What is Effective Instructional Leadership?
Longitudinal Evidence from Observations of Principals

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Educational administration scholars have long argued that principals should serve as the instructional leaders in their schools, but relatively few studies have attempted to link specific instructional leadership behaviors in schools to school performance empirically. This study draws on in-person observations of principals collected over full school days over two different school years in a large, urban district to investigate how principals allocate their time across different instructional leadership tasks, and how instructional time use is associated with school effectiveness. We find that overall instructional time use does not predict school effectiveness, but that some specific instructional activities do. In particular, time spent coaching teachers about their instructional practice and evaluating teachers or curriculum predict greater school effectiveness and increases in school effectiveness. In contrast, time spent conducting brief classroom walkthroughs is associated with less effective schools and decreases in school effectiveness. Negative associations are larger when principals report that classroom walkthroughs are not seen as professional development opportunities.

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If there are two conclusions to be drawn from recent empirical research using comprehensive administrative data to examine principals' effects on school performance, they are: (1) good principals raise student achievement (Branch, Martorell, & Rockoff, 2012; Dhuey & Smith, 2012; Grissom, Kalogrides, & Loeb, 2012), and (2) observable characteristics of principals (of the kind typically available in administrative data sets) explain little of the variation in principal performance once school-level factors are taken into account (e.g., Clark, Martorell, & Rockoff, 2009). Instead, identifying the markers of what makes an effective principal requires information about principals' behaviors, skills, and other characteristics of their work.

Research in educational administration suggests in particular that principals who focus their efforts on creating a school environment conducive to teaching and learning—so-called *instructional leadership*—are most likely to facilitate school improvement (Robinson, Lloyd, & Rowe, 2008). Pinning down exactly what effective principals do differently to build such an environment, however, remains a subject of debate (Murphy, 1988). Although different researchers emphasize different facets (e.g., monitoring classrooms, setting clear goals, protecting instructional time), the thrust of this literature is that strong instructional leaders are "hands-on leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms" (Horng & Loeb, 2010, 66). This latter idea, that good principals frequently visit classrooms in walkthroughs or informal evaluations, has become a particularly popular identifier of instructional leadership (Eisner, 2002; Protheroe, 2009).

Although the literature on instructional leadership is extensive, most studies in this area—like research on principal effectiveness more broadly—are limited to small samples, or, in the case of larger-scale studies, rely exclusively on surveys to draw inferences about principal

behaviors and skills. Small samples constrain researchers from linking principal behaviors empirically to school outcomes and raise concerns about generalizability. Survey data can help circumvent these problems, but possibly at the expense of depth and come with their own set of potential problems, including unreliable respondent recall or social desirability bias, which may introduce measurement error and other challenges. Moreover, studies linking principals' instructional leadership behaviors to student outcomes using larger samples have rarely utilized longitudinal student-level administrative data capable of appropriately controlling for other predictors of student learning. At least one recent study of principal effectiveness using a student-level value-added framework found evidence that other factors, such as skills related to organizational management, were more important than instructional leadership skills in explaining student performance (Grissom & Loeb, 2011).

This study employs a different approach to the study of instructional leadership, leveraging a unique alternative source of data about school leadership behaviors: in-person observations. Over two different school years (2008 and 2011), we sent trained observers into a stratified random sample of approximately 100 schools in Miami-Dade County Public Schools (M-DCPS), the nation's fourth-largest school district, to shadow school administrators over full school days and record detailed information about principal time allocation.

Pairing the detailed data collected by the observers with rich administrative data provided to us by the district, which includes information about schools, personnel, and students, and with survey data collected from the principals, we investigate principals' investment in instructional leadership behaviors in their schools. Moving beyond just examining time spent on instruction broadly, we examine how principals spend time on specific task areas related to leading their school's instructional program, differentiating, for example, time spent monitoring teachers from

time spent on other kinds of instruction-related tasks, such as providing teachers with feedback or developing the educational program at the school. We then explore whether time spent on different instructional activities is associated with different school characteristics. Finally, we investigate whether variation in overall or specific instructional activities predict either schools' value added performance or increases in schools' value added performance over time.

We find that overall instructional time use does not predict school effectiveness, but that some specific instructional activities do. In particular, time spent coaching teachers about their instructional practice or evaluating teachers or curriculum predict greater school effectiveness and increases in school effectiveness. In contrast, time spent conducting brief classroom walkthroughs is associated with less effective schools and decreases in school effectiveness. Negative associations are larger when principals report that classroom walkthroughs are not seen as professional development opportunities.

Effective Principals as Instructional Leaders

Research linking high-quality school leadership to better school performance has a sustained history in educational administration (see Hallinger & Heck, 1998). More recently, several studies leveraging rich panel data on student outcomes have demonstrated this linkage as well (Branch, Hanushek, & Rivkin, 2012; Coelli & Green, 2012; Dhuey and Smith, 2012; Grissom, Kalogrides, & Loeb, 2012). For example, Branch, Hanushek, and Rivkin (2012) estimate that a school with a principal whose effectiveness is one standard deviation above the mean will have student learning gains at 0.05–0.10 standard deviations greater than average— smaller than the typical effect size for teacher quality, unsurprisingly, but still educationally important, especially given that principal effects apply to every student in the school.

