Post-Survey	X			
	Principal Pre-Interview		X		
	Principal Post-Interview		X		
	Teacher Pre-Interview		X		
	Teacher Post-Interview	X			

Figure 22: Principal Two Professional Development Area Three Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
2	3
Rationale	**Rationale**
The pre-interview with Principal Two revealed that she could reflect on her practice. Although she could reflect, Principal Two did not make plans for improvement. The pre-interview with the ILT also revealed that she rarely shared plans about next steps and did not speak about the instructional future of the school.	Although the ILT ratings displayed a decrease from the pre-interview, Principal Two was able to grow in this area. This rating was hard to determine because the ILT had turned very negative as a result of Instructional Rounds. They were upset about being observed and about needing to improve in a specific instructional area for a period of time. They were used to a weekly rotation of professional development and blamed Principal Two for not telling the District that they already had a professional development plan. Observations and the post-interview revealed that Principal Two reflected on her practice and made plans that allowed for the TSA to focus on one instructional area. Although this was growth in this specific area, not being involved in the next steps impacted her ratings in the previous outcome areas.

Principal Two was rated as a "2" in the pre-interview based on her ability to reflect on her instructional leadership practices, but could not be rated beyond a "2" because she did not plan to take any personal action based on her reflection. In the pre-interview, the ILT described Principal Two as, "absent during Wednesday minimum days (PD)...and not involved in making plans

about [PD]." This, again, revealed that Principal Two did very little to interact in the next steps toward improvement.

After the intervention, Principal Two was rated as a "3" because she was able to reflect on her practice and name the next steps she would take to get *others* involved in the improvement work, but never made attempts to lead this work *herself*. As reflected in the post-survey and post-interviews with the ILT, the ILT turned negative during the Instructional Rounds process because their normal rotation for professional learning was paused and put on hold in order to implement the Next-Level Work identified after the first observation. Although the ILT turned negative, Principal Two was able to support the TSA to maintain the focus of the professional learning on the pattern observed in classrooms. The rating of "3" was given to Principal Two because she was able to reflect, make plans and see those plans through with the help of the TSA. Principal Two never stated what she learned from the process beyond, "...in order to stick with the plan, I had to make the rest of the teachers mad about not doing a different topic each week for minimum days...I decided I did not care this time about making them mad." Although Principal Two did not lead the next steps with her TSA and ILT, she was still able to move the larger teaching staff in one direction, even from behind the scenes. The rating of "3" in this area reflected the growth in her instructional leadership practices, however, making her teachers "mad" about the professional development rotation seemed to create a negative atmosphere in campus among the teaching staff.

Principal Three
Figure 23: Principal Three Professional Development Area Three

Intended Outcome		1	2	3	4
Principal can reflect on practice, summarize learning, and name next steps for continued improvement.		• Principal is not able to reflect on their practice and sees no value in hearing from teachers about professional development.	• Principal is able to reflect on their practice, but is not able to summarize what they have learned or make plans for their next steps toward improvement.	• Principal can reflect on practice and summarize their learning, but is not yet able to name their next steps toward improvement.	• Principal is reflective about their practice and can summarize what they have learned. Principal is also able to name their next steps toward improvement.
Principal Three	Principal Pre-Survey			X	
	Principal Post Survey			X	
	Teacher Pre-Survey		X		
	Teacher Post-Survey			X	
	Principal Pre-Interview			X	

	Principal Post-Interview			X	
	Teacher Pre-Interview			X	
	Teacher Post-Interview				X

Figure 24: Principal Three Professional Development Area Three Rationale

Rubric Score: Pre-Survey and Pre- Interview	Rubric Score: Post-Survey and Post-Interview
3	4
Rationale	**Rationale**
Determined from his pre-interview, Principal Three was able to reflect on his practice but was not yet able to name his next steps for improvement. Principal Three named frustrations toward being able to direct his own professional learning and stated that time was an obstacle for him to improve in any given area.	Principal Three demonstrated in observations and the post-interview that he was reflective about his instructional leadership behaviors, could summarize what he learned, and was able to name his next steps and follow-through on those plans. Principal Three no longer waited on the District to support his professional growth directly, rather, he sought out professional learning that would help him lead through the improvements needed based on the Instructional Rounds pattern.

Principal Three was rated a "3" in the pre-intervention phase because he was reflective of is instructional leadership practice, could summarize learning, but did not name specifically how he would make improvements regarding that reflection. Principal Three, during the pre-interview stated, "I think that I am able to connect my learning to what I lead at [school name], but the PD we get from the District does not help me improve on what I think I need to improve on." Principal Three was able to say that he needs to make improvements regarding his own instructional knowledge, but did not take initiative on his own to make those improvements. Principal Three was instead waiting for "the District" to support and guide his learning. Principal Three was rated a "3" because although he could state what he wanted to improve on, he took no action to work on this area needing improvement.

Principal Three was rated as a "4" at the end of the intervention because once he identified the pattern and decided the area of improvement for the school, he no longer for the District to identify this area of growth for him. He instead sought out the professional learning he needed in order to lead the improvement efforts. One of his principal colleagues gave him this idea in the Instructional Rounds debrief activity in the process. He attended professional learning outside of District offerings and met with the literacy specialist to think through the implications of his learning. Principal Three stated in his post-interview, "... [rounds] made me realize that I did not need to wait for anyone- or the District, to learn about what we needed to improve. I started thinking that I could learn from [organization] and bring back the learning to my staff. Yeah- I want the District to better align to what principals need, but I also know OUSD can't keep track of what each principal needs." Principal Three demonstrated in his reflection that he can direct his own learning and take action to improve his own learning instead of waiting for the District to offer professional learning specific to his needs. While a District's ability to support professional learning is an arguable responsibility of a central office, the focus of this intervention is the principal's ability to be reflective about their learning, which Principal Three was able to demonstrate. Implications for how a central office can support principal professional learning will be addressed in the discussion section of this paper.

Impact Data Conclusion

The graph below reflects a summary of impact data results collected from pre-intervention to post-intervention. The rationale for each principal rating for pre-intervention and post-intervention were noted and explained using evidence collected from surveys, interviews, observations and documents created during the intervention. Two principals progressed during the intervention while one principal did not change during the intervention.
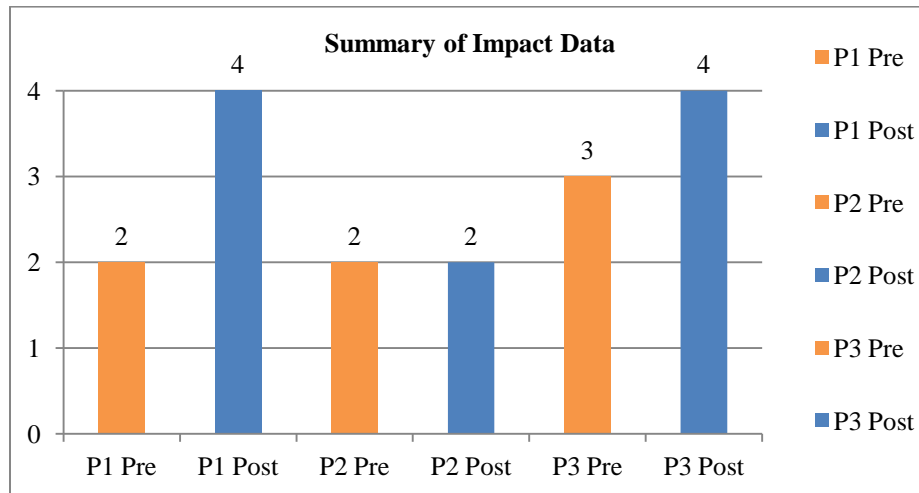
Impact data reveal promising results for the efficacy of this intervention. The intervention design was able to change instructional leadership behaviors of principals in most intended outcome areas. Although change in one principal was nominal, two principals were changed as a result of this intervention. While the impact data findings provided some insights about how to improve the instructional leadership behaviors in principals, the sample size (n=3) makes it difficult to definitively conclude that this intervention can be overall successful in an educational setting.

Process Data

In this section, I present the process data activities and analysis of the critical incidents observed. Specifically, I outline in detail, the intervention sequence designed for principals to 1) identify instructional patterns; 2) set the direction for professional development; 3) design professional development with the Instructional Leadership Team (ILT); 4) share leadership with the Instructional Leadership Team while implementing teacher professional development sessions; 5) sustain the Instructional Rounds Cycle; and 6) reflect on practice, summarize learning, and name next steps for continued improvement. These indicators and a rubric of each are detailed in the Appendix.

I have organized this section to illustrate the steps I took to implement this intervention. I begin with the sequence of intervention activities then detail the learning objectives, a low-inference account of the critical incidents of the intervention and end with a high-inference analysis of each session. Then, I examine the strengths and challenges with the overall professional learning and identify possible design flaws. Lastly, through my analysis of the process data, I show how the Instructional Rounds process shaped the overall learning of each principal and describe how collaboration on two dimensions, among principals and between principals and their Instructional Leadership Teams emerged as a major theme of this design challenge.

Session 0: Pre-Training

The objective of this learning session was to support principals to identify their school based Problem of Practice (POP), describe the Instructional Rounds process to prepare for their individual session, and practice collecting low-inference classroom observations. This session was delivered in a larger session with 86 principal participants and was facilitated by an Instructional Manager assigned the task of implementing Instructional Rounds district-wide. For this session, I sat with the three focus principals to observe their interactions and participation as they were facilitated in the larger group.

Each principal participant created a Problem of Practice (POP) by participating in a 20-minute consultancy with their colleagues. Principals chose from a menu of POPs or could create their own POP if one from the list did not fit their school context. The consultancy was conducted in trios and each trio was encouraged to ask questions of one another regarding school progress in balanced literacy to refine the POP. Principal One and Two selected a POP from the provided menu while Principal Three selected his own POP that best fit his school context. The session then pivoted to the logistics of preparing for Instructional Rounds (IR). Principals reviewed a one-page document of details to consider as they prepared for the visit. Principals were asked to create an observation schedule and provide any logistics helpful to IR participants.

The last activity in this 2-hour session introduced principals to the reasons for collecting low-inference observations and allowed principals the opportunity to practice collecting low-inference observations by observing a 10-minute clip of instruction. The Instructional Rounds process and guiding documents state specifically both the need to collect low-inference observations, free from judgment, and the need to focus on tasks students are asked to do instead of individual teacher actions. Focusing on student actions allows for patterns to be created across the grade-level continuum while naming teacher actions can focus more on a teachers' individual style than being able to state the progress a school has made on an instructional focus area, balanced literacy, in this instance.

Observations of the three principals during this part of the training allowed me to observe a difference among the participating principals that emerged as a key finding. Principals differed in their ability to collect low-inference observational evidence used in identifying instructional patterns. Principal One and Three were able to collect low-inference observation notes by selectively scripting what they observed, suggesting that Principal One and Three had a baseline knowledge of scripting classroom observations to collect low-inference evidence. Although Principal One and Three demonstrated some knowledge of this skill, they shared during interviews and surveys that they did not use the evidence to identify instructional patterns *across* classrooms. Indentifying quality instructional patterns was not the focus of this session and would be introduced during the actual Instructional Round session.

Principal Two collected observations that were more evaluative and similar to judgments principals make to rate a teacher on an evaluation tool. Principal Two struggled to collect a thick description of the instruction observed and for that reason, offered little analysis during the discussion about this teaching clip. This difference was consistent throughout the subsequent Instructional Rounds sessions.

In this session, Principal Two struggled to collect low-inference observation notes and as the session unfolded, shared, "...I have trouble with [scripting] because I feel like I miss what is happening in the classroom and I don't pay attention to the interactions." Principal Two demonstrated that she trusted her principal colleagues enough to share her comment about an instructional practice that was challenging for her. Principal Two never successfully scripted an

observation during Instructional Rounds and therefore, often missed the opportunities in subsequent discussions with her colleagues to analyze the teaching and learning she observed.

Session 1: Instructional Rounds Sessions 1a, 1b, 1c

The outcome of these sessions focused on principals developing the skills to analyze observations and identify instructional patterns. Principals often observe teachers to assess individual teaching while this professional development session encouraged principals to walkthrough the school, collect low-inference observational evidence, analyze the evidence for patterns and summarize these patterns as a statement of instruction at their school site. The first Instructional Rounds (IR) session was repeated three times, one session at each school site. At each Instructional Rounds session, the host principal set the context by providing information about the school site that would give a general description of the school. The host principal also presented their Problem of Practice and stated some of the teacher professional development activities they have been working on since the beginning of the year.

Another objective of this session was to collect baseline information about how the school was doing on their Problem of Practice (POP). This baseline data would then shape the Next-Level Work Plan in subsequent school based teacher professional development sessions. The collection of baseline data provided the opportunity for principals to practice their skills in collecting low-inference observations, observe a series of classrooms and analyze their observations to identify instructional patterns. Then, the host principal created a summary of the instructional patterns to share at an upcoming staff meeting. Finally, principal participants designed short-term and long-term action steps to take the instruction to the "Next-Level" or identify possible strategies for improving instruction from the identified baseline. Although the summary of instructional patterns and Next-Level Work Plan were created during this session, they were refined in the Next-Level Work sessions that followed the Instructional Rounds session where principals worked with their ILTs.

The last step in each Instructional Rounds session is to create the Next-Level Work Plan. This plan is meant to address specific instructional gaps identified as a pattern for improvement. The plan includes creating teacher professional development activities identified to improve the instructional gap. In this observation, all principal participants offered balanced literacy action steps to include on the Next-Level Work plan.

Session 1a: Principal Three Hosted IR

The table below organizes the critical incidents that transpired during the first IR session.

Figure 25: Session 1a Principal Three Hosted IR

Activity	Critical Incidents
Collect Low-Inference Observations	• Principal One and Three observed classrooms and collected low-inference observations focused on student actions. • Principal Two observed classrooms and collected brief notes during the observation focusing on individual teacher practice.
Identify Patterns* from evidence collected. *Only those patterns identified as "quality patterns" were tallied .	• Principal One offered four patterns (sticky notes) from observations that were aligned to the focus on tasks students were asked to complete. • Principal Two offered two patterns (sticky notes) from her observations. Observations were focused on teacher practice and less on what students were able to do. • Principal Three offered six patterns about tasks students were asked to complete for consideration toward the summary statement.
Create summary	• Principal Three created a summary statement to share at upcoming staff meeting

Activity	Critical Incidents
statement from instructional patterns	with guidance from facilitator.
Begin Next-Level Work	• Principal One contributed to the development of the action steps, introducing balanced literacy instructional practices. • Principal Two Contributed to the development of action steps. • Principal Three created a short-term (2 actions) and a long-term (1 action) plan.

Analysis of Session 1a: Principal Three Hosted IR

In the observation, Principal One and Three were able to collect low-inference classroom observations[2] that focused on student behaviors while Principal Two took brief notes on teacher actions, not capturing what students were being asked to do. The facilitator, AO, reviewed directions about how to collect low-inference classroom observations and the need to focus on student actions as we were preparing to go into classrooms to observe. Although AO reviewed the process and read from the documents, she did not provide examples of the difference between the two types of observations. Providing the difference between these two types of observations could have allowed for Principal Two to see the difference between those that are teacher centered from those that are student-centered.

In the subsequent step of the Instructional Rounds session, Principal Two did not offer many patterns during the discussion about patterns. This may be due to the high-inference observational notes she collected, indicating that there is some connection between collecting quality low-inference observation notes and analyzing those notes as evidence for instructional patterns. Principal One and Three were able to offer multiple instructional patterns from their observational notes, indicating that their ability to focus on student actions and collect low-inference classroom observations allowed for them to pose more possible patterns, unlike Principal Two.

Although the quantity of patterns is not an indication of identifying a quality instructional pattern, the likelihood of the highest leverage patterns emerging from the collective process to name patterns was higher when principals collected low-inference observational notes than when they collected high-inference, judgmental observations. As described earlier in the conversation about the Theory of Action of Instructional Rounds, principals are most often in teacher's classrooms to evaluate their individual performance. This evaluation process requires principals to provide the teacher with a summative rating. Collecting low-inference observation notes especially while evaluating individual teacher performance is quality principal practice because teachers should be coached using detailed evidence that is objective about their teaching (Blase and Blase, 1999). The ability to collect low-inference observations through scripting student actions emerged as an important finding and fundamental skill necessary to access the IR process. I found that the quantity of low-inference observations likely increased the number of identified patterns providing principals an increased opportunity to select a high leverage strategy for the school to focus on.

While analyzing my process data, I noticed a flaw in my data collection strategy in this particular area of examining the instructional patterns principal provided during the IR sessions. I realized that more details about the quality of instructional patterns could have been discussed if I would have captured exactly what principals wrote as their instructional patterns. Instead, I

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[2] I did not capture exactly what principals wrote as their instructional patterns. Instead, I tallied the pattern written on the post-it only when I thought the pattern was a quality instructional pattern.

tallied the pattern written on the post-it only when I thought the pattern was a quality instructional pattern. This helped me quantify the number of quality instructional patterns principals provided yet did not provide the level of qualitative detail that would have improved my analysis in this section.

Principal Three was the IR host. As the host school site, Principal Three was tasked with identifying the highest leverage patterns to use in a summary statement that would be shared with the larger teaching staff at their upcoming staff meeting. In the IR process, strengths identified as instructional patterns were presented first, then any instructional patterns noted as instructional challenges were presented. Principal Three was able to create a summary statement from the instructional patterns provided by his principal colleagues during the IR session. The summary statement highlighted the instructional strengths and challenges to be shared with the teaching staff:

Classrooms contained leveled books and students are choosing to read books at their independent level. Beginning structures are in place to allow students to participate in structured discussions of books. Structures are in place in some classrooms for students to take notes about their reading. Academic Discourse structures are in the beginning phase in some classrooms, with sentence frames for support, but, still feel mechanical when students engage. There are struggling readers in every classroom which might be impacting their ability to engage in discourse around complex text.

Principal Three named the instructional patterns identified across the school and did not include language that demonstrated subjective judgments, indicating that he was able to identify and share low-inference observational patterns. Further, Principal Three chose to highlight a high leverage pattern among the few that were presented by the Instructional Rounds team visiting his school. This statement set-up his upcoming leadership move and allowed Principal Three to pivot toward the Next-Level Work Plan that included a focus on reader's workshop, a strategy used in balanced literacy to support struggling readers. As previously mentioned, principal participants of this design study were members of the Balanced Literacy Cohort, who focused on specific instructional practices to improve literacy rates at specific schools. Although improvement in balanced literacy content knowledge was not the main focus of this intervention, the Instructional Rounds process was grounded in observations of balanced literacy.

All principals contributed balanced literacy action steps, however, Principal One demonstrated the strongest overall content knowledge in balanced literacy. With a strong early literacy background from teaching mostly first grade prior to becoming a principal, she understood the balanced literacy content the most. Balanced literacy content knowledge was not the focus of this intervention, however, the degree to which the participating principals engaged in the design of specific teacher professional development activities with their Instructional Leadership Teams described in the Next-Level Work Plan could have improved if the intervention design also included balanced literacy content development. Balanced literacy practices were evident in the discussion to create the Next-Level Work Plan, however, I noticed that principals deferred to the subject matter knowledge of the District Literacy Specialist during the creation of the plan, pointing to some needed development in literacy practices for participating principals. This indicated that if principals do not feel as though they have the content expertise, they may not know how to structure a teacher professional development plan or which aspects of balanced literacy practices should be prioritized.

Session 1b: Principal Two Hosted IR

The Instructional Rounds process followed at Principal Two's school was the same as session 1a. The table below captures the critical incidents that transpired during session 1b.

Figure 26: Session 1b Principal Two Hosted IR

Activity	Critical Incidents
Collect Low-Inference Observations	• Principal One and Three collected low-inference observational notes focused on student actions. • Principal Two observed classrooms and collected brief notes during the observation about individual teacher actions.
Identify Patterns* from evidence collected. *Only those patterns identified as "quality patterns" were tallied .	• Principal One offered three patterns (sticky notes) for consideration toward the summary statement. Principal One seems comfortable with identifying patterns. Stated during session, "I guess I get it now, I need to look at a few classrooms then state what I see across, even across grade-levels." • Principal Two decided to defer to others to create patterns (sticky notes) from her observations even after multiple prompts from the facilitator. Stated that since this was at her school, she was most interested in what others saw in her classrooms. • Principal Three offered three patterns (sticky notes) for consideration toward the summary statement.
Create summary statement from instructional patterns	• Principal Two deferred to the District Literacy Specialist to create the summary statement of instructional patterns to present to her teaching staff.
Begin Next-Level Work	• Principal One contributed to the creation of Next-Level Work plan. • Principal Three offered steps toward the Next-Level Work Plan aligned to Balanced Literacy professional development.

Session 1b Analysis

In this observation, the activities of this IR session allowed for Principal One and Three to continue to strengthen their skills for collecting low-inference observations focused on student actions, use the process to identify instructional patterns, and name specific balanced literacy practices toward the development of the Next-Level Work Plan.

Principal One seemed to gain confidence through this IR session, "...I guess I get it now, I need to look at a few classrooms then state what I see across, even across grade-levels." She stated that she had some clarity about observing a series of classrooms to find patterns both vertically among different grade-levels and horizontally within each grade-level. This IR session was the second opportunity principals participated in to practice developing skills in observing, analyzing and deciding how to take action. Guided practice provided by the IR Facilitator and collaborating with principal colleagues supported Principal One to reassure her of her analysis skills and ability to identify patterns.

One particular interaction illustrates the ways in which guided practice and collaboration contributed to P1's growth. Principal One asked the IR Facilitator for feedback on a post-it she had written. The IR Facilitator confirmed for Principal One that she had identified an instructional pattern. This was a key incident for Principal One because she felt secure to ask for feedback on the post-it and she, after the reassurance from the IR Facilitator, produced 2 more quality instructional patterns that later emerged as the focus area for this school. Further, Principal One collaborated with Principal Three to develop the Next-Level Work Plan that Principal Two could present to her teaching staff. Although Principal One demonstrated some ability to analyze instruction previous to this IR session, the reassurance and peer interactions

allowed her to gain confidence and provided the time and space for her to refine her practice, even if she did not see the need for such refinement prior to Instructional Rounds.

An interesting dynamic emerged in this IR session. Principal Two opted out of adding instructional patterns when it came time to identify instructional patterns for her school. She preferred to have others provide the patterns so she could "hear other's perspectives" about the instruction at her school. Earlier in the impact data section, I proposed that Principal Two chose to present the summary statement generated from her IR session as patterns identified by the IR team, purposefully not from her. Observations throughout the IR process revealed that Principal Two did very little to change the instructional practices at her school site claiming the teachers "pushed-back" on feedback and change. In this observation, Principal Two opted out of creating patterns for two possible reasons, she either did not want to participate because she struggled to identify instructional patterns or she did not want to, while in front of her teachers, own the feedback. Both possibilities were observed during the course of this design study so it is difficult to state which was the reason for her opting out of this part of the session held at her school site.

The dynamic between principals slightly shifted during this IR session. Principal Three seemed uncomfortable that Principal Two did not identify patterns at her own school, attempting to push her to participate when he stated, "... o come 'on, you don't get to opt out. This provided an interesting observation about the participating principals as they collaborated as colleagues, they would push their peers only so far. I viewed this interaction as a sign that the participating principals trusted each other to at least encourage participation yet ultimately would allow for their colleague to opt out and would not push their peer any further. This was a sign that collaboration, even in an intimate setting supported participants to encourage each other but ultimately would not push on each other's practice if a colleague did not wish to be pushed.

Principal Two used the District Literacy Specialist in a different capacity than how her colleagues interacted with the Specialist. She relied on the District Literacy Specialist to create a summary statement likely because she struggled to create a summary statement after looking at the patterns. Principal Two stated that she "..needed a moment to make sense of all the [patterns]...this is over-whelming...". This was a step usually completed by the principal because the principal should be the best positioned to explain the summary statement at the upcoming teacher meeting. It is possible that Principal Two simply did not have the overall instructional knowledge to create the summary statement or Principal Two might have asked the specialist to create the statement because she had no intention on delivering the instructional patterns to her teaching staff. Observations later revealed that Principal Two interacted very little with the instructional improvement work on campus. I observed Principal Two multiple times abdicate any responsibility for the instructional follow-through at her school site, instead decided that other school staff and the District Literacy Specialist would lead the instructional improvements.

All principals participated in the creation of the Next-Level Work Plan. Principal One and Three emerged as the most invested in providing ideas for Principal Two to consider as teacher professional development activities on balanced literacy. Again, Principal One had the most literacy content knowledge while Principal Three was eager to learn. Principal Three stated that since his IR session, he had met with his ILT to further create their Next-Level Work Plan so he had ideas to offer that benefited the group. The participating principals consistently demonstrated the ability to share ideas to address the instructional needs as a collaborative team. There was no element of guarded behaviors among principals that I readily observed. In previous experiences visiting schools and discussing next steps, as both a principal and principal supervisor, I have witnessed principals become defensive and often competitive with their

colleagues when it came to talking about necessary improvements after observing instruction. The Instructional Rounds process is meant to foster continuous improvement or taking a school's instruction to the next-level as standard practice, never allowing for a school to feel like they are done developing (City, Elmore, Fiarman, & Teitel, 2009). This tone of collaboration within the IR process may have shaped the interactions among participating principals, allowing them to learn from one another and not feel like they nor their school were being judged.

Session 1c: Principal One Hosted IR

The Instructional Rounds process followed at Principal One's school was the same as session 1a-1b. The table below captures the critical incidents that transpired during session 1c.

Figure 27: Session 1c Principal One Hosted IR

Activity	Critical Incidents
Collect Low-Inference Observations	No change in this area from previous IR sessions: • Principal One and Three collected low-inference notes from classroom observations focused on student actions. • Principal Two observed classrooms and collected brief notes about individual teachers during the observation.
Identify Patterns* from evidence collected. *Only those patterns identified as "quality patterns" were tallied .	• Principal One offered multiple patterns to consider, 6 sticky notes. • Principal Two offered two patterns (sticky notes) from her observations. Observations were focused on teacher practice and less on what students were able to do so statements written on the sticky notes did not reach the threshold of being an instructional pattern. • Principal Three offered three patterns (sticky notes) for consideration toward the summary statement.
Create summary statement from instructional patterns	• Principal One created a summary statement to share with larger staff. • Principals worked collaboratively to refine the summary statement generated by Principal One, including the District Literacy Specialist.
Begin Next-Level Work	• Principal One created a draft of the Next-Level Work plan specifying short-term and long-term steps. All principals contributed balanced literacy teacher professional development activities to consider towards the plan.

Analysis of Session 1c: Principal One Hosted IR

Observing session 1c allowed for me to see that as we followed the IR process, Principal One and Three continued to strengthen their skills in collecting evidence to analyze for instructional patterns. Principal One demonstrated the most growth throughout this process because she grew more confident in her assertiveness when she shared the patterns she had identified. The session was held at Principal One's school site, so it is possible that she was more comfortable observing and naming practice at her own school site, potentially wanted to show her ILT that she had improved her observational and analytical skills, or had simply grown more confident in her abilities because of the practice the IR process fostered. More likely, the demonstration of mastery during this session was in large part a reflection of her growth from the previous two sessions.

The IR process supports principals to take a few patterns that are linked to form a summary statement. Principal One created a summary statement by choosing a couple of patterns that she considered to be high leverage. Once she had created the summary statement, Principal One shared the statement with her colleagues and asked for their feedback. The group responded by providing a few key linking phrases and added crucial balanced literacy practices. As an observer, I was amazed that Principal One, without prompting, turned to her peers for feedback

and her peers responded with helping her to improve and refine the statement she had created. The IR process is meant to create collaboration among participants, and although the skill level varied among them, all principals provided a small nugget of refinement to their principal peer. The collaborative component of the IR process in this particular observation reveals that principals at differing content knowledge levels can be facilitated in such a way that they learn from each other.

My observations during this IR session revealed that although Principal Two participated, she did so at what could be considered a shallow level. Principal Two demonstrated that she was professional because she followed the required steps in the IR session, however, she exited the room often to answer phone calls and seemed to be responding to text messages during the session. Principal One, perhaps because she was hosting the session and noticed her colleagues' absence, asked if everything at Principal Two's school was ok. Principal Two thanked Principal One for asking and replied that everything was ok. Again, the participating principals seemed to feel comfortable to inquire and nudge their peers slightly, but once their peer responded unfavorably, they did not continue to push. Principal Two was not fully opting-out as she had before in her own IR session, but did not show that she was an active participant either.

Finally, in this session, I was able to collect observations about the ability for the IR process to influence instructional leadership practices even when a participating principal was at their peers' school away from their own context. Principal Three complemented Principal One for beginning the balanced literacy work just as he did at his school. Principal One responded that although she had yet to host her own IR session, the process allowed for her to reflect on the balanced literacy practices she observed at her peer's school sites and learned new ways to lead teacher professional development activities. This signified that at least for Principal One, the IR process was shaping her learning because although she was an observer at the previous sessions, she acted on what she observed by bringing key practices back to her school site.

Session 1a-1c Instructional Rounds Process Summary

The multiple IR sessions allowed for principal participants to practice and refine skills and exposed them to new practices. Principal One and Three were able to refine their ability to collect low-inference observational notes, obtain a new skill of analyzing instruction across observations to identify instructional patterns, and select high-leverage strategies to create a Next-Level Work Plan at each IR session. While Principal Two participated in the IR sessions, she consistently struggled with the IR steps, sometimes seemed uninterested in the process, and even opted out in a portion of her own session. Principal Two did not once collect low-inference observations, ultimately impacting her ability to analyze her observations for instructional patterns. Although she did offer instructional patterns, her offerings were mostly cosmetic, lacking any real instructional depth. The IR process did not provide much pre-training support to principals that struggled to collect low-inference observational notes, a design flaw worth addressing in future attempts at implementing this intervention.

Although Principal Two often seemed disinterested because she often exited the Instructional Rounds sessions, there was still an element of collaboration among the principals. Principal One seemed to glean the most of this element of the intervention. Principal One stated that she "... enjoyed seeing each other's school and getting ideas from [her colleagues]." Principals worked together as a professional learning community and often were seen sitting together in other professional learning sessions outside of IR.

Session 2: Sharing of School-Wide Patterns

The objective of session 2 was for principals to demonstrate they understood the instructional patterns generated from the Instructional Rounds session and share them with teachers so that teachers could provide ideas for the Next-Level Work Plan. Sharing the school-wide patterns was an important step in the Instructional Rounds process because this is where principals attempted to set the direction towards an instructional improvement with the whole teaching staff. The Instructional Rounds process incorporates sharing the summary statement with the possible teacher professional development plan. This step allows for the larger teaching staff to understand the reasons behind the instructional direction, provide teachers an opportunity to have input on how teachers can improve the identified teaching practices, and define how the principal will lead teachers toward an instructional improvement.

I attended these sharing sessions to collect observations about how the principal connected sharing the school-wide pattern to professional development needs, interacted with the teaching staff in order to collect professional development activity ideas, and observed how the principal and Instructional Leadership Team (ILT) interacted to plan for teacher professional development. Principals were offered a "Sharing Protocol" that structured how a principal could share the pattern of instruction collected during the Instructional Round. Principals made adjustments to the sharing protocol as needed to fit their school context. Principals reported that they did not, in their normal practice, share the instructional patterns they identified after observing classrooms with the whole staff. Instead, principals often synthesized their observations and set the professional development direction without including teachers in the process. This slight adjustment offered principals a way to actively engage teachers to be involved in the process of improvement instead of teachers feeling like the improvement work is something that is being done to them (Blase and Blase, 1999). Two of three principals used the sharing protocol while Principal Two decided not to use the protocol.

The Sharing Protocol helped prepare Principal One for her upcoming teacher meeting. Although Principal One was nervous, she was prepared to share the pattern with the whole staff. Initial observations of Principal One revealed that she did not exude confidence while interacting with her teaching staff. During an interview, Principal One revealed that early on in her principalship, she had a few difficult teachers that were powerful among their teacher peers. If these powerful teachers disagreed with Principal One, they would voice this disagreement and were often able to sway the larger teaching group toward the professional development they wanted, although the professional development activities they requested were often disconnected from the principal's observations. Principal One shared that most of these powerful teachers had left the campus, allowing for the teaching staff to become more collaborative and other teachers to emerge as leaders, including the teacher that stepped forward to become the school-based Literacy Coach. The larger staff accepted all the ideas generated from the IR session and added a few of their own suggestions. I observed that each time Principal One received an idea from a teacher, she simply said, "Thank you. The ILT and I will consider your idea." During an interview, Principal One shared that this Instructional Rounds activity created a process for her to change how teacher professional development activities were designed from the Literacy Coach designing most teacher professional development activities alone to teachers having an opportunity to have some say about their professional learning.

Previously, Principal One mostly relied on her Literacy Coach and her ILT to set the direction of teacher professional development. Principal One no longer pushed the Next-Level Work onto her Literacy Coach, expecting her to engage the ILT to design teacher professional development activities. Principal One now saw herself in partnership with the ILT and

demonstrated a united front in delivering teacher professional development activities. The Instructional Rounds process provided Principal One the process and space to translate her own content knowledge into instructional leadership practices. Observations revealed that Principal One was able to lead with more conviction because she was able to practice and refine her observational skills, improve her ability to analyze instruction, and an opportunity to collaborate with her principal colleagues to connect those patterns to teacher professional development activities.

Principal Two chose not to use the Sharing Protocol. She also decided not to own the instructional patterns identified during the Instructional Round session and did not collect ideas from her staff on how to improve instruction. In conjunction with her opting out of her own IR session and implementing this Sharing Protocol, these sessions demonstrated the spectrum of Principal Two's discomfort with the instructional leadership role. Principal Two did very little to share the pattern of instruction besides read the summary statement the District Literacy Specialist had generated during the IR session. An interesting aspect of Principal Two opting out, she stated while sharing the summary statement, "...this is what the Instructional Rounds team observed and commented on...". This was a sign that she would not lead the instructional improvements at her school site because she disassociated from creating the statements about the instructional patterns in anticipation of disowning those patterns in front of her teaching staff.

Due to the iterative nature of the IR process, Principal Two did not meet the objective of this session and impacted her ability to meet future IR session objectives. Even with structured and supported activities, Principal Two demonstrated very little desire to lead instructional improvements at her school. These observations suggest that more targeted intervention is necessary for principals that demonstrate low levels of instructional leadership behaviors. These precursor behaviors include the ability to script low-inference observations, analyze those observations for school-wide instructional patterns and decide how to address instructional needs by designing teacher professional development activities. Similarly, supporting principals that seem to have stagnated in their ability to move a teaching staff by providing that principal additional coaching and holding them accountable for taking action might also be tactics used to help support principals that do not exercise their instructional leadership to lead change.

The Sharing Protocol process enhanced the instructional behaviors of Principal Three because his conversation with teachers improved. Previously, the team of instructional coaches and the Instructional Leadership Team designed the professional development activities teachers experienced during their weekly meetings. There were no significant incidents during the sharing meeting, however, teachers seemed to enjoy adding to the ideas about teacher professional development, especially about how they could use their Professional Learning Community (PLC) time to work on the Problem of Practice (POP). They previously did not have an opportunity to provide input on their professional development activities, changing the way teachers were engaged in the school improvement process. Similar to Principal One, Principal Three engaged in conversations about instructional content at a much deeper level with teachers because Principal Three was not previously involved in this level of development which the Instructional Rounds process suggests is effective instructional leadership practice (City, Elmore, Fiarman, & Teitel, 2009).

Session 3: Designing Next-Level Work

The objective of session 3 was to set the direction for teacher professional development during a 4-6 week cycle with the Instructional Leadership Team (ILT). There was no set protocol or menu for selecting professional development topics. Instead, Principals and their ILTs were to

interpret the instructional patterns and design the teacher professional development. The ILT and principal were also encouraged to consider the ideas generated by the pattern sharing meeting from session 2 with their teachers. In addition, the District Literacy Specialists often regularly attended ILT meetings and offered teams support designing professional development activities. I observed the interactions between the principal and their Instructional Leadership Team during a scheduled ILT meeting as they designed the teacher professional development plan for the next 4-6 weeks.

The IR process supported Principal One and Principal Three to design a 6-week teacher professional development plan. Each principal collaborated with the ILT on the design of the specific professional development activities. Both principals were previously somewhat involved in setting the direction of teacher professional development, yet, would then hand it off to either their school-based literacy coach or to the ILT. Principal One and Three changed their own instructional leadership behaviors by identifying their own strategy to be involved in an instructional area they often delegated, signifying that the IR process was positively shaping their behaviors. Principal One and Three also scheduled regular check-in meetings in between ILT meetings to determine the effectiveness of the teacher professional development. This was not an outcome of the IR process but an added element that principals chose to implement to keep them more involved in the design and delivery of teacher professional development.

Principal Two did not sustain this part of the Instructional Rounds process. I had planned to attend the ILT meeting taking place at Principal Two's school and when I checked in at the office, realized that Principal Two did not intend on attending this meeting until I showed up. Principal Two was surprised that I was there and did not realize that I would be attending sessions in-between the Instructional Rounds sessions. Principal Two decided to escort me to the ILT meeting and stayed with me for a few minutes to introduce me, then left after a while. The session was extremely awkward because the ILT was not comfortable with me observing their meeting without the principal. One lead teacher stated, "...we really were not planning on creating new PD based on Rounds- we have our own rotation to continue." The ILT expressed concern that the District expectation was for the IR pattern to become the focus of teacher professional development when they already had a rotation of topics during teacher professional development. With that, I thanked the ILT for allowing me to see their planning and decided to leave. Principal Two apologized for not understanding the Instructional Rounds process, which I reviewed with her again. I realized that the behaviors I observed in Principal Two's actions were authentic observational data about her instructional leadership behaviors. The issue was not the lack of understanding of the IR process, it was the lack of participation in *any* process to improve instruction at her school. She was not attending ILT meetings to plan teacher professional development signifying her overall absence from improving instruction on campus.

This leads me to an interesting point about designing and implementing an education policy at the District level. As I reviewed the research and read practical books about Instructional Rounds, I thought the IR process would fit nicely with what research on policy implementation argued. Policy is often unsuccessful when it is implemented top down while more successful policies were found to be those that introduced the notion of mutual adaptation (Honig, 2006). Instructional Rounds focused on the process to shape professional learning and did not prescribe how to fix instructional gaps. The process allowed and encouraged for school-level teams to work on the problem and stated that the expertise about how to address an instructional issue is often situated within the school site (City, Elmore, Fiarman, & Teitel, 2009). In terms of Principal Two, the issue was not only her lack of involvement in the

Instructional Rounds process, it was her overall inability to lead instructional improvement. This may highlight a design flaw in this intervention study. This version of Instructional Rounds may work with principals that are already generally effective leaders but for those that are struggling leaders, IR may need to be part of an overall leadership development strategy.

Session 4: School Led Teacher Professional Development

The objective of session 4 was for principals to implement a teacher professional development cycle, demonstrating the connection between the Instructional Rounds patterns and teacher professional development. After 2 teacher professional development sessions, the ILT and principal met to reflect on the implementation of the teacher professional development plan and adjusted based on their assessment of their effectiveness. Teacher professional development takes place on Wednesday minimum days for the three participating schools around the same time in the afternoon. For this reason, I had to rely heavily on document review to understand the progression of teacher professional development at each individual school site. For each school, I had a professional development calendar, agendas, notes, and some observations that assisted me in understanding the professional development activities.

The key incidents for Principal One and Three during the 4-6 week teacher professional development plan were similar:

- Implemented a 6-week teacher professional development plan designed with ILT.
- Made refinements to the plan as they progressed through the 6-weeks.
- Maintained scheduled check-in sessions with ILT to review progress.

Two of three principals were able to implement the Next-Level Work Plan developed by the ILT and principal team. Further, two principals implemented mechanisms so that they could participate more in the design, delivery, and refinement of the teacher professional development sessions.

Principal One and Three differed slightly in how they were involved in the on-going professional development plan. Principal One completed a calendar for everyone to reference that detailed all the steps in the Next-Level Work Plan while Principal Three calendared appointments in his own electronic calendar to prioritize the time to make sure to be involved in the planning, delivery, and refinement. In addition, Principal Three co-presented some of the content for teacher professional development, an improvement from previous delegation of this responsibility. Although this was not a feature of Instructional Rounds, Principal Three sought content support from the District Literacy Specialist that was assigned to support his school in the Balanced Literacy Cohort. Principal Three utilized a resource from another initiative to implement IR activities. As a result, Principal Three was able to co-lead the facilitation of the balanced literacy content delivered during teacher professional development, changing his interaction with the delivery of instructional content.

As a result of Principal Three taking action, the District Literacy Specialist assigned to these schools supported all school teams involved in the Balanced Literacy Cohort to think about how to deliver the balanced literacy content in all Next-Level Work Plans. Although the Specialist did not deliver the content of the teacher professional development sessions, he was deeply involved in the learning and worked with the presenter if they needed assistance with their presentation. This was not originally part of the Instructional Rounds process, yet having access to the District Literacy Specialist was key in designing the teacher professional development sessions. The success of this interaction signifies the interdependence between the IR process, which aims to shape instructional leadership behaviors, with the coupled support of developing the instructional content knowledge of principals.

Additionally, Principal One worked through obstacles to keep to the Next-Level Work 6-week plan, an improvement from previous implementation of plans. Often in this District and in other school districts, principals are presented with competing demands on teacher professional development time. This was the case at Principal One's school. The District Literacy Manager had scheduled teacher professional development for the teachers at Principal One's school. Through some discussion, Principal One convinced the Literacy Manager that the professional development the school was implementing was also quality professional development and more over, initiated by the school. Considering that the teachers were invested in their learning, the Literacy Manager agreed to wait until the teacher professional development plan from Instructional Rounds was completely implemented. This resulted in Principal One maintaining the professional development course instead of allowing for competing priorities to change the instructional direction. As Principal One recounted her interaction with the Literacy Manager, I could not separate her growth and improvement in her confidence from the activities of the IR process. Principal One argued her perspective of what the Next-Level Work Plan would achieve given the instructional patterns observed at her school site. It seemed as though the District Literacy Manager could not refute that the instructional patterns identified during the IR process would be addressed through the teacher professional development plan created by Principal One and the ILT. Lastly, Principal One improved her overall connectedness to teacher professional development because she consistently attended the check-in sessions with her ILT.

Unfortunately, there is not much to report on Principal Two because she did not change this instructional leadership behavior. Although I knew the ILT and Principal Two did not create a plan, I decided to attend some teacher professional development sessions to see what the school was learning about to improve their teaching. She continued to implement a rotation of teacher professional development that was disjointed and one-off sessions that did not build on one another. Lastly, Principal Two did not prioritize her involvement in teacher professional development and at times, would not be present when I was there for an observation. What I observed was mostly teacher planning time without much guidance on key aspects of Balanced Literacy practices unless the centralized Literacy Specialist was delivering the content.

I reflected on the reasons Principal Two seemed absent in leading the instructional improvements at her school. I never determined exactly why she opted out of this aspect of her instructional leadership. There were reasons I strung together to create a narrative, but ultimately, I never witnessed external or internal accountability. The supervisor of Principal Two never observed teacher professional development sessions to know what was transpiring in these sessions. Policy implementation does not suggest that external accountability is the answer (Honig, 2006), however, there was no known accountability that Principal Two held for herself in her leadership to improve instruction on campus either, resulting in no real instructional improvements happening on her campus.

Session 5 and 6: Teacher Professional Development Reflection and Upcoming Instructional Rounds Prep

The objective of these sessions were to reflect on the 4-6 week teacher professional development plan, predict the possible observable growth on the Problem of Practice (POP) and design the upcoming Instructional Rounds schedule to prepare for the upcoming IR session. Designing the reflection space into the Instructional Rounds protocol allowed the principal and ILT a structured opportunity to assess growth. Originally, the sessions were to take place separately but due to the scarcity of meeting time, I decided to combine the two sessions. During this planning meeting, the ILT and principal decided on the pertinent artifacts to share with the

Instructional Rounds participants so they could understand what transpired during the teacher professional development sessions as a result of the base-line pattern. We examine the data to determine if creating the reflection and preparation space impacted principal instructional leadership skills.

Principal One and ILT collaborated during this session as their own professional learning community. They were honest and reflected on strengths and challenges of their professional development efforts. Throughout the observations during the IR sessions the ILT and Principal One had developed a professional rapport that was grounded in working together to design the professional development for teachers. Although not a specific measure indicated on a rubric for this intervention, the ILT and Principal One demonstrated a partnership between teachers and principal. The IR process suggests that the principals' involvement and their interaction with designing the professional development activities allows for a deeper understanding of both the content and teacher practices necessary to reach intended improvements in implementing the instructional program (City, Elmore, Fiarman, & Teitel, 2009). In addition to the outlined Instructional Rounds prep, Principal One implemented a pre-Instructional Rounds learning walk conducted by the ILT to provide teachers with Balanced Literacy feedback prior to the upcoming IR session. As I observed the prep for this pre-IR learning walk, I was struck by the professional interactions that were not present in previous interactions.

Also during this observation, the ILT at Principal One's school presented the walkthrough schedule which resulted in an interesting interaction. Principal One seemed uncomfortable that the ILT had created the schedule without her and looked at me a few times as she began to ask them questions. Principal One did not say anything to the ILT about the schedule, but seemed surprised that the ILT designed the schedule without her. As I thought about Principal One's development, the Instructional Rounds process guided her to become more involved in the design and implementation of the teacher professional development sessions, so naturally, Principal One might have expected to be more included in activities that the ILT was previously delegated and held. Although not a huge aspect of instructional leadership behaviors, the creation of the classroom observation schedule raises an important design flaw. A potential added activity to support principals and ILTs in working together is for these teams to jointly develop norms for working together that include clear roles and responsibilities so there is less opportunity for school teams to become stalled due to awkward power dynamics. Since my focus has been so much on the instructional leadership development of principals, I did not consider the support needed for teacher leaders as dynamics shift and readjust, indicating a possible design flaw and potential added dimension for future designs, especially as Districts design continuous improvement activities for whole-school reform.

Principal Two did not have a teacher professional development plan connected to the Instructional Rounds pattern to reflect on, so the observation was largely about creating a learning walk schedule, which took the whole meeting time to create because the coach and principal needed to keep referring to their classroom daily schedules to create the schedule, signifying that designing the IR learning walk schedule might have been of low priority.

In observing Principal Three and his ILT in this meeting, they were efficient with their meeting time, an element of their previous interactions. They followed a regular ILT agenda that was familiar to the team, allowing them to accomplish the items on their agenda quickly. This is a sign that this team collaborates with the same steps in mind and had figured out how to work with each other. Although the ILT had previously developed an agenda to use during their ILT meetings, the IR process introduced possible ways to discuss instructional content. The purpose

of the ILT meeting time, as reported by Principal Three, was not always clear in previous ILT and principal interactions, signifying that the IR process provided Principal Three with a process he had not yet implemented to shape the ILT meetings he held with his instructional team. Principal Three was already practicing some qualities of effective instructional leadership that were largely designed on his own with his team of academic coaches. The IR process allowed for Principal Three to follow solid steps in leading instructional reform, a supportive resource he had not experienced. Principal Three became more confident in his role as instructional leader, although he did not have a large background in balanced literacy content, because the IR process introduced ways for him to access the content he was learning and translate it into his instructional leadership.

During these observations, it was clear that Principal One and Three had improved the way they interacted and collaborated with their ILTs. Principal Two, unfortunately, did not show any change in her base-line instructional leadership behaviors because she continued to meet mostly with the instructional coach of the school and did not interact much with the ILT, a vital component of this Instructional Rounds process.

Session 7: Instructional Rounds Sessions 7a, 7b, 7c

The objective of this round of IR sessions was to determine how much the process supported participating principals to improve their instructional leadership behaviors. For this reason, observations were collected to determine the aspects of the process that supported principals to improve how they collected low-inference observations, improve their ability to identify an instructional pattern, and improve the summary statements of instructional patterns. Lastly, principals were asked to reflect on their short-term and long-term plans given their experience implementing a teacher professional development plan during the Instructional Rounds process.

The tables below provide critical incidents from the concluding Instructional Rounds sessions. The sections just below each table provide an analysis of my observations and concluding remarks about each principals' individual growth.

Session 7a: Principal Three Hosted IR

The Instructional Rounds process followed at Principal Three's school was the same as session 1a-1c. The table below captures the critical incidents that transpired during session 7a.

Figure 29: IR Session 7a Principal Three Hosted Instructional Round

Activity	Critical Incidents
Collect Low-Inference Observations	• Principals One and Three collected low-inference observational notes focused on student actions. • Principal Two collected observation notes of classroom instruction, focused on individual teacher practice.
Identify Patterns* from evidence collected. *Only those patterns identified as "quality patterns" were tallied .	• Principal One contributed 4 patterns (sticky notes), Principal Two offered two patterns (sticky notes) mostly summarizing individual teacher practices, while Principal Three offered many (six plus) patterns to the group discussion.
Create summary statement from instructional patterns	• Principal Three Created a summary statement from instructional patterns that he would share at an upcoming teacher meeting.

Activity	Critical Incidents
Begin Next-Level Work	• Principal One suggested two next steps to further refine instructional improvement at school three and also made positive comments about the progress made addressing the Problem of Practice (POP). • Principal Two Contributed two next steps to address the POP. • Principal Three identified a few key next steps for refinement of the POP.

Analysis of Session 7a: Principal Three Hosted IR

Principal One and Three maintained their skill in collecting low-inference observational notes about student actions during instruction. Principal two, however, did not improve her skills in collecting low-inference observation notes. She maintained her focus on individual teacher observations as she would during an evaluation. This impacted her ability to contribute relevant instructional patterns. Instead she focused on aspects of the classroom that were somewhat outside of the instructional core like the physical environment of the classrooms and interactions between teachers and students. While these observations are valid, they were not connected to the Problem of Practice (POP) school three had chosen as their focus.

In contrast, Principal One and Three contributed observations focused on balanced literacy practices and referenced their observational notes to identify patterns that demonstrated growth toward the POP. The content of the instructional patterns were more refined than in the previous IR sessions. These patterns were more focused on balanced literacy practices while previous observations were more representative of general teaching practices. This noted difference may have been the result of principals learning alongside teachers during the teacher professional development sessions lead at the school site.

The interaction between Principal One and Three lead to the creation of the Next-Level Work Plan. Although not a requirement, Principal Three chose to continue the focus on balanced literacy for teacher professional development and essentially, added an element that addressed the newly identified instructional pattern aiming to refine the balanced literacy practices being implemented. Principal Three learned that leadership in an instructional improvement was an iterative process during the implementation of the Next-Level Work Plan. Principal Three, by choosing to continue the focus of school improvement on balanced literacy, demonstrated that he had learned a central practice of the IR process, the ability to continually focus on a specific area of the instructional core instead of jumping from content area to content area (City, Elmore, Fiarman, & Teitel, 2009).

Session 7b: Principal Two Hosted IR

The Instructional Rounds process followed at Principal Two's school was the same as session 7a. The table below captures the critical incidents that transpired during session 7b.

Figure 280: IR Session 7b Principal Two Hosted Instructional Round

Activity	Critical Incidents
Collect Low-Inference Observations	• Principals One and Three collected low-inference observational notes focused on student actions. • Principal Two collected observation notes of classroom instruction, focused on individual teacher practice. She showed no growth in this area.
Identify Patterns* from evidence collected. *Only those patterns identified	• Principal One contributed one pattern (sticky note) to the group discussion. • Principal Two Identified two patterns (sticky notes) to contribute to the discussion. • Principal Three contributed two patterns (sticky notes) to the group discussion.

as "quality patterns" were tallied .	
Create summary statement from instructional patterns	• Principal Two created a summary statement with help of a classroom teacher and District Literacy Specialist. She showed no growth in this area.
Begin Next-Level Work	• Principal One and Principal Three contributed minimal next steps to address the work on the Problem Of Practice (POP). Both jokingly commented that they did not see much instruction from which to make suggestions. • Principal Two suggested one next step to further refine instructional improvement at her school.

Analysis of Session 7b: Principal Two Hosted IR

This session was held at Principal Two's school. At this point, Principal Two had implemented very few activities of the IR process. She did not take ownership of the instructional patterns identified in the first IR session, did not create a professional development plan that addressed instructional patterns nor did she work on improving the Problem of Practice she chose at the beginning of the IR process. Instead, she chose not to participate fully in the improvement process because her ILT did not want to change course of the teacher professional development rotation they were implementing.

Principal One and Three made disapproving comments about the teaching at Principal Two's school. They noticed that instead of seeing balanced literacy reader's workshop, they were seeing morning routines that should have happened during the first 20 minutes of class. We specifically designed the Instructional Rounds protocol so that we would see actual teaching and avoid the first block of the day that usually was comprised of morning routines. Teachers seemed tense when we arrived and some even shifted their teaching from one content area to another because we had walked in to observe. This signaled that teachers knew that we were there to observe balanced literacy practices because they jumped into that content area without much transition in order to show they were implementing elements of balanced literacy.

Principal One and Three both made comments about the lack of instruction at school two which made it difficult to identify school-wide patterns on balanced literacy. For this reason, their instructional patterns named concerns they saw regarding the lack of focus on instruction during the morning block and also raised concerns that although they did not see much teaching, classrooms showed no signs of balanced literacy anchor charts often used to support students with the teaching point of the day. Although Principal One and Three maintained the IR process, this session seemed to strain the active collaboration usually observed during these sessions. Most of the observations after the learning walk signified that the IR team was frustrated with Principal Two although they never voiced this frustration directly.

During this observation, frustration seemed to emerge from Principal One and Three towards Principal Two. While I was collecting my observations, I did not think to ask Principal One and Three about their thoughts about Principal Two's hosting of the IR session. It felt like I would be asking them to make comments about an area of growth their colleague needed to improve, a step away from gossiping about her instructional leadership behaviors. Asking principal colleagues to discuss the performance of their peer seemed off limits and was not the focus of this intervention although in hind sight, I think engaging in this type of discussion, if facilitated well, could have added to their reflection and to the overall design challenge. In this facilitated conversation, I also wonder if principals would have revealed their preference in

collaborating with a principal of similar instructional leadership skill levels or a desire to change the group to locate a principal that was more involved in leading instructional improvements at their school site.

Session 7c: Principal One Hosted IR

The Instructional Rounds process followed at Principal One's school was the same as session 7a-7b. The table below captures the critical incidents that transpired during session 7c.

Figure 291: IR Session 7c Principal One Hosted Instructional Round

Activity	Critical Incidents
Collect Low-Inference Observations	• Principals One and Three collected low-inference observational notes focused on student actions. • Principal Two collected observation notes of classroom instruction, focused on individual teacher practice. She showed no growth over the span of 6 IR sessions in this area.
Identify Patterns* from evidence collected. *Only those patterns identified as "quality patterns" were tallied .	• Principal One contributed four patterns (sticky notes) to the group discussion. • Principal Two Identified two patterns (sticky notes) to contribute to the discussion. • Principal Three contributed three patterns (sticky notes) to the group discussion.
Create summary statement from instructional patterns	• Principal One created a summary statement regarding the patterns and generated a document to use at the sharing meeting.
Begin Next-Level Work	• Principal One Contributed points regarding progress on Problem of Practice (POP). Suggested one next step to further refine instructional improvement at school one. • Principal Two identified next steps on classroom environment to contribute to the group.

Analysis of Session 7c: Principal One Hosted IR

The IR process allowed for principals to work as colleagues for 6 sessions and for principals to further refine their instructional leadership practices if they chose to implement the IR activities. This culminating IR session would provide the final observations to determine if the IR process helped to shape and improve the instructional leadership behaviors in the three participating principals. Observed in this session, all steps of the IR process were implemented by the facilitator and principals actively participated. Observations in this session revealed that both Principal One and Principal Three had made improvements as a result of the IR process. Principal One had made the most growth over the course of the IR process because the practice she received during the sessions allowed for her to refine her skills and gain more confidence. Principal Three was not too far behind. Observations of him during this IR session revealed that he too had improved in his instructional leadership behaviors. Since being in the Balanced Literacy Cohort was new for him and his school, he chose to model side-by-side learning, or modeled that when a content area is new, everyone on the school team approaches the new content as a learner (Honig, 2010).

An interesting theme emerged for Principal One. As she worked to create the Next-Level Work Plan, she stressed a few times that this plan was a draft that she would take back to the ILT

for further development. This was a usual step in the IR process, so her stressing this point seemed a bit odd. Principal One shared that since she had become more involved in the planning and designing of the teacher professional development activities, she had experienced a few awkward moments with her ILT. She explained that the ILT began to exhibit what she thought were challenges toward the direction she was setting for teacher professional development. Principal One felt that the shift in her behaviors had caused the ILT to feel like she was infringing on ILT territory. This sparked a great conversation among all three principals to help Principal One think of some leadership moves that could help her work this out with her ILT. In this observation, I was surprised to see Principal Two come alive and share that she struggled in this aspect of her leadership too. She shared that she felt like an outsider when planning teacher professional development when she attempted to help plan activities with her ILT. This was an important connection Principal Two made in this IR session because of the way principals are structured in this process to interact as a Community of Practice (COP). Although the focus was on the issue Principal One raised, it seemed as though all principals benefited from the discussion about what to do when trying to implement change.

Two of three principals, Principal One and Three, demonstrated growth in their instructional leadership skills and also received praise about the progress their schools made during this 6-week cycle from Instructional Rounds participants. Principal Two continued to show a lack of improvement in her instructional leadership behaviors. Interestingly during IR sessions nor in interviews, she really never commented on her own growth nor realized that her peers had made improvements in balanced literacy while her school did not. This observation points to a possible design flaw. There was never a point in the Instructional Rounds process for principals to receive feedback from each other or a supervisor. Designers of the IR process did suggest a structured check-in session between principal supervisors and principals, but ultimately did not facilitate this step nor ever finalized that principal supervisors would be involved in the IR process as a means to hold principals accountable for following-through on their Next-Level Work plans during the IR process. Adding this aspect to the IR process can provide the much needed support and accountability when a principal decides not to lead the instructional improvements at their school, clearly a support system that was missing for Principal Two.

Process Data Patterns

There were two dimensions of collaboration that emerged during the Instructional Rounds Process. There was evidence of collaboration that developed over the course of the 6-week process between principal participants and between principals and their Instructional Leadership Teams (ILTs). As presented in the literature review, the interactions between principals could be described as a Community of Practice (COP) whereas the interactions between Principals and teachers were more representative of a Professional Learning Community (PLC). Because the principals shared their learning about trying to understand a Problem of Practice (POP) on balanced literacy and were focused on the shared experience of principal instructional leadership, they could be described as a COP (Snyder, Wenger, and Briggs). However, I would argue that the teachers and principals were a PLC because they collaborated to address the POP, used a structure and routines to work through the POP, required the school team to change traditional practice and revise prevalent assumptions, and embraced data as a useful indicator of progress (DuFour, DuFour, Eaker, & Many 2006).

Community of Practice (COP) observations revealed that principals were able to provide each other feedback on the Problem of Practice (POP) yet were uncomfortable holding each other mutually accountable for leading instructional improvements at their school sites. Evident

as early as the pre-training session, the three participating principals showed collaboration and continually throughout the Instructional Rounds sessions. During the pre-training session, principals were observed keeping each other on task as directions were given to them by the Instructional Manager and clarified questions for each other during the session. During each Instructional Rounds session, principals provided each other with ideas of how to lead instructional improvements drawing from their own experiences and knowledge to provide each other with useful activities to include in their Next-Level Work plan. This form of helping each other work on a problem was evident in all observations regardless of the topic. Principals also shared that observing each other's schools and thinking of ways to address the POP allowed for principals to reflect on their own practice. Principals demonstrated the ability to share ideas to address the instructional needs as a collaborative team, never revealing a sense of defensiveness or unwillingness to assist each other. Lastly, principals supported each other with leadership challenges, providing one another with possible leadership moves to implement when faced with a challenging power dynamic.

Although there were observations of collaboration, there were only two principals that followed through on their improvement plans. This observation reveals that the Community of Practice (COP) is not enough for principals that need more intensive support to lead instructional improvements. Principal Two did not indicate that she noticed or cared that she did not make progress although her peers showed progress in their instructional leadership behaviors. I realized that being able to collect low-inference classroom observations was a foundational practice in analyzing instruction to identify salient patterns. In the end, Principal Two did not progress on the instructional leadership rubric and because she was not able to conduct a foundational practice like scripting a classroom observation, her subsequent participation, contributions, and learning was impacted. A possible flaw in this design study was to believe that a principal without foundational practices could improve this skill by participating in the Instructional Rounds sessions.

Principal One and Three made comments to nudge Principal Two into action on a few occasions during the Instructional Rounds sessions, but their attempts, when met with resistance from Principal Two, did not go any further. During the IR session Principal Two hosted, her principal colleagues expressed frustration with the instructional practices observed at her school yet never said anything to Principal Two about her lack of instructional leadership. As suggested previously as a design flaw, it might be necessary to augment the way I implemented Instructional Rounds for principals with lower levels of instructional leadership practices to support their learning and hold them accountable for leading this work at their school site. In essence, in order for a principal to participate with their peers, the IR process could either group principals demonstrating similar instructional leadership behaviors or provide more pre-training when an observation reveals that a principal struggles to identify instructional patterns as Principal Two exhibited from the on-set of this intervention.

Principals were situated in two structures during the IR process. They were members of a Community of Practice (COP) with their principal colleagues and leading the Professional Learning Community (PLC) of teachers at their school site. The interactions between participating principals regarding the shared IR experience did not produce a level of accountability among principals. A COP is meant to be a space to learn and grow (Snyder, et al., 1999), however, one participating principal did not grow with her peers and at times, did not demonstrate characteristics of a person wanting to learn new instructional leadership behaviors. This may suggest a fundamental flaw in the COP structure because it inherently lacks the

accountability to push growth. PLCs may be a better structure for holding the IR process because as two schools demonstrated, the PLC structure allowed for them to focus on a Problem of Practice (POP) and collectively work towards making progress on the POP through their Next-Level Work Plan, teacher professional development, and engaging in ways to monitor their teacher professional development plan (DuFour, et al., 2006).

Another goal of this intervention was for principals to lead instructional improvements with their Instructional Leadership Teams (ILTs) instead of delegating teacher professional development to their instructional coaches or deciding the focus of teacher professional development sessions in isolation of teacher input. Two of three principals demonstrated that they improved in this area because they no longer delegated the planning and implementing of teacher professional development to their instructional coaches, even created additional mechanisms to support their on-going involvement in this important work.

An important element of PLCs is that school teams work collaboratively on matters related to student performance, and they hold themselves accountable for the kind of results that fuel continual improvement (DuFour, et al., 2006). Principal One and Three demonstrated that their ILTs collaborated as a PLC because they identified how to address the instructional patterns as a team by sharing ideas regarding ways to learn about balanced literacy practices, designed professional development activities together, co-presented learning activities to the larger teaching staff, and reflected on their progress. The two school teams added steps to maintain accountability by scheduling check-ins and monitoring their efforts to implement their teacher professional development plan (Kaufman, Grimm, & Miller, 2012).

The Instructional Rounds process guided principals to lead the instructional improvements in a specific manner and Principal One and Three were able to take that learning and implement those steps in their own context in their own way. Principal Two did not interact with her ILT in the same way and therefore, did not demonstrate she had learned from the Instructional Rounds process. Similarly, she did not improve her ratings on the instructional leadership rubric due to the lack of follow-through observed during the 6-week Instructional Rounds process.

An interesting element emerged while observing Principal One that was not integrated in the original design of this Instructional Rounds process. I was focused on the collaboration between principals and ILTs that I did not account for supporting teams through the changes in the power dynamics that could transpire as a result of the principal becoming more involved in leading instructional improvements. Although not a huge deterrent in the Instructional Rounds process, taking the time to discuss norms so there is clarity about roles and responsibilities would have supported at least one of the school teams through a few awkward leadership moments.

Collaboration emerged as a major finding. Principals collaborated during all Instructional Rounds activities. They supported each other on collecting observation data, raised instructional patterns, suggested improvement strategies, and assisted each other when posed with a leadership challenge. The intent of the Instructional Rounds design was to create this collaborative forum among principal colleagues. In addition to feedback and structures to collaborate, principals need help managing their time. The Instructional Rounds protocol protected principal time to interact with the instructional program. Also, District departments reportedly eased demands on principal time because they knew principals were focused on implementing their Instructional Rounds plans. Once principals had a process and protocols to shape how they managed the instructional program, in two of three cases, principal's involvement in managing the instructional program improved. This outcome signifies that districts must protect the time for

principals to focus on the instructional program and need to rethink the breadth of job duties we require principals to assume responsibility for, diminishing their capacity to address the core of teaching and learning.

The activities that most contributed to growth within two of three principals were access to protocols designed to improve instructional practice and the design of entry points for principals to work with the Instructional Leadership Team on campus. Principals want to feel efficacious leading their schools and need support to figure out the best leadership moves to help them lead (Elmore, 1996). The Instructional Rounds process offered principals with protocols that they used as their launch pad, and often, added to those protocols to make them their own. This form of guidance supported principals to be involved in the instructional program which was a marked improvement on their previous instructional leadership behaviors.

Lastly, this design called for principals to lead the instructional improvement work with their lead teachers. Instead of principals making decisions about instructional improvements in isolation or by delegating such an important task, the Instructional Rounds process encouraged them to remain active in the design and delivery of teacher professional development. In this way, teachers also felt that they had a voice and a role in teacher professional development instead of these efforts seeming to be activities done *to* them instead of *with* them. The IR process places value on the professionalism of teachers and suggest they have the ability to deepen their instructional knowledge by searching for the solution to the problem of practice as a team. Principals cannot lead change alone and may not have the content knowledge to drive an instructional improvement school-wide. The way IR shaped principals to interact and learn with the Instructional Leadership Team allowed for principals to model that at times, they too need to be learners to be successful at addressing a problem of practice.

Impact and Process Data

An analysis of the impact and process data, together, is beneficial in determining if the intervention created change, from the process of this study, to improve the instructional leadership behaviors in principals. Overall, the intervention design lead to intended outcomes for two of the three participating principals. Analysis of the impact data revealed that two principals had made demonstrable growth on the Instructional Leadership Rubric by increasing their ability to identify patterns of instruction and design teacher professional development. Analysis of the process data revealed that the Instructional Rounds process created the time and protocols for two principals to improve their instructional leadership behaviors. For one principal, the processes were not useful because of a lack of foundational skills as well as her school context. Together, the impact and analysis data suggest that the IR process is most helpful for school leaders who have collegial relationships with their faculty and demonstrate some instructional leadership behaviors or interest in developing instructional leadership skills.

In the final chapter, I discuss the implications and potential to further study principal professional learning as a result of this design challenge. I will summarize the study, discuss the findings in relation to the literature, and discuss implications in practice for future policy implementation research on the topic of principal professional learning.

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CHAPTER FIVE
SUMMARY AND DISCUSSION

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Introduction

Chapter 5 consists of a summary and a discussion of this design study, including: other key findings, salient learning from the findings, reflection on the design and implementation of

this study, a reexamination of the theory of action, study limitations, implications for practice and suggestions for further research.

Summary of the Study

This intervention study aimed to develop a research-based routine for principals to lead instructional improvements by partnering with school-level teams. This design study focused on implementing an Instructional Rounds (IR) protocol system-wide as district instructional policy. The design incorporated developing the skill of collecting low-inference observations, analyzing those observations to identify school-wide instructional patterns, designing teacher professional development, and securing the learning space to reflect on the implementation of these improvements.

My design challenge concentrated on weaving three knowledge bases together to create a research-based intervention. The knowledge base that shaped this design challenge were policy implementation, instructional leadership, and professional learning communities. The characteristics of successful policy implementation attempts and the structure of professional learning communities to create learning spaces to improve principal instructional leadership behaviors, taken together, produced a routine for principals to learn how to co-lead instructional improvements with school level teams. Principal supervision, an under-studied body of literature, informed this design to consider the districts role in creating the best learning conditions for principals.

A sample of three principals with more than 3-years principal experience and those who were participating in the Balanced Literacy Cohort were asked to participate in this design challenge. Principals participated in the Instructional Rounds (IR) process over a 6-week span, received pre-training, participated in 3 IR sessions to collect base-line data on their Problem of Practice, identified and designed a Next-Level Work Plan, collaboratively implemented teacher professional development with their Instructional Leadership Teams (ILTs), and reflected on their progress.

Data were obtained from principals and from teachers on the Instructional Leadership Teams (ILTs) to provide a description of how principal instructional leadership behaviors faired while participating in Instructional Rounds and how this process shaped professional learning. Participants completed pre and post surveys, interviews, IR sessions, and created teacher professional development plans. These data were analyzed against an instructional leadership rubric and evaluated how the Instructional Rounds process shaped instructional leadership behaviors in participating principals. Data triangulation was achieved by collecting data from principals, their lead teachers, and by reviewing key artifacts produced during Instructional Rounds sessions including the Next-Level Work Plan. These data sets were categorized and coded to determine pre and post levels of instructional leadership behaviors in principals, ultimately producing the major findings.

Data was sorted into two categories, impact and process. Impact data demonstrated pre and post levels of instructional leadership behaviors for each principal. At the beginning of this intervention, each principal was rated on a Principal Instructional Leadership Behaviors Rubric to collect base-line data and again at the end of the intervention to determine the amount of growth a principal demonstrated. The rubric scores for each principal indicated that the intervention was successful for two of three principals in reference to impact data. The graph below reflects a summary of impact data results collected from pre-intervention to post-intervention.

Summary of Impact Data
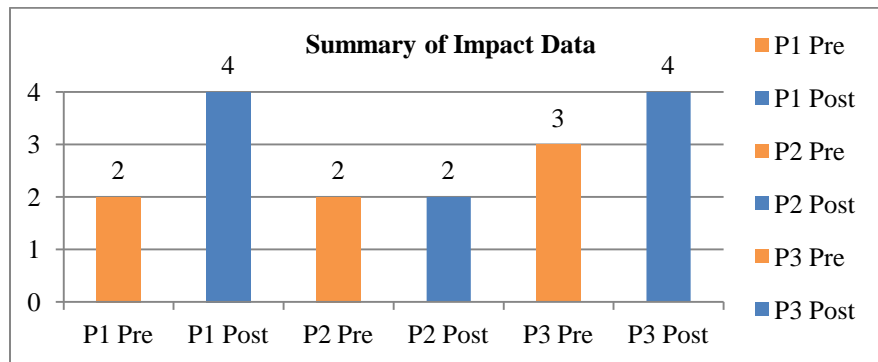
Principal One and Three made progress while Principal Two did not show progress during this design effort. Principal One and Three were successful in implementing the Instructional Rounds process while Principal Two struggled to implement many activities from the Instructional Rounds sessions largely due to her lack of instructional leadership skills and the context of her principalship, discussed further in the sections that follow. The major findings from the impact data were:

- Principals could identify instructional patterns after they collected a series of observations.
- Principals could set the direction of professional development and did so at differing success rates.
- Principals could design professional development with the Instructional Leadership Team, yet participated at differing rates when taking the professional learning to the larger teaching staff.
- Two of three principals successfully implemented the activities learned during Instructional Rounds.
- All three principals could reflect on their practice, summarize their learning, and name their next steps yet enacted their learning at differing rates.

Impact data revealed promising results for the efficacy of this intervention design study. The intervention design was able to shift instructional leadership behaviors of principals in most intended outcome areas. Although an increase in learning for one principal was nominal, two principals demonstrated improved instructional leadership behaviors as a result of this intervention. While the impact data findings provided some insights about new approaches to developing instructional leadership in principals, the sample size (n=3) makes it difficult to definitively conclude that this intervention could be successful in any educational setting. Lastly, raised in the Theory of Change, it is not realistic to control for a definitive causal relationship between this intervention and principal's instructional leadership behaviors given the multitude of influences a school principal is exposed to in a school setting.

The major findings from the process data on Instructional Rounds demonstrated that this intervention was generally successful in supporting principals to:
- collect low-inference classroom observations;
- create quality instructional patterns from the evidence collected;
- synthesize multiple patterns to create a summary statement to be shared with the teaching staff;

- implement a 6-week teacher professional development plan designed with ILT;
- make refinements to the teacher professional development plan as they progressed through the 6-weeks; and
- maintain scheduled check-in sessions with ILT to review progress.

Other Key Findings

In addition to the major findings, there were additional findings that emerged as secondary, yet worthy of further discussion. It was difficult to examine the findings for each principal without noting the dynamics that played out in each school setting. Context was a salient theme that emerged in all three principal cases, mostly in the form of micropolitics between teachers and principals during Instructional Leadership Team interactions regarding roles and responsibilities. Context is the forum in which an intervention unfolds and the ability for a district to predict the conditions necessary for successful instructional reforms to be implemented is nuanced by factors within the context. Micropolitics is the use of formal and informal power by individuals and groups to achieve their goals within an organization.

At times, Principal One struggled to exert her leadership with her Instructional Leadership Team (ILT) because previously, tasks associated with instructional improvements were delegated to the ILT. Principal One found herself reestablishing her instructional leadership role and encountering some power dynamics while interacting with her ILT. Principal Three, who relied heavily on his team of academic coaches to improve the instructional program, also experienced incidents of renegotiating his leadership with this body of teacher leaders. The experience of reestablishing themselves as the lead learner and becoming more involved in the efforts to improve instruction allowed Principal One and Three to stay more connected to the instructional improvement efforts by implementing instructional leadership behaviors learned from the IR process. Principal One and Three needed to reestablish their role of leading instructional program improvements instead of delegating this leadership role within their school contexts.

School context, according to Principal Two, was her only obstacle for not exerting more leadership over the instructional program. I disagreed with her assessment, I also found her to be lacking instructional leadership skills overall to move instruction. I did, however, see how context interacted with her leadership and shaped her willingness and openness to learn and participate in Instructional Rounds. Often, Principal Two revealed that the more veteran teaching staff were resistant to the balanced literacy approach and preferred to stick with the basal reading program, Open Court, instead of learning elements of balanced literacy. Principal Two did not identify the means to move her teachers past resistance.

Principal Two lacked the instructional leadership skills to capture important observations of classroom teaching. As revealed in the findings chapter, Principal Two was not able to scribe instruction she observed in the classroom. Instead, she captured surface level notes describing the learning environment and did not see the value of capturing the words teachers used to introduce a new concept to students. She needed help analyzing literacy instruction and she could not tie multiple observations together to create a summative statement about the teaching taking place at her school. In interviews and surveys, Principal Two demonstrated that she lacked the understanding of how to lead instructional program improvements. She did not see the connection between observing instruction to identify teacher professional developments needs and designing teacher professional development sessions. Principal Two did not see herself as knowledgeable of the instructional program, especially the pedagogical approach to leading balanced literacy practices. She did not make an effort to learn more about balanced literacy

practices and delegated leading this instructional program improvements to school-level coaches. These factors revealed that Principal Two lacked basic instructional leadership skills and did not make an effort to learn side by side with her teachers.

Although the school context was at times challenging for Principal Two, she was consistently the lowest rated principal in all categories according to her ILT and my observations during the Instructional Rounds process. These processes demonstrated the spectrum of Principal Two's discomfort with the instructional leadership role. Even with structured and supported activities within this design challenge, Principal Two demonstrated very little growth over the span of 6-weeks. Context emerged as an important detail to consider while designing an intervention. Districts need to consider individual school context when attempting district-wide instructional improvement policy and consider designing options for pre-implementation activities to ready a school for the new policy.

Another secondary finding worth noting is the organizational management skills of each principal. Although not a significant factor within instructional leadership research, the organizational management skills in all three principals emerged as either a strength or a challenge. Scheduling, anticipating how activities connected, and operationalizing the activities within the teacher professional development plan were important details each principal underestimated.

Principal One struggled with maintaining her vision for teacher professional development because she did not think about the organizational management necessary to operationalize the professional learning she and her ILT designed. Principal One was often double-booked during ILT meetings because she had no mechanism for keeping track of commitments. Once this element of her responsibilities was worked out, she became more involved in the design and implementation of teacher professional development.

Similarly, Principal Three struggled with keeping up with all the demands on his time. Creating a schedule was not the obstacle for him, it was sticking to his plan in the face of someone else's emergency that created the obstacle. Principal Three would try to solve every problem that cropped up, taking him away from his plan to attend a meeting to plan teacher professional development. He would still attend, but often did so late, missing the bulk of the planning. He approached everything as a priority and helping him understand that there were others on his school team that could help put systems into place to support his management of the school allowed him to be more involved in the instructional improvement process.

As suggested previously, the Instructional Rounds sessions could be improved by adding activities to the protocol. The protocol could be changed to design a space for discussing leadership challenges, from providing principals peer coaching when faced with an implementation challenge, to sharing best practices for managing the day to day duties. These areas may seem like small items compared to the scope of work of a principal, yet principals often get stuck trying to work through a leadership challenge or struggle to manage their time, which can slow instructional improvements.

Meeting the Design Challenge and Deriving Design Principles

The design challenge of my study was to use district instructional policy to shape the development of instructional leadership behaviors in principals. In addition to following the three participating principals through this design challenge, I was working with the District Instructional Manager to implement Instructional Rounds district-wide. The difficulty of implementing this study without a commitment from all central office departments was challenging. On a weekly basis, I found myself politicking to ensure the integrity of the

intervention would be implemented. Without central office commitment, the IR process and its ability to impact principal learning rests on the ability of someone to advocate and protect it.

There were many incidents where I needed to protect time on the principal professional learning plan so principals had the learning space to focus on their problem of practice. I had to be the cheerleader for this design challenge because there were a few times that central office departments desired to eliminate this learning from the professional development calendar because prioritizing this learning did not allow for *every* department to present to principals as was the previous practice.

Principals often complain about the episodic nature of their professional learning experiences. At the conclusion of this paper, a central executive director level position responsible for designing professional learning for principals and teachers was created and filled. The individual hired for this position was an internal hire and knowledgeable of the positive experience principals had participating in learning structured through Instructional Rounds. There are professional learning plans for the upcoming academic year that include school teams participating in Instructional Rounds focused on a school-level problem of practice. In order to create an improved principal professional learning plan, districts should refrain from creating episodic learning opportunities and consider involving principals in the creation of their learning plan. Our future plan incorporates the feedback from principals and six-week learning cycles and principals working together to design professional development are at the forefront.

In addition to learning that principals need time during their professional development sessions to learn with each other, this design challenge allowed me to understand that principals need to learn the subject area content to lead instructional program improvements. During Instructional Rounds observations, I noticed that principals understood balanced literacy practices generally but relied heavily on the District Literacy Specialist, school based academic coaches and Instructional Leadership Teams (ILTs) to work out the specifics of the teacher professional development plan. Noticing this need, the District Literacy Specialist scheduled to attend Instructional Leadership Team planning meetings as part of his work to provide on-going support to schools and principals participating in the Balanced Literacy Cohort. Providing content development was not considered in the original design of this intervention and emerged as a necessary support to helping principals improve their instructional leadership behaviors by strengthening their understanding of the instructional core. Further, principals were able to model being a learner for teachers by learning about balanced literacy side by side with teachers (Honig, 2012). In future renditions of the Instructional Rounds process, a space for principals to develop instructional content knowledge should be considered in the design.

Since this was a District-wide effort, more than 30 schools were hosting an IR session in addition to the principals I followed, over 30 Instructional Rounds facilitators, and Instructional Rounds teams of 5-7 were participating in this effort. Although I focused on the experience of the three principal participants, I was also heavily invested in seeing this instructional reform policy be successful in all of our schools across the PreK-12 spectrum. At the end of each session, we collected strengths and challenges from principal participants and district participants. Below are a few examples of what respondents shared as strengths and challenges in the Instructional Rounds process:

Strengths

- There is a wealth of knowledge we can draw upon in [the District]. The opportunity to learn from others across sites would be nice to experience more often. The process was very helpful and based on our observations, we developed and identified commonalities.

The short term steps were helpful and so were the long term steps. Of course, I can't tell if our suggestions will be implemented, though the principal was very amenable and appreciative and engaging.

- I believe that the host principal walked away with action steps and the process worked well for him. I also learned a lot and will share my experience with staff tomorrow afternoon. ... During this entire month, I will focus on [balanced literacy] as I walk through classrooms and provide feedback to teachers based on my experience today.

Challenges

- First, I want to say thank you. This was a fantastic experience and I can't wait for the next round! I wish that we would have had some time before going into classrooms to talk a little bit about how to record "evidence"--what kinds of evidence are useful (fine grain vs. large grain), how to push yourself for evidence that is less evaluative, how to capture what you see in a way that is useful for this context. I think that we have all been in classrooms doing observations, but the type of observation notes you take may differ depending on the purpose. I think that our debrief would have been more powerful if we were working from a more common definition of evidence.
- I'm not sure about the school's follow-through with refining the action plan and putting it into action. What is the support structure for this? What will the progress monitoring look like? Who will work with the principals to put the plan into action?
- I would like to see guidance tools related to [instructional content] looks like for different purposes at diverse levels of growth over the schooling years.

These comments suggest the power of principals working together on real problems they are addressing to improve instruction. The statements from principals regarding challenges connects with the need for support to successfully implement the Next-Level Work Plan and the call for content support necessary in improving the teaching and learning, another important consideration for future designs of this type of intervention.

Reflection is crucial to implementing education reform and policy. Hearing from participants proved to be especially important because after each session, the District Instructional Manager and I refined the Instructional Rounds process. Comments ranged from appreciating the opportunity to collaborate with peers, having the opportunity to look at instruction across the school versus examining instruction teacher by teacher, to suggestions for including tools to improve the instructional content. The ability to reflect within the protocol and during professional learning time gave a space for principals to think about their accomplishments, interact with peers to determine if their efforts would result in instructional improvements and make adjustments as needed. Future design of this intervention could focus on providing principals sessions on the instructional content they identified as the problem of practice.

Deriving Design Principles

The findings of this intervention allowed me to think deeply about what principals need to further develop their instructional leadership behaviors. The opportunity to implement a design challenge that revealed the importance of principals developing foundational observational skills, the benefit of principal collaboration, and the necessity of structured and

protected time for principals to learn and lead, allowed me to be an advocate for designing future quality principal professional learning experiences.

This experience of following three principals closely through this intervention allowed me to understand the Districts role in supporting struggling leaders. One participating principal struggled throughout the entire six-week process. She was noticeably the less proficient leader when situated alongside her peers. She lacked the foundational skills of scribing classroom observations, prohibiting her to collect quality evidence. Scribing observations was not her only obstacle, she lacked the content knowledge to provide her with a lens of what to seek while observing. This is a skill that is developed and honed over time and through observing teachers often. Principal Two may be a typical principal within this District and others so identifying the support needed for struggling principals like her could help diminish the likelihood that schools experience a revolving door of ineffective instructional leadership.

Identifying how to support struggling leaders and providing them effective support besides replacing them altogether is the work of a District attempting instructional reform. My suggestion would be to provide struggling principals with extensive subject area content learning prior to having them lead whole school instructional program reform or determine their capacity to learn side by side with their teachers if lack of time is a factor. In this age of new standards and curriculum programs, it is likely that most schools and districts are not well established in their subject area content knowledge and could approach learning this new content with teachers.

Additionally, the Instructional Rounds process purposefully does not provide direct feedback to principals on performance, even when a principal does not demonstrate growth. There was no way to intervene or hold Principal Two accountable for her learning or for implementing this instructional reform policy. Since Districts are composed of many types of leaders, feedback, coaching, and support on such a foundational practice could have improved the level of growth this principal displayed. Future implementations of this process could provide more support to principals that struggle with foundational skills so that they more easily access the activities of Instructional Rounds since those skills are foundational. Principal supervisors should also play an enhanced role in providing principals feedback on their progress on implementing the Next-Level Work plan developed during the Instructional Rounds sessions.

Although collaboration was a successful aspect of this design, the possibility to develop mutual accountability was a component not considered for this design challenge. Discussed earlier in the findings chapter, principals would attempt to hold each other accountable but would only go so far to intervene. Principals would not push on their peer if the recipient reacted in a defensive manner. As a means to improve this intervention design, adding readings, discussions, and setting agreements about ways to encourage and push practice among peers can contribute to making the level of collaboration among participants much stronger.

Reexamining the Instructional Rounds Theory of Action

The Instructional Rounds Theory of Action was based on research about policy implementation, instructional leadership, and professional learning communities. The theory of action addressed a possible problem, posed a theory of change, theory of intervention, theory of implementation, and proposed possible outcomes.

The theory of action identified principal skill as the underlying problem. Principals were described as not being able to analyze instruction because they lacked knowledge on how to systematically collect classroom evidence and analyze that evidence to identify school-wide instructional patterns and professional development needs. Absence of a system to collect and analyze classroom observations was noticeable at the onset of this design challenge and was

addressed during the implementation of this design. Two of three principals were able to make demonstrable progress in this area while one made very minimal attempts to change this aspect of her practice. This confirms that the etiology of the problem was in alignment to the baseline data presented at the beginning of this intervention.

The theory of change that was considered in this design addressed the development of skills, disposition for learning, and beliefs about instruction. The theory of change focused on both the development of principal skills to identify instructional patterns and the connection of those instructional patterns to needed teacher professional development. Also, this aspect of the design considered the need for principals to collaborate with site-based teacher leaders to improve teacher professional development. Lastly, the theory of change questioned the need for principals to develop their instructional knowledge through a systematic process that structured their learning to enhance their instructional leadership behaviors. The intervention design attempted to develop these skills during the Instructional Rounds sessions, and did so with two of three principals. The third principal lacked the disposition toward learning and opted out of most of the structured process. This impacted her ability to demonstrate any learning. Holding this principal accountable may be a minimum condition to consider in future renditions of this intervention.

The theory of intervention proposed changing the structure of professional learning for principals through Instructional Rounds (IR) to provide access to principals to learn improved instructional leadership behaviors with their peers. Principals made instructional leadership growth through the Instructional Rounds process revealing that elements of this design were somewhat supportive for two principals. As mentioned previously, the learning orientation of one principal impacted the ability for this design to be considered overall successful.

The theory of implementation called for minimal District conditions necessary to successfully implement this design effort, requiring the resources of time, space, and people. In addition to these considerations, the implementation of this design challenge suggests that a means to hold principals accountable for improving instruction at their school site must be an element within future designs of this intervention. This realization identifies implications for principal supervisors in future refinements of this theory of action.

 The theory of action outcomes were that principals would practice a common district-wide process for analyzing instruction and would be capable of using observations to improve instruction, consequentially providing teachers with more relevant professional development. As a result of this intervention, principals would know how to identify instructional gaps, design instructional improvements that shape school-based teacher professional development, collaborate with principal colleagues and teacher teams in a structured way on real contextual instructional problems. The Instructional Rounds sessions were designed and organized based on these principles to reach the intended outcomes. The intended theory of action outcomes were reached for two of three principals. Discussed at length, one principal needed more support and accountability than the design offered to improve her instructional leadership behaviors.

Implications for District Instructional Supervision Policy

Reflecting on the findings, design principles and the theory of action allow me to suggest specific steps districts should consider to support principals with developing improved instructional leadership behaviors. The most important suggestion for districts gleaned from this experience is to be clear about what the organization values and prioritizes in respect to teaching and learning and then supervising towards achieving that instructional focus as policy. Schools function from a set of beliefs they create about how students learn best. There are multiple inputs

that form these beliefs that districts need to consider while designing instructional reform policy: external professional learning opportunities, school-level professional development, professional organizations external to districts, universities, and educator colleagues. Through all of these possible entry points, schools are searching for clear instructional guidance and clear plans. Schools that struggle the most should not be mandated to implement specified practices nor should they be left alone to design instructional improvements for their school. Districts should consider being specific about the instructional approach they value and want to see in classrooms as standard practice, provide schools the means to explore their strengths and challenges in this area, and have access to instructional expertise that support implementing these instructional plans.

In addition to having a district-wide instructional focus, district sponsored professional learning opportunities at all levels of the organization should support this academic focus. Designing aligned professional learning for all levels of the organization must be a priority, must be extended to even the most senior members of leadership and not limited to those individuals centrally responsible for teaching and learning activities.

Once a district has identified their focus and aligned professional learning, then all levels of the organization must be accountable for supporting this focus. This entails departments identifying how to support the instructional focus and examining how they use resources to work towards that common vision. Holding all district departments accountable to an instructional focus is difficult yet our current student outcomes demonstrate the need for accountability and focus. This focus should also be reflected in the way we evaluate principals and teachers including the identification of clear instructional goals, progress towards those goals supported through professional development sessions, and reflection on how those goals were met or not yet achieved.

Study Limitations

An important aspect of this study is to consider the feasibility of replicating this design and generalizability. The professional development design was extremely time-consuming to implement and required multiple follow-up meetings with participating principals and facilitators, many more than originally designed and anticipated. This is an element of the intervention design that I would adjust while attempting to maintain the richness of data collected.

Making this effort manageable called for a small sample size of three participating principals. This small sample size reduces the ability to generalize the impact of the intervention across principals. Further, I followed the three participating principals for roughly three months which did not allow me to collect longitudinal data to determine how long growth in instructional leadership behaviors were maintained without protected learning time. Finally, even if this intervention shifted the instructional leadership behaviors in principals, it is unclear that these behaviors had direct impact on student learning and achievement.

As with any intervention design study, one must consider the design flaws of the intervention. There were a few design flaws worth noting for future attempts to implement this design. This version of Instructional Rounds (IR) may work with principals that are already generally proficient leaders but for those that are struggling leaders, IR may need to be part of an overall leadership development strategy. Not an original aspect of this Instructional Rounds design, having access to the District Literacy Specialist was key in designing the teacher professional development sessions. This specialist supported principals to learn academic content while leading instructional improvements. This study has shown that it is not enough to provide a

process for examining instruction, we also need to consider the development of content knowledge as a focus and not as a byproduct of the process.

When reflecting on the design principles, the theory of action and study limitations, replications of this intervention design should consider:

- Adding a space for discussing leadership challenges that are occurring in the school context. Designing opportunities within the protocol for principals to receive peer coaching when faced with an implementation challenge and opportunities to share best practices for managing the day to day principal duties are also recommended.
- Districts should refrain from creating episodic learning opportunities and consider involving principals in the creation of their learning plan.
- Discussing how principals can model being a "learner" with teachers by learning about a content area side by side with teachers (Honig, 2010).
- Identifying support to work with school teams to successfully implement the Next-Level Work Plan and receive content support.
- Connecting school-based Instructional Rounds sessions to principal professional learning sessions that take place in-between school-based Instructional Rounds sessions.
- Including Principal supervisors to provide feedback to principal on how they are improving or not improving on a rubric describing basic observational skills and the Instructional Rounds Next-Level Work Plan.
- Implementing protocols to develop mutual accountability through readings and discussion so that participants are comfortable pushing on each other's practice.
- The need for an overall leadership development strategy that includes the improving basic instructional leadership skills (observing teachers and content knowledge development) prior to implementing whole school instructional reform.

Implications for Future Research

The goal of this design challenge was to examine how a district could implement instructional reform policy that improves classroom instruction by shaping the way instructional leadership behaviors are developed in principals. Data was collected to determine how this design challenge improved the overall instructional leadership skills of participating principals and how well the Instructional Rounds process supported improvement activities. There are two future research possibilities I suggest to further unpack key findings from this design challenge. The most important learning from this design challenge occurred when activities of this design challenge did not yield the improvements that were intended. I was challenged to think of ways to support a principal that showed very little growth during this six-week protocol. She struggled because she lacked instructional understanding of how instructional improvement activities worked together and because she never, after seven years on the campus, could enact her leadership within her school context shaped by a resistant teaching staff.

Findings from this design challenge revealed that school context is an important characteristic districts must consider when recruiting principals and supporting their learning experiences. Further research on the micropolitics found in healthy, academically successful schools is worth investigating. Additionally, this future research could generate valuable insights about the power dynamics between principals and Instructional Leadership Teams since this factor emerged as a significant role in shaping principal instructional leadership in this design effort. Findings from this new research should inform principal professional learning so principals better understand how to maneuver through school contexts filled with various factions that exist in the school.

Lastly, this research could also inform districts on their hiring practices. Research could recommend hiring principals with specific foundational instructional leadership skills or at least communicate the importance of developing these skills through principal professional learning.

Future research on improving instructional leadership behaviors of principals could examine how successful principals, those that are successfully working through instructional change, enact their leadership to transform outcomes for students. The education community would benefit from an examination of what a successful principal, over time, did to change outcomes for students. Very few recent studies have revealed specific principal leadership strategies that shifted the direction of a struggling school. The Instructional Rounds design challenge revealed that developing instructional leadership behaviors in principals takes more than structured learning experiences, it takes a complete look and sometimes overhaul of district and school systems.

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Appendices

Appendix A: Pre Instructional Rounds Survey for Principals

The following questions will be answered on a 1-5 scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree)

Question	1=strongly disagree	2= disagree	3= neutral	4= agree	5= strongly agree
1. I have a clear vision for the professional development of teachers based on their instructional needs.					
2. I *observe* most teachers at least once a week.					
3. I use the observations I collect from individual teachers to inform professional development.					
4. I can identify instructional patterns after observing numerous classrooms.					
5. I can, with confidence, analyze classroom instruction to identify professional development needs of teachers.					
6. After I observe classrooms at my school, I know what I should do with the information I collect.					
7. I regularly work with principal colleagues after I collect observations at my school to discuss next steps.					
8. I am confident in designing professional learning content for my teachers.					

Question	1=strongly disagree	2= disagree	3= neutral	4= agree	5= strongly agree
9. I am confident in delivering professional learning content to my teachers as the sole presenter.					
10. I know the importance of using data to inform professional learning for teachers, but struggle to maintain my focus on the data.					
11. I lack the time to thoughtfully plan professional learning content for teachers.					
12. I believe the Instructional Leadership Team should assist in designing and delivering professional learning content taking place at my school.					
13. I prefer to design and implement the professional learning content for my teachers on my own.					
14. I understand how to systematically collect evidence from observations to make curricular improvements.					
15. I am confident in assessing classroom observations.					
16. I am able to continue a professional development cycle, as planned, with my teachers and do not allow for competing demands to take us off course.					

Appendix B: Principal Participant Pre Instructional Rounds Interview

1. Describe what you do to analyze instruction at your school.
2. What do you do with the information you collect?
3. Do you have a focus for the professional development at your school? How do you indicate the school-wide instructional foci to teachers?
4. How do you communicate the state of instruction to teachers school-wide?
5. In what ways do your teachers contribute to improving the instructional program at your school?
6. What do you expect to find through the Instructional Rounds process?

Appendix C: Teacher Survey Pre Instructional Rounds Staff Survey

Question	1=strongly disagree	2= disagree	3= neutral	4= agree	5= strongly agree
1. My principal has a clear vision for my professional development that meets my needs.					
2. My principal provides me with feedback that helps me improve my classroom teaching.					
3. I understand the instructional vision at my school.					
4. The professional development at my school is connected to the improvements I need to make in my classroom.					
5. My principal is knowledgeable in helping me improve my classroom instruction.					
6. My principal is knowledgeable in creating a school-wide professional learning system at our school.					
7. Our team of teachers works together to design professional development.					
8. Our team of teachers works with our principal to design professional development.					

9. My principal uses teacher data collected form observations to design professional development.					
10. My principal uses Instructional Rounds to involve teachers in examining teacher practice.					
11. My principal is confident in talking about the improvements in instruction we need to make on campus.					
12. I learn from my colleagues during professional development.					
13. My principal guides my professional learning.					
14. My principal works collaboratively with me and our leadership team to design instructional improvements on campus.					

15. What do you hope to learn during the Instructional Rounds process?

Appendix D: Instructional Rounds Routine

Continuous School Improvement

- Individual Leader Sensemaking about the Problem of Practice (POP)
- Teacher Leader/Instructional Leadership Team sensemaking about POP
- Leader and TL/ILT Host First Rounds Session
- Leader and TL/ILT Share Patterns with School
- Leader and TL/ILT Create Action Plan for Next Level of Work
- Leader Reflects about Continuous Improvement Work with ILT
- Leader and TL?ILT Hosts Second Rounds Session
- Leader and TL/ILT Summarize Learning and Connect to School Plan (CSSSP)

2014 OUSD *Instructional Rounds* AGENDA & PROTOCOL
8:30am-12pm

Norms:
- Respect the start and end time of every visit
- Be open to new learning
- Actively cultivate a safe space for learning (The success of rounds depends on each of us)
- Push yourself to take risks and grow (as host, as participant, and as facilitator)
- Maintain confidentiality. Limit all discussion to the debrief and avoid hallway talk.
- Stay true to the role of data collector and "fly on the wall" in classrooms (do not help students with their work, intervene in the lesson, or engage in communication with the teacher)
- Transition to next meeting site by 12:30pm for lunch (K-8 only)

Time	Topic	Speaker
5 min.	Welcome: Introductions, agenda review, norms, framing of today's purpose	Facilitator
10-15 min.	Principal reviews fall problem of practice, summary of patterns surfaced, and action plan and discusses the following with the team: • What steps if any have been taken to address the patterns surfaced in the fall? • What bright spots can be noted? • What challenges and questions are coming up? • What might the team expect to see today in relation to the problem of practice? • Sharing of today's Problem of Practice (same as fall, deeper look at an one aspect, or new POP)	
5 min.	Individually review academic discussion resource (The 7 features of Effective Discussion Tasks) to build team's common understanding of quality academic discussion. Think individually about what student behaviors would show evidence of this.	Individual
5 min.	Logistics: classroom observation schedule, evidence tracker, report back time	Host Principal and Facilitator
1 hour	Classroom Observations: use evidence tracker (minimum of 5 classrooms, 10 min. per classroom)	NA
1 hour, 40 min.	Debrief Using Rounds Protocol I. Lifting Up the Evidence II. Analysis III. Next Level of Work IV. Closing, Appreciations, Online feedback (15 min.)	Facilitator and Team

Evidence Tracker Classroom 1

Subject: Grade: Number of students: Time: beginning/middle/end

What is the student learning task?

What are students doing?
    • Descriptive not evaluative
    • Related to Problem of Practice
    • Focus on student level data
    • Noting any opportunity gaps for AA boys, EL students, or students with special needs

Questions posed to students and responses:

Evidence Tracker Classroom 2

Subject: Grade: Number of students: Time: beginning/middle/end

What is the student learning task?

What are students doing?
    • Descriptive not evaluative
    • Related to Problem of Practice
    • Focus on student level data
    • Noting any opportunity gaps for AA boys, EL students, or students with special needs

Questions posed to students and responses:

Evidence Tracker Classroom 3

Subject: Grade: Number of students: Time: beginning/middle/end

What is the student learning task?

What are students doing?
    • Descriptive not evaluative
    • Related to Problem of Practice
    • Focus on student level data
    • Noting any opportunity gaps for AA boys, EL students, or students with special needs

Questions posed to students and responses:

Evidence Tracker Classroom 4

Subject   Grade: Number of students: Time: beginning/middle/end

What is the student learning task?
What are students doing? • Descriptive not evaluative • Related to Problem of Practice • Focus on student level data • Noting any opportunity gaps for AA boys, EL students, or students with special needs
Questions posed to students and responses:

Evidence Tracker Classroom 5

Subject: Grade: Number of students: Time: beginning/middle/end

What is the student learning task?
What are students doing? • Descriptive not evaluative • Related to Problem of Practice • Focus on student level data • Noting any opportunity gaps for AA boys, EL students, or students with special needs
Questions posed to students and responses:

2014 *Instructional Rounds* DEBRIEF PROTOCOL

Time	Topic	Instructions
30 min.	**I. Lifting Up of Evidence** Individual Work Time	(10-15 min.) <u>Patterns</u> • Review again the POP. • Mark evidence related to the POP that shows up in your notes. • Yellow post its Patterns (3-5 max): *Example pattern statements: (⅖ classrooms showed students asking follow up questions of their peers when engaged in discussion, ⅔ classrooms there were structures in place for students to be accountable and share out their conversation with the class)* • Blue post its: Questions • Pink post its: Outliers • Place post its in appropriate categories for the whole group to see
	SEL & Equity for All Partner Talk & Share Out Whole Group (notes are charted)	(10 min.) <u>SEL & Equity for ALL</u> • Review the handout on SEL competencies and classroom indicator examples. • Which competencies did students demonstrate in your observations? • Which competencies did not show up? • How do these competencies impact the quality of academic discussions possible in the classrooms you visited?
30 min.	**II. Analysis of Evidence**	<u>Summarizing led by *Principal*</u> • (10 min.) break for guests (facilitator, teacher leader, and Principal work together to synthesize patterns to share out) • (5 min) Principal shares out 3-5 overarching patterns synthesized from the team's post its • (5 min.) Team shares feedback on the proposed patterns • Any questions/outliers are also shared if necessary <u>Prediction (8 min,)</u> • How are students being prepared for the learning demands of CCSS/NGSS? • If you were a student at this school what would you know and be able to do? Is this consistent for all students or are there opportunity gaps? • What evidence did we see that helps us predict how well students will be prepared to graduate from high school?

		• If no new practices were put in place after today, are we satisfied with the trajectory that students are on?

25 min.	**III. Next Level of Work**	(15 min.) Participant Suggestions
		  • Everyone reviews the academic discussion resource packet to spark thinking
		  • Facilitator guides team in fishbowl discussion around suggestions for Principal and school team
		  • Suggested prompts for fishbowl:
		
		-What leadership moves would you enact short term/long term to address the patterns surfaced?
		-How does what was observed today compare with the patterns from Fall rounds?
		-To what extent is academic discussion being used as a vehicle to deepen content knowledge?
		-How can this be boosted up is necessary?
		-What supports/resources may be helpful for this school team?
		
		(8 min.) Principal Identifies Action Steps
		  • Based on participating in Rounds today and what has been shared, what are some short and long term next steps you plan to take up? What support/asks of the team are needed? How will this be shared with the larger school community?

15 min.	**IV. Closing**	(8-10 min.) Closing
		  • Reflections, personal learnings, appreciations
		-How does what I learned today impact my own leadership? What are my take aways for my respective role? What connections can I make to my own work?
		(5 min.) Feedback
		  • Online form

Academic Discussion SEL Competencies Analysis
Student Behavior and Language that Demonstrate SEL Competencies

SEL Competencies	Classroom Indicator Examples
Self-awareness—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence	**Students:** · Reflect on their progress as a learner · Express what is easy or hard about the academic discussion and why · Ask for help when needed · Identify their role & responsibilities during academic discussions
Self management – regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately	**Students:** · Manage & express emotions, thoughts in a constructive way · Stay engaged in discussion · Use "I" messages in the social context of academic discussion
Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources	**Students:** · Listen attentively to other's ideas · Respectfully paraphrase other's ideas · Engage collaboratively with people different from oneself · Able to take the perspective of people different from oneself · Add on to and build off of other's ideas
Relationship skills-establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed	**Students:** · Communicate clearly and effectively with people different from

	oneself · Engage in constructive argument · Give and receive constructive feedback · Listen, encourage, acknowledge, compromise, work towards consensus · Express value of collaboration · Ask questions based on careful listening
Responsible decision-making —making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community	**Students:** · Follow norms established for the discussion · Actively participate in group decision-making process · Generate alternative ideas & solutions · Demonstrate the "good of the group" · Ask "why" and "what if" questions.

Appendix D: Observers' Field Notes Template

Principal Response	Principal Actions	My Thoughts

Appendix E: Next-Level of Work Tracker

Check-in with: _____   Date _____

Action Step	Description	When	Who	Description of Progress	Date Completed
Summary of Suggested Next Steps from Instructional Round	•	N/A	ILT Principal		
Disseminating Instructional Rounds Feedback and Course of Action	•	Faculty Meeting Wed. PD			
Short Term Action Steps					
Item #1					
Item #2					
Item #3					
Long Term Action Steps					
Item #1					
Item #2					
Item #3					

Appendix F: Post Instructional Rounds Survey for Principals

The following questions will be answered on a 1-5 scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree)

Question	1=strongly disagree	2= disagree	3= neutral	4= agree	5= strongly agree
1. I have a clear vision for the professional development of teachers based on their instructional needs.					
2. I *observe* most teachers at least once a week.					
3. I use the observations I collect from individual teachers to inform professional development.					
4. I can identify instructional patterns after observing numerous classrooms.					
5. I can, with confidence, analyze classroom instruction to identify professional development needs of teachers.					
6. After I observe classrooms at my school, I know what I should do with the information I collect.					
7. I regularly work with principal colleagues after I collect observations at my school to discuss next steps.					
8. I am confident in designing professional learning content for my teachers.					
9. I am confident in delivering professional learning content to my teachers as the sole					

Question	1=strongly disagree	2= disagree	3= neutral	4= agree	5= strongly agree
presenter.					
10. I know the importance of using data to inform professional learning for teachers, but struggle to maintain my focus on the data.					
11. I lack the time to thoughtfully plan professional learning content for teachers.					
12. I believe the Instructional Leadership Team should assist in designing and delivering professional learning content taking place at my school.					
13. I prefer to design and implement the professional learning content for my teachers on my own.					
14. I understand how to systematically collect evidence from observations to make curricular improvements.					
15. I am confident in assessing classroom observations.					
16. I am able to continue a professional development cycle, as planned, with my teachers and do not allow for competing demands to take us off course.					

Appendix G: Sharing Rounds Agenda

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Faculty Sharing Protocol

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School:
1. The principal convenes the faculty meeting to present the rounds pattern statements.
2. The principal gives a brief introduction to instructional rounds and describes:
    - The process of rounds visits
    - Emphasizing their objective
    - Nonjudgmental focus on building a picture of teaching and learning around the school's problem of practice.
3. The principal reviews each pattern statement one by one and clarifies as necessary.
4. The principal asks the faculty members to discuss each pattern with table groups and classify them according to the following questions:
    a. What patterns do you agree with? What is the evidence to support your agreement?
    b. What patterns do you question? What is the evidence to support your question?
    c. What patterns require additional explanation or information?
    d. What patterns would you like to explore further?
5. The principal solicits and displays the table-group decisions and invites discussion, with special attention to statements grouped in the last category (4d).
6. Faculty responses are collected and collated for further discussion when the school is deciding on the next level of work.

Appendix H: Principal Participant Post Instructional Rounds Interview

Time of Interview:

Date:

Location:

Interviewer: Sondra Aguilera

Participant:

Title of Participant:

Questions:

1. What do you do after observing teachers?
2. How do you identify professional development topics for your school? Who is involved?
3. What will be your approach to working with teachers after you observe classrooms?
4. How do you envision teachers working together on instruction? Has your vision changed as a result of Instructional Rounds, or did it remain the same?
5. What did you learn through the Instructional Rounds process?

Appendix I: Teacher Participant Post Instructional Rounds Interview

Time of Interview:

Date:

Location:

Interviewer: Sondra Aguilera

Participant:

Title of Participant:

Questions:

1. What did your principal do with the information collected during the Instructional Rounds process?
2. Did the professional learning at your school site change after Instructional Rounds?
3. Did the way your principal interacts with professional learning at your campus change after Instructional Rounds?
4. What will your role be in the next steps after Instructional Rounds?
5. What will the role of the extended teaching community be in the next steps after Instructional Rounds?

Appendix J: Teacher Survey Post Instructional Rounds Staff Survey

As a result of Instructional Rounds…

Question	1=strongly disagree	2= disagree	3= neutral	4= agree	5= strongly agree
1. My principal has a clear vision for my professional development that meets my needs.					
2. My principal provides me with feedback that helps me improve my classroom teaching.					
3. I understand the instructional vision at my school.					
4. The professional development at my school is connected to the improvements I need to make in my classroom.					
5. My principal is knowledgeable in helping me improve my classroom instruction.					
6. My principal is knowledgeable in creating a school-wide professional learning system at our school.					
7. Our team of teachers works together to design professional development.					
8. Our team of teachers works with our principal to design professional development.					

9. My principal uses teacher data collected form observations to design professional development.					
10. My principal uses Instructional Rounds to involve teachers in examining teacher practice.					
11. My principal is confident in talking about the improvements in instruction we need to make on campus.					
12. I learn from my colleagues during professional development.					
13. My principal guides my professional learning.					
14. My principal works collaboratively with me and our leadership team to design instructional improvements on campus.					

Instructional Rounds Cycles and Data Collection
Instructional Leadership Dimensions from Hallinger and Murphy (1985)
Dimension 1: Defining School Mission/Vision; **Dimension 2:** Managing the Instructional
Program; **Dimension 3:** Promoting a Positive Learning Climate

Session	Learning Process	Process Indicator	Data Collection	When	Analysis
Session 0: Pre-Training **Dimension 1-3**: • Principal is trained on IR and on how to identify a Problem of Practice (POP) • Collect baseline of principal instructional leadership behaviors: Vision/Mission, Instructional Program, School Culture	• Principal attends a 2 hour training on how to formulate a Problem of Practice, an overview of Instructional Rounds and how to prep for hosting IR.	**Session 0**: Pre-Training • Principal identifies a POP and how to include ILT in the IR. • Principal prepares observation schedule and communicates to teachers in a PD meeting the POP for the IR.	• Pre IR Survey for Principal • Pre IR Survey for Teachers • Pre IR Principal Int erview	• March 2015	• Quality of POP • Compare observation schedule against teacher roster • Review baseline data to understand principal instructional leadership behaviors
Session 1: Instructional Round Session **Dimension 2:** Managing the Instructional Program- • IR Facilitator sets the frame for the Instructional Round using Academic	• Principal participates in the 4 hour Instructional Round Session. • Principal collects observations of classroom instruction aligned	**Session 1:** Instructional Round Session • Principal is able to name the School-Wide Pattern based on the Problem of Practice regarding classroom	• Observe Instructional Round • Electronic summaries of IR • Graphic of observations from IR Team	• March 2015	• Analyze observation notes to identify Principal Leadership behaviors based on the 3 Dimensions • Review observations collected by IR Team to determine the quality of the School-Wide

Session	Learning Process	Process Indicator	Data Collection	When	Analysis
Discussions Rubric and Social Emotional Learning Standards and schools' POP. • IR Team observes classrooms and shares observations. • Principal identifies School-Wide patterns after a series of classroom observations. • Principal considers all observations to derive a school-wide summary of the patterns observed.	to the Problem of Practice. • Principal reviews all observation notes to identify patterns. • Principal creates a summary statement about the patterns seen across the school. • Principal creates a short term and long term improvement plan.	instruction.			Pattern
Session 2: Sharing of School-Wide Patterns **Dimension 1-3:** Vision, Instructional Program, School Culture • Principal	• Principal facilitates a staff development session to disseminate the content from the	**Session 2:** Sharing of School-Wide Patterns • Principal sets direction regarding professional	• Observe Principal and ILT pre-work • Review Sharing Protocol • Observe meeting where	• March 2015	• Observation notes from meeting compared against the design of Next-Level Work using 3 Dimensions as a frame of

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Session	Learning Process	Process Indicator	Data Collection	When	Analysis
shares the School-Wide patterns with the larger teaching community • All teachers share their ideas for PD next steps regarding the School-Wide Patterns • Principal and ILT gather input from teachers to design PD.	Instructional Rounds using the IR Sharing Protocol. • Principal gathers input from teachers and synthesizes statements with ILT, creating a professional development plan.	development. • Teachers' voice validated and creation of shared vision about pd.	School-Wide Pattern are shared with teachers		reference.
Session 3: Designing Next-Level Work **Dimension 2:** Instructional Program- • Provide and review 4-6 week frame for PD. • Interpret Data based on the instructional patterns and infer how to design professional development based on	• Principal attends a session with ILT to design professional development. Plan will span the course of 6-weeks.	**Session 3:** Designing Next-Level Work • Principal and ILT create a 4-6 week PD plan. Results Based PD Plan is rigorous according to PD Plan guidelines. • PD Plan indicates goal percent implement	• Observe Principal and ILT design professional development plan	• March 2015	• Observation notes from ILT meeting are examined to determine when Principal uses one of the 3 Dimensions. • PD Plan is assigned a "grading" on pd plan rubric.

Session	Learning Process	Process Indicator	Data Collection	When	Analysis
the Problem of Practice. • Principal and ILT consider teacher input from sharing the school-wide patterns • Principal and ILT consider on-going instructional work: Academic Discussions Rubric, SEL Standards, and school-level work		ed.			
Session 4: School Led PD **Dimension 2-3:** Instructional Program and School Culture- • Teachers actively participate in 6-week PD sessions • ILT delivers 4-6 weeks of PD with Principal	• Principal facilitates professional development agenda with ILT for whole-staff professional learning.	**Session 4:** School Led PD • Principal shares leadership with Instructional Leadership Team to implement pd plan.	• Observe Teacher PD	• March 2015	• Observations of PD sessions are analyzed against the 3 Instructional Leadership Dimensions.

Session	Learning Process	Process Indicator	Data Collection	When	Analysis
Session 5: Teacher PD Reflection **Dimension 2-3:** Instructional Program and School Culture- • Principal and ILT host a reflective conversation about PD on the 6th PD session.	• Principal and ILT plan for a reflection meeting creating an agenda that guides the whole staff through the use of a protocol to collect reflections.	**Session 5**: Teacher PD Reflection • Principal and Instructional Leadership Team reflect on pd for the purpose of predicting improvements teachers gained from PD sessions.	• Observe 6th session of teacher pd	• April 2015	• Observation of last PD session analyzed against the 3 Instructional Leadership Dimensions.
Session 6: Instructional Rounds Prep **Dimension 2-3:** Instructional Program and School Culture- • Principal and ILT use reflections gathered from Teacher PD to make predictions about what the Next-Level of Work produced and prepare for IR #2. • Principal prepares	• Principal and ILT synthesize reflection statements from teachers through a protocol, creating a prediction of what will be observed in the next IR session.	**Session 6:** Instructional Rounds Prep • Principal and ILT predictions. • Principal prepares for 2nd Round of observations and data collection.	• Observe Second Instructional Round and Repeat Process	• April 2015	• Observation of Principal and ILT Prep analyzed against 3 Instructional Leadership Dimensions.

Session	Learning Process	Process Indicator	Data Collection	When	Analysis
observation schedule.					

<table>
<tr><td colspan="6" align="center">Instructional Rounds Cycle 2 same as First Round
April 2015</td></tr>
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After all Instructional Rounds Cycles

Session	Learning Process	Process Indicator	Data Collection	When	Analysis
			Data Collection: • Post IR Survey from Principal (3 Principals) • Post IR Survey from Teachers (3 schools) • Post IR Principal Interview (3 Principals)	• June 2015	**Analysis** • Review baseline data to compare post intervention surveys to gauge growth of principal instructional leadership behaviors.

Acronyms: Problem of Practice (POP); Instructional Round (IR); Professional Development (PD); Instructional Leadership Team (ILT).

Principal Instructional Leadership Behaviors Rubric

Intended Outcomes	1	2	3	4
Principal can identify instructional patterns from a series of observations. **Dimension 2**	• Principal is overwhelmed by the number of observation notes and is not able to cluster notes into focus areas. • Principal is not able to create summary statements due to the overwhelming observation notes.	• Principal sees many common areas from observation notes and is unable to cluster into fewer actionable focus areas. • Principal does not create a summary statement from observation notes. Instead, creates a list of unrelated items to address.	• Principal can cluster observation notes into few, actionable focus areas. • Principal struggles to create related summary statements from observation notes.	• Principal can cluster observation notes into few, actionable focus areas. • Principal can create summary statements from the observation notes that are related to the focus areas.
Principal can set the direction for professional development. **Dimension 1 and 3**	• Principal is unable to identify a clear professional development direction and vision. Does not engage staff to create an instructional vision.	• Principal sets multiple professional development directions and visions, disorienting the teaching staff toward clear next steps.	• Principal is able to identify a clear professional development direction and vision, yet does so without teacher input.	• Principal is able to identify a clear professional development direction and vision with teachers.
Principal can design professional development with Instructional Leadership Team **Dimension 2**	• Principal designs school-wide professional development that is not connected to identified instructional patterns.	• Principal is not involved in the design of school-wide professional development. • ILT attempts to design professional development	• Principal designs school-wide professional development alone, yet not based on the Instructional Rounds patterns.	• Principal designs school-wide professional development based on the Instructional Rounds patterns with the Instructional

Intended Outcomes	1	2	3	4
and 3	• Principal does not work with ILT to design professional development.	based on the patterns identified in Instructional Rounds.	• Principal does not share the responsibility with the ILT to implement the professional development.	Leadership Team. • Principal shares responsibility of implementing the professional development with ILT.
Principal shares leadership with Instructional Leadership Team to implement professional development sessions **Dimension 3**	• Principal does not prepare an agenda to guide professional development sessions and is therefore, not prepared to deliver professional development sessions.. • ILT is not involved in the design of professional development.	• Principal creates professional development agendas that are disconnected to professional development vision. • Principal prepares all items necessary for professional development in isolation of ILT.	• Principal creates professional development agendas in alignment with the Instructional Rounds patterns without ILT input and presents all content to the larger staff alone. • Principal prepares all items necessary for professional development in isolation of ILT.	• Principal and ILT create professional development agendas in alignment with Instructional Rounds patterns that reflect shared responsibility for presentation. • Principal and ILT share in the preparation for professional development.
Principal can sustain the Instructional Rounds Cycle **Dimension 1, 2 and 3**	• Principal does not implement professional development plan.	• Principal allows for competing demands to alter the professional development plan, diminishing the intended	• Principal is able to maintain focus on the professional development plan for most of the two Instructional Rounds cycles.	• Principal is able to maintain the focus on the POP for two full Instructional Rounds cycles despite competing demands on the

Intended Outcomes	1	2	3	4
		number of sessions to take place during the professional development plan.	• Principal allows for other demands to influence the professional development plan.	professional development time.
Principal can reflect on practice, summarize learning, and name next steps for continued improvement.	• Principal is not able to reflect on their practice and sees no value in hearing from teachers about professional development.	• Principal is able to reflect on their practice, but is not able to summarize what they have learned or make plans for their next steps toward improvement.	• Principal can reflect on practice and summarize their learning, but is not yet able to name their next steps toward improvement.	• Principal is reflective about their practice and can summarize what they have learned. Principal is also able to name their next steps toward improvement.