CHAPTER 3

Theory

A Cornerstone of Leadership

The challenge of leadership theory poses questions for the principalship. Where does leadership come from? What does it mean? Does theory apply to leadership for the principalship? Lucy Garrick (2006), management and organizational consultant, coach, and educator in the greater Seattle area, perceived leadership as:

> The evolution of thought on the subject [of] leadership is vast and increasingly complex. Over time, leadership theorists have built upon each others' ideas and discoveries creating an interdisciplinary study that draws on many academic disciplines including psychology, social psychology, anthropology, design and systems theory. (p. 1)

Obviously, leadership theories are "a generalized set of concepts which in themselves are not necessarily correct" (p. 1). As such, the concepts that the theorists emphasize define leadership and "no single date can be pinpointed as the beginning of serious thinking about how organizations work and how they should be structured and managed" (Shafritz, Ott, & Jang, 2005, p. 27). Realistically and historically, "what we know about organization theory has its origins in ancient and medieval times" (p. 27). For example, the first ancient theorist (history from the beginning of recorded history to the end of the Roman Empire) "is from the Book of Exodus, Chapter 18 in which Jethro, Moses' father-in-law, chastises Moses for failing to establish an organization through which he could *delegate* [emphasis added] his responsibility for the administration of justice" (p. 27).

> In Verse 25, Moses accepts Jethro's advice; he chose able men out of all Israel, and made them heads over the people, rulers of thousands, rulers of hundreds, rulers of fifties, and rulers of tens. Moses continued to judge the "hard cases," but his rulers judged "every small matter" themselves. Frederick Winslow Taylor would later develop this concept of "management by exception" for modern audiences. (p. 27)

During the Medieval period (c. 600 to 1500 AD), also known as the Middle Ages,

> it was Aristotle who first wrote of the importance of culture to management systems [emphasizes common human needs and the development of human virtue], ibn Taymiyyah who used the scientific method to outline the principles of administration within the framework of Islam, and Machiavelli who gave the world the definitive analysis of the use of power. (p. 27)

Added to the ancient theorists is the Athenian philosopher and teacher Socrates. In explaining principles of management to Nicomachides, Socrates argued "that a leader who knows what he needs, and is able to provide it [can] be a good [principal]" (p. 27).

"The Great-Man Theories" (Bass & Stogdill, 1990, p. 37), introduced and published 300 years after Machiavelli's *The Prince* in 1531,

> assumed that the course of human history and the evolution of societies were due to the personal traits held by men of extraordinary character and assumed that leaders were endowed with superior qualities that gave them influence over the masses without regard to situational contexts. (Garrick, 2006, p. 2)

As noted above, leadership is one of the world's oldest preoccupations from which most all theorists draw. However, "since theories are opinions, it is sometimes difficult to distinguish new theories from clever re-packaging of [older] ideas" (Garrick, 2006, p. 13).

Questions addressed in this chapter include the following:

1. What is the nature and function of leadership theory?
2. Why is it important to meld theory and reality of school leadership together as part of the planning process?
3. What is the role of theory in the leadership process?
4. What theorists can be associated with school leadership?
5. Why are both educational theory and practice important in our global society?

Key to Leadership

Understanding and melding theory into best leadership practices is paramount to success.

LEADERSHIP THEORY

How should school principals perceive leadership? Some administrators believe that it is one of those qualities that you know when you see it; however, it is hard to describe. Realistically, according to Doyle and Smith (2009), nearly as many definitions exist as theorists who write

about leadership. Many associate leadership with only one person leading, not realizing what must transpire to lead. To lead, especially in the principalship, one must (a) be able to influence others, (b) have followers, (c) come to the forefront when there is a crisis or special problem, and (d) have a clear idea of what one wants to achieve and why. "Thus, leaders are people who are able to think and act creatively in non-routine situations—and who set out to influence the actions, beliefs and feelings of others" (Doyle & Smith, 2009, n.p.).

Educational leadership has its roots in early organizational theory. Unfortunately, with so many varied organizations and systems to which these theories pertain, it is nearly impossible to find scholars all agreeing with how to categorize the history of leadership (Shih, 2009). Nonetheless, Hatch (1997) argues that organizational and leadership development is roughly divided by three periods of time: *classical*, *modern,* and *postmodern*. In this scheme, the classical period could be interpreted as characterizing a concern for an organization (school district) as a whole, while a modern period emulates a concern for individual members of the school (principals and teachers), and the postmodern period is noted for its focus on (students) learning and knowledge as a resource. The chronology that follows presents a number of noteworthy theorists and how they perceived leadership.

A Chronology of Leadership Theories

The chronology of a number of leadership theories presented below more or less illustrates a repackaging of theories. Another way of saying this is that in postmodern theories, there are no originals, only copies, or what can be called simulacra.

Chronology of Leadership Theories		
Year	**Theorist**	**Emphasis**
Classical-era Theories		
1491 BC	Jethro	The father-in-law of Moses urged him to delegate authority (Shafritz, Ott, & Jang (2005).
400 BC	Socrates	Leadership is an art that can be learned (Shafritz, Ott, & Jang (2005).
370 BC	Xenophon	Described the advantages of division of labor (Shafritz, Ott, & Jang (2005).
360 BC	Aristotle	Executive powers and functions cannot be the same but must reflect cultural environment (Boone & Bowen, 1987).
c. 1531	Niccolo Machiavelli	Earliest writings, *The Prince,* emphasized practical rather than moral actions: power (Bull, 2003).
1776	Adam Smith	Introduced division of labor to improve the productive powers of an organization. Smith's division of labor theory tends to reflect on how school districts, as organizations, developed as well as how principal leadership evolved during the early years of education in the United States (Shafritz, Ott, & Jang (2005).
1911	Frederick W. Taylor	Known as the father of scientific management. The theory includes (a) fixed principles, (b) first-class workers, (c) standardization of the principles, (d) piecework wage system, (e) close cooperation between employers and

Chronology of Leadership Theories		
Year	**Theorist**	**Emphasis**
		employees, (f) plan the work and operation, (g) separate management and work function, and (h) provide the manager with authority over subordinate members (Shih, 2009).
1916	Henri Fayol	Identified management functions to include planning, organization, command, coordination, and control (Fayol, 1916).
Modern-era Theories		
1922	Max Weber	Endorsed bureaucracy. The ideal type of a bureaucratic system was a model for impersonal rules, hierarchical design, and promotions based on merit (Boone & Bowen, 1987).
1926	Chris Argyris	Articulated the importance of professional development and in-service (Boone & Bowen, 1987).
1933	Mary Parker Follett	Advocated participatory management. Organization power should be shared rather than being hierarchical (Boone & Bowen, 1987).
1943	Abraham Maslow	His most renowned book, *Motivation and Personality,* emphasized human motivation with the five basic needs: physiological, safety, love, self-esteem or self-respect, and self-actualization (Boone & Bowen, 1987).
1950	Robert F. Bales	Leaders need to set building-level tasks and establish good working relationships with staff (Bales, 1950).
1960	Douglas McGregor	Introduced Theory X and Theory Y. The autocratic style is based on Theory X, in which leaders announce decisions, sell decisions, and invite questions about other people's expectations. The democratic style, conversely, is based on Theory Y, in which leaders delegate parts of authorities to subordinates and permit them to function within the defined limits (Boone & Bowen, 1987).
1963	Ralph Stogdill	Tasks and relationships as system-oriented behaviors and person-oriented behaviors were emphasized: setting building-level tasks and relationships (Stogdill, 1963).
1964	Fredrick Herzberg	The theory dealt with job attitudes and job satisfaction, which is now an important element of educational leadership practices. Herzberg's organizational leadership theory provided an important baseline for future leadership theorists (Boone & Bowen, 1987).
1967	Peter Drucker	The emphasis was on the importance of leaders concentrating on major areas in which superior performance formulates outstanding results. Setting priorities as a leader is a major part of Drucker's focus (Drucker, 1985).
Postmodern-era Theories		
1980	Erich Jantsch	He held that organizations in natural systems and subsystems, through self-organization, interactions, and co-evolution, would experience continuous change and innovation, which is the main characteristic of organizational life (Jantsch, 1980).

(Continued)

Chronology of Leadership Theories		
Year	Theorist	Emphasis
1983	Donald A. Schön	Organizations and leaders should be flexible and should incorporate lessons learned through life experience (Schön, 1983).
1985	Edgar H. Schein	The most important thing leaders should do is help shape an effective culture that allows people to complete their work smoothly (Schein, 1985).
1986	W. Edward Deming	Total quality management (TQM) is characterized by the free flow of information, pride and teamwork, a common purpose, an atmosphere of innovation, and continuous improvement (Deming, 1986).
1987	Wayne K. Hoy et al.	Contingency theory: Leadership actions are contingent (dependent) upon situations both internal (teachers) and external (parents and community): Situational leadership (Hoy & Miskel, 1987).
1990	Peter Senge	Organizations need to decentralize organizational power in such a way that it is shared by the members of the organization and becomes perfected in the common good of the organization. Inherent in this philosophy is the recognition of human dignity as the underlying basis of the common good (Senge, 1990).
1991	Joseph C. Rost	Relationship with followers was emphasized (Rost, 1991).
2000	Margaret J. Wheatley	A state of instability or imbalance creates growth necessary and desirable for any organization (Wheatley, 2000).
2000	Richard Elmore	Promotes instructional leadership with an emphasis on understanding effective practices in curriculum, instruction, and assessment as well as the ability to work with teachers on the day-to-day problems that relate to the topics of instruction (Elmore, 2000).
2001	James Spillane et al.	Focused on distributed leadership that is characterized as an interactive web of leaders and followers who change roles as the situation warrants (Spillane, Halverson, & Diamond, 2001).
2002	Michael Fullan	Emphasizes six components of leadership that affect sustainable and systemic change: moral purpose, understanding change, relationship building, knowledge creation, sharing, and coherence making (Fullan, 2002).
2003	Warren Bennis	Modern leaders must not rely on their personal skills or charisma to produce change. They must be able to engage others through the creation of a shared vision (Bennis, 2003).
2003	Peter Block	Emphasis was on effective questioning (Block, 2003).
2009	Ronald Heifetz et al.	Organizations resist quick fixes. Leaders have success only when they learn the system, learn the people, and adapt their own leadership (Heifetz, Grashow, & Linsky, 2009).

In most cases, each of the theorists noted above, both past and present, contributed to advancing the concept of leadership theory as it pertains to the principalship today. Although there is no one best way to organize, what is important is that there be a fit between the organization's structure, its size, its technology, and the requirements of its environment.

ORGANIZATIONAL LEADERSHIP MODELS

There are a number of organizational models on the books. Some of those include the System 4 design, site-based management, transformational leadership, synergistic models, and many others. The authors have chosen the following organizational models (see Figure 3.1) because they provide novel examples of how organizational theory relates to school systems and leadership styles (Shih, 2009).

Burke-Litwin Model

The Burke-Litwin Model (Figure 3.1) of organizational change and performance provides an overall institutional analysis and diagnosis of leadership. The model supports a link between an assessment of the wider institutional (school district) context and the nature and process of change within an organization. The model revolves around 12 organizational dimensions:

1. External environment
2. Leadership
3. Mission and strategy
4. Organizational culture
5. Management practices
6. Organizational structure
7. System and policies
8. Work climate
9. Motivation
10. Task requirement
11. Individual needs and values
12. Individual and organizational performance (Burke & Litwin, 1992)

The relationships between the variables are incorporated with seven factors, namely, *skills, structure, staff, systems, style, strategy,* and *shared values*. This model can be very useful for the transformation of the (school) organization to reflect the flow of leadership. The model also provides good support for the explanation of organizations to perform organizational change (Burke & Litwin, 1992).

Figure 3.1   Arrows going in both directions convey the open-systems principle. A change in one (or more) box(es) will eventually have an input on the others.
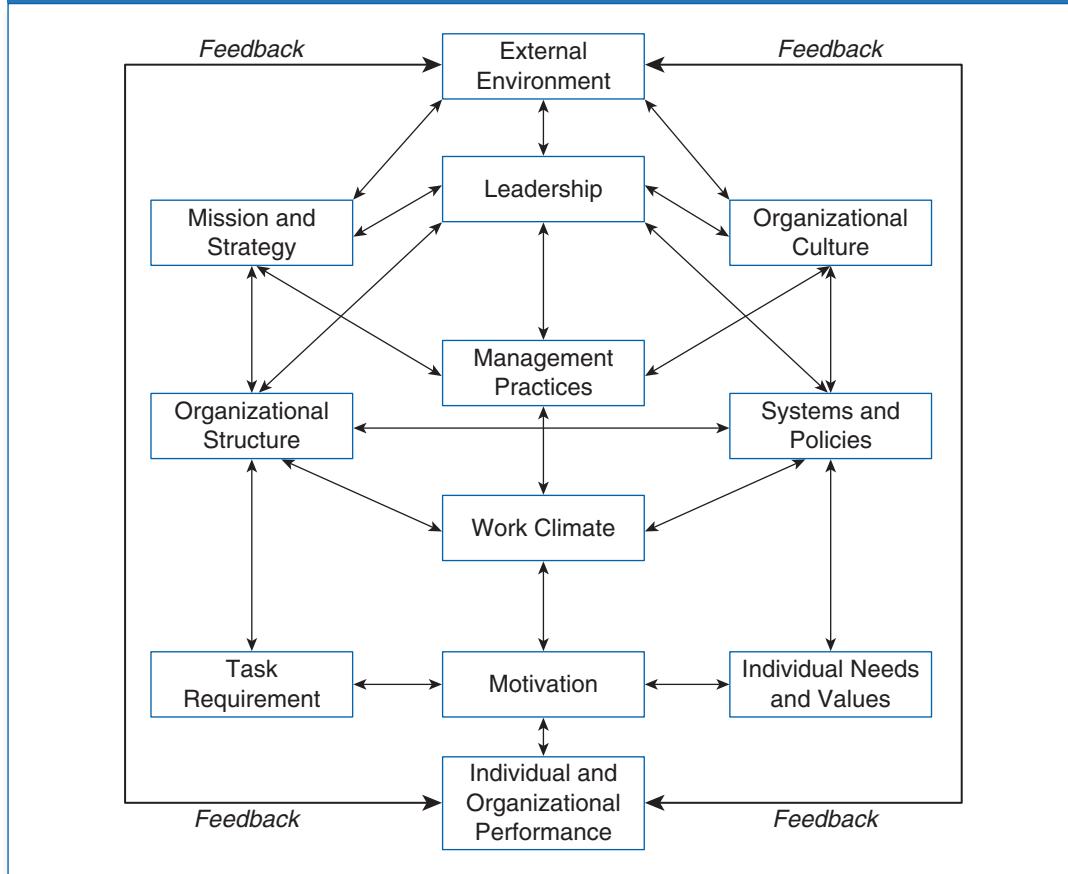
SOURCE: From "A causal model of organizational performance and change" by W. W. Burke and G. H. Litwin, 1992. *Journal of Management*, *18*(3), 523–545. Copyright 1992 by Sage Publications, Inc. Reproduced with permission.

Major Leadership Styles

Leadership styles, like myths and metaphors, help us to make sense of our world. Whether derived from whim or from serious research, a leadership style offers us a means of comprehending an otherwise incomprehensible problem. An instructional leadership design style gives structure and meaning to an I.D. problem, enabling the would-be designer to negotiate his or her design task with a semblance of conscious understanding. Leadership styles help us to visualize the problem, to break it down into discrete, manageable units.

The value of a specific leadership style, as shown below, is determined within the context of use. Like any other instrument, a style assumes a specific intention of its user.

Therefore, a leadership style should be judged by how it mediates the designer's intention, how well it can share a work load, and how effectively it shifts focus away from itself toward the object of the design activity (Cherry & Spiegel, 2006).

Table 3.1		
Major Leadership Styles		
Style	**Narrative**	**(✓)**
Impoverished leadership	This style is often referred to as laissez-faire leadership. Leaders in this position have little concern for people or productivity, avoid taking sides, and stay out of conflicts. They do just enough to get by.	
Country club leadership	Leaders in this position have great concern for people and little concern for production. They try to avoid conflicts and concentrate on being well liked. To them, the task is less important than good interpersonal relations. Their goal is to keep people happy. (This is a soft Theory X approach and not a sound human relations approach.)	
Authority-compliance	Leaders in this position have great concern for production and little concern for people. They desire tight control in order to get tasks done efficiently. They consider creativity and human relations to be unnecessary.	
Organization leadership	This style is often termed middle-of-the-road leadership. Leaders in this position have medium concern for people and production. They attempt to balance their concern for both people and production, but they are not committed.	
Paternalistic "father knows best" leadership	This is a style in which reward is promised for compliance and punishment threatened for noncompliance.	
Opportunistic "what's in it for me" leadership	If utilized, this style depends on what the leader feels will return to him or her the greatest self-benefit.	
Team leadership	This style of leadership is considered to be ideal. Such managers have great concern for both people and production. They work to motivate employees to reach their highest levels of accomplishment. They are flexible and responsive to change, and they understand the need to change.	
In column three, place a check (✓) mark by the leadership style you experienced from an administrator(s) in your current or previous school district.		

SOURCE: Adapted from The grid theory of leadership by John Birch (n.d.). Retrieved from www.stewart-associates.co.uk/leadership-models.aspx

RESEARCH THEORY INTO PRACTICAL APPLICATION

Theoretical leadership models can be awkwardly complex. One way of bridging the gap between theory and practice is the raising of awareness. School leaders need to accept and model new ideas if they are to address school reform. In the same fashion, school leaders must also be open to finding solutions—solutions that may be in one setting but may not be conducive in another.

Tip for Principals: 3.1	Without continual support of the building principal, school reform may not be possible.

According to Fashola (2004), a window to school leadership reform is often based on three components: organizational programs, schoolwide reform programs with curricula, and combinations of organizational and curriculum-specific programs. It is up to the leadership team to explore each of these areas. In order to make the transition from the theoretical to best practice, principals and teacher leaders need to first make sure there are clear goals established for all projects. Second, curriculum, materials, and implementation strategies must be in place. And third, there must be high-quality professional development to solidify the process. The fourth and final capstone, however, is support from leadership. Without continual support of the building principal, school reform may not be possible.

How Principals Use Theory and Research

According to Professor Emeritus Bruce Biddle of the University of Missouri and Dean Lawrence J. Saha of the Australian National University (2006), school principals value and use educational research. As part of their study, Biddle and Saha gathered information through structured interviews and questionnaires from 120 principals (81 in the United States and 39 in Australia). They found the following:

1. *Most principals hold positive opinions about educational research.* Roughly 90% of the respondents in both Australia and the United States rated principals high in research use.

2. *Most principals are actively interested in education research that is relevant to their professional needs.* The typical respondent provided information regarding at least four different types of research.

3. *Most principals are at least minimally familiar with a wide range of educational topics.* Principals were primarily interested in research and theory involving teacher expectations, student achievement, time-on-task skills, and at-risk students.

4. *Most principals are regularly exposed to information sources based on research*. Respondents noted they read one or two journals as well as one or more professional books annually.

5. *Most principals believe that research knowledge plays an active role in policy decisions and instructional practice*. A number of principals used research applications in addressing school policy change and new instructional practices.

Both Biddle and Saha (2006) found in their study that principals acquired much of their theory and research practices from primary and secondary sources such as visiting other schools, multimedia, meetings, conferences, and educational journals. Overall, the study showed that principals generally view research positively, and it helped them in improving their schools.

Building Connections

Theory is dynamic. Principals using research are learning to change the culture of school by building support from within. A principal's most important job is to assist teachers as well as to make connections both in and out of the classroom. Successful principals realize that making connections with teachers and classrooms means following ELCC Standard #2 and thus promoting success of all students through a positive school culture, providing effective instruction, and applying the best practice to student learning as well as designing a comprehensive professional growth plan for staff. Basically, top-notch principals know they need to organize schools in a manner that makes these theoretical connections possible. Making good things happen is fundamental to the job of any successful principal.

Building theoretical connections means acquiring frontline experience. Successful principals have learned to apply new ideas in a practical straightforward fashion, and then, over time, augment these ideas. This allows the staff to self-organize and develop without being continually monitored. If given the support and freedom they need, staff members will make the right choices and the right connections. For example, if a principal is introducing a new program such as response to intervention (RTI), it is important to lay the groundwork with team leaders and then to move slowly. Moving with deliberation from the abstract to the concrete, along with well-planned professional development, allows for a better transition toward change (Huebner, 2008).

Tip for Principals: 3.2	Building leadership connections is an important element of change.

Teachers like and want new theoretical ideas if they work, save time, and produce tangible results. If teachers accept new ideas and develop ownership in the process, there is a good chance these ideas will be used in the classroom. Therefore, the key to leadership is building necessary relations before embracing change. When teachers develop a deep

understanding of what is expected, then needed change will follow. As can be seen, anchoring and reinforcing core concepts is paramount to the process of melding theory into practice. Moreover, in the end, making the right connections is what leadership theory is all about.

Turning theory into practice can be easy for principals as well. For example, just learning student names can make a major difference in the operation of a school. It sounds difficult, but highly successful principals, even principals of very large schools, find that learning the names of as many students as possible pays off tremendously. Knowing a little something about the student and having a meaningful conversation can create a powerful connection between a principal and student. For example, if a high school student is rifling through a locker, the principal is not going to be very successful hollering "Hey you!" The high school student's response might not be too flattering. The principal, then, is usually far more successful in using the student's name—that usually gets some attention. Even more impressive is the principal who can make a personal connection with the student's parent(s), guardian, or relatives. Principals who know their students find it helpful when parents come calling and are upset. Knowing the student and/or the parent can be useful and may help diffuse the situation, or at least lessen the anger.

Principals as Partners

Theory into practice also means principals becoming partners within the school community. Going solo does not help. In addition to building connections with teachers and students, it is important to build partnerships with superintendents, central office staff, and other administrators. Building-level principals need to understand that superintendents and central office staff have a limited amount of time and may not totally comprehend what is happening at other levels. Considering theory and practice, it is important for principals to do the following:

- Invite central office staff and other principals to your school. Try to include these individuals at gatherings when possible and make them feel welcome.
- View issues from a district-level as well as building-level perspective. Having a better understanding of issues often gives principals a greater chance to succeed.
- Schedule times to meet with others to review programs. Collaborating with other principals and even with central office staff can be enlightening. Unfortunately, many principals avoid the central office staff.
- Create networking opportunities. Joining a local, state, and national principals' group can be enormously rewarding.
- Mentor new principals. Building coalitions with new principals can be of benefit to all.

Logically, making connections with central office staff, teachers, students, parents, and community stakeholders can make or break communication. Involving as many individuals as possible in the decision-making process before decisions are made is a vast part of being a successful principal.

Tip for Principals: 3.3	Trust doesn't just happen; it happens when principals network and work together at all levels.

A primary ingredient in moving from theory into practice is building trust. When developing trust, principals need to make an extra effort to reach out not only to administrators, staff, and students, but to parents as well. Trust does not just happen; it occurs when principals network and work together at all levels. If principals struggle with trust, there is little hope for a positive school climate.

Locking in on team leadership at all levels is a major part of building trust. Without team leadership, there can be no collaboration. Nurturing and sustaining shared leadership allows for a balance between theory and practical application of ideas (Fleck, 2007). Principals who share leadership with teachers and teacher leaders are able to develop a strong school culture because school culture often shapes who and what we are (Harris, 2007). Principals who reach out to others are apt to be effective leaders. Thus, networking and building the right connections do make a difference in creating best practices as well as creating a great school.

Future Leadership

To meet future global challenges, principals will need to raise the leadership bar. It is not what principals will need to learn, it will be how they learn. In that regard, technology will definitely play a major part in shaping, even framing, the future of school leadership. Pertinent questions related to inquiry and world problems will provide motivation and virtual engagement for tomorrow's leaders. As a result, many leadership solutions will be based on outcomes relating to the use of technology.

Tip for Principals: 3.4	The principal who is the most receptive to theory and responsive to change will be the one to survive.

From a theoretical perspective, learning new technologies will be in every principal's job description. Consequently, changing teachers' perceptions about technology will be at the top of the list. With relative certainty, principals will have to make drastic changes in how technology is used in schools. In the very near future, individual building leaders will need to provide their staff with the knowledge and skills needed to succeed in a new global world. In turn, teachers will need to learn how to best utilize technology in classrooms without walls. For traditional principals, this will be mind boggling. For future-oriented principals, it will be exhilarating.

There is little doubt that new technology-savvy principals will be taking the lead. Students of the future will be taking virtual field trips to other countries. They will be video conferencing digitally with foreign experts who can help them develop understanding and skills. Distance is no longer an issue. Principals, wanting students to compete globally, will no longer be able to ignore the importance of digital competencies. These principals, with a new vision, will be taking steps to change mindsets, policies, and practices (Zhao, 2010). To be globally competitive, 21st-century principals will be applying technology at all levels of school operation. Much of the concept of leading will be in a digital form.

As can be seen, school leadership is going to be radically different and unlike anything we have heretofore seen. In this new digitized world, school leaders will certainly encounter roadblocks. To make it through these futuristic hurdles, building-level administrators will need to embrace a new way of thinking about schools. For many individual students, schools of tomorrow may just be mobile devices with a connection to teachers. The concept of a solitary and isolated classroom may be in the past. Principals, therefore, will have to step up to the challenges, allowing for a smooth transition from old to new. The principals most receptive to theory and responsive to change will be successful.

SUMMARY

Being the best of the best for school principals will mean being provided with the *practical knowledge and theoretical perspectives* needed to meet future challenges. Exploring new and innovative leadership practices will lay a foundation for our future leaders and allow for the development of a new culture of schools. This chapter provides a background of theory and practical applications that will help lead the way. Also covered in this chapter is a look into the future as to what might be required of the 21st-century principalship. Only by contemplating what lies ahead can our school leaders prepare for the future. Developing a positive attitude toward a new virtual world of school will help the principalship be successful.

APPLICATIONS

1. Why should principals have an understanding of leadership theory?

2. Robert J. Marzano, Timothy Waters, and Brian A. McNulty (2005), officers and researchers with Mid-continent Research for Education and Learning (McREL), examined 69 studies using meta-analysis looking for specific behaviors related to principal leadership and student achievement. The findings from the study validated the opinions expressed by leadership theorists for decades. The 21 responsibilities for school leaders that significantly affected student achievement are listed in Exhibit 3.2. From the Chronology of Leadership Theory (pp. 4–7), identify and insert the names of the theorist(s) in column three who you feel contributed to each of the 21 responsibilities provided.

Table 3.2 The average correlation of .25 produced by meta-analysis for the 21 responsibilities was based on principal leadership behaviors and student achievement. These responsibilities provide some insight into the nature of school leadership.

Principal Responsibilities and Theorist(s) Contributions		
Responsibility	**The extent to which the principal . . .**	**Contributing theorist(s)**
1. Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	
2. Change agent	Is willing to challenge and actively challenges the status quo	
3. Contingent rewards	Recognizes and rewards individual accomplishments	
4. Communication	Establishes strong lines of communication with and among teachers and students	
5. Culture	Fosters shared beliefs and a sense of community and cooperation	
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	
8. Focus	Establishes clear goals and keeps those goals at the forefront of the school's attention	
9. Ideals/beliefs	Communicates and operates from strong ideals and beliefs about schooling	
10. Input	Involves teachers in the design and implementation of important decisions and policies	
11. Intellectual stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	
12. Involvement in curriculum, instruction, and assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	
13. Knowledge of curriculum, instruction, and assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	

(Continued)

Table 3.2 (Continued)		
Principal Responsibilities and Theorist(s) Contributions		
Responsibility	**The extent to which the principal . . .**	**Contributing theorist(s)**
14. Monitoring/ evaluating	Monitors the effectiveness of school practices and their impact on student learning	
15. Optimizer	Inspires and leads new and challenging innovations	
16. Order	Establishes a set of standard operating procedures and routines	
17. Outreach	Is an advocate and spokesperson for the school and all stakeholders	
18. Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	
19. Resources	Provides teachers with materials and professional development necessary for successful execution of their jobs	
20. Situational awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	
21. Visibility	Has quality contact and interactions with teachers and students	

Adapted from School Leadership That Works: From Research to Results by R. J. Marzano, T. Waters, & B. A. McNulty, 2005, pp. 42–43. Copyright 2005 by Mid-continent Research for Education and Research (McREL).

3. List three leadership theorists and discuss how their contributions might still be affecting school leadership today.

4. As a principal, how might you implement a new research-based program in your school? What practical applications and strategies might you use?

5. Why are building connections and trust important aspects of leadership?

6. How are today's principals balancing theory and practical applications in their schools? Give several examples.

CASE STUDY   Sharing Leadership

Players

Bob Schneider, principal, New Port Middle School

Pauline Stetler, principal, Florence Middle School

Setting

School cafeteria

Scenario

Bob Schneider, a longtime principal of New Port Middle School, is having lunch with a colleague, Pauline Stetler, a principal from another middle school across town. Looking tired and worn out, Principal Schneider removes his glasses from graying hair, leans over the table, and sighs.

"You know, Pauline, I'm not sure how much longer I can keep going. We didn't make AYP and I don't know what to do." He then adds with a scowl, "I can't keep up with all these new NCLB and RTI theoretical ideas."

"Bob," she says nicely. "Bless your heart—you just try to take on everything by yourself. You need to be a little bit more practical on how you address state and federal regulations."

"I know," he grumbles, fiddling nervously with his fork.

Putting her napkin down on her lap, Pauline gives him a concerned look.

"Why don't you do what a bunch of us are doing?" She laughs. "We've got some crackerjack teacher leaders helping us out. I just figure out what they're good at—and put 'em in charge." She then adds with a wink, "They're terrific!"

The Challenge

Analyze the nature of Bob Schneider's problem. What is Principal Pauline Stetler suggesting? Should he take her advice? Why or why not?

Key Issues/Questions

How might principals be handling the theoretical aspects of NCLB changes in their schools?

1. What impact might leadership theory have on the development of student achievement?
2. Why did Principal Stetler suggest sharing leadership with teacher leaders?
3. What are some practical applications of school leadership being used in schools today?
4. Why is it important for principals to become technologically savvy?
5. What are some of the challenges principals will face in the future?

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Guide to Active Research
   www.infed.org/research/b-actres.htm

Guide to Educational Research
   http://www.eric.ed.gov/

National Association of Elementary School Principals
   http://www.naesp.org/
   http://www.vision2021.org/

National Association of Secondary School Principals
   http://www.principals.org

University of Maryland: Department of Education: Educational Policy and Leadership
   http://www.education.umd.edu/EDPL/areas/curriculum.html

Note: Some Web resources are time and date sensitive and may become inactive at any time.

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