These differences in principal effectiveness across schools raise the question of what factors lead some principals to be more effective than others. While there are a large number of answers researchers have provided to this question—linking principal effectiveness to transformational leadership orientations (Leithwood & Sun, 2012), organizational management skills (Grissom & Loeb, 2011), approaches to human resource administration (Rosenholtz, 1985; Stronge, Richard, & Catano, 2008), and problem-solving ability (Leithwood & Stager, 1989), among others—one echoed most often is that effective principals are effective instructional leaders. Although definitions vary, *instructional leadership* generally is defined as the class of leadership functions directly related to supporting classroom teaching and student learning (Murphy, 1988). Researchers hypothesize that principals who excel at these functions impact student performance indirectly by improving the quality of the instruction students receive from teachers (see Marzano, Waters, & McNulty, 2005). Indeed, one meta-analysis of associations between instructional leadership on student outcomes across studies shows a sizable average effect size (Robinson, Lloyd, & Rowe, 2008), though many of the studies included in the review may not have appropriately controlled for confounding factors.

An obvious challenge for a concept as broad as *leadership functions that support teaching and learning* is distilling what counts as instructional leadership and what does not. Otherwise, practitioners have little guidance for how they might develop or improve instructional leadership within their schools. This issue is a complex one that scholars have been wrestling with for decades (e.g., Hallinger & Murphy, 1985; Murphy, 1988). Most commonly, instructional leadership is operationalized as defining and communicating the school's mission; managing the school's instructional program by supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress; and creating a learning climate by,

for example, protecting teacher instructional time and providing incentives for learning (Hallinger & Murphy, 1985; Murphy, 1990; Hallinger, 2005). This characterization suggests that behavioral markers of effective instructional leadership "on the ground" might include visiting teachers' classrooms, talking about school goals, analyzing student data, or coordinating teacher professional development.

The idea that principals should be frequent visitors to teachers' classrooms has become particularly identified with instructional leadership. Indeed, principals show higher involvement in classroom observations and feedback in higher-performing schools (Heck, 1992; Robinson, Lloyd, & Rowe, 2008). Eisner (2002) recommends that one-third of principals' time be spent in classrooms. One vehicle is the classroom walkthrough. Walkthroughs are described as data-gathering vehicles wherein principals collect information about teaching practice or implementation of school programs to learn what teachers need but not to evaluate them (David, 2007). When used frequently, researchers suggest that short, informal walkthroughs can help build a more positive instructional culture (Downey et al., 2004). Also, administrators can use walkthroughs to gauge the school climate and show that they are engaged with and value instruction and learning (Protheroe, 2009).

Evidence on the efficacy of walkthroughs has been somewhat mixed, however, perhaps because of large variation in how principals conduct them and what purposes they serve (David, 2007). Often, walkthroughs are not utilized as part of an overall school improvement strategy that includes additional support and opportunities for professional development, which makes them less useful (Kerr et al., 2006). A disconnection between the use of walkthroughs and school improvement efforts more generally can lead teachers to dismiss them, to feel anxious about them, or to feel mistrustful about their purpose (David, 2007). In particular, walkthroughs that do

not feature some component of feedback to teachers, even if this feedback is not provided after every visit, may be less effective (Downey et al., 2004).

The importance of providing feedback on instruction—as a component not only of teacher monitoring and evaluation (e.g., Hallinger & Murphy, 1985) but of coaching teachers to instructional improvement (Blase & Blase, 2000)—is seen as an integral part of instructional leadership. Qualitative studies have linked instructional feedback from principals, particularly following in-class observations, to teacher reflection, development, and efficacy (Blase & Blase, 1999). Survey-based studies linking instructional leadership to student learning typically have considered coaching alongside other behaviors and not examined the principal's coaching role directly (e.g., Robinson, Lloyd, & Rowe, 2008).

Research on Principal Time Allocation

One difficulty in examining leadership is the difficulty of collecting reliable data. Typically, information about principals' day-to-day work behavior is unavailable in administrative data sets. Collecting data on principal work behavior typically has limited analysis of leadership behaviors either to case studies, which may not generalize, or self-reported data from surveys, which may sacrifice depth and come with inherent biases, such as respondents' inability to recall their behavior with certainty.

A small number of studies have sought to address the drawbacks of case studies and survey self-report data by data collection strategies that focus on principals' daily time use. For example, May, Huff, and Goldring (2012) recruited principals in 39 schools in a southeastern district to complete daily logs documenting their activities during that work day. In another approach, Spillane et al. (2007) contacted 52 principals at 15 random times throughout 6

consecutive days via a handheld device to have them record their current activity. Collecting time-use data from principals about their activities on a short-term basis makes events easier to recall and presumably provides greater accuracy than survey reporting that looks back over a longer time frame, though other self-report biases may still be present.

A complementary approach that does not rely on self-reporting is the in-person observation. This approach is the one taken by Horng, Klasik, and Loeb (2010), which reports on cross-sectional data from high schools collected in Miami. In that study, structured protocols were used by trained observers to capture "snapshots" of 41 high school principals' time allocation on 43 possible tasks at five-minute increments throughout a school day. The authors found consistent positive relationships between time on organizational management tasks, such as teacher hiring and budget allocation, and school quality as measured by parent and teacher evaluations and by performance in the Florida state accountability system.

Surprisingly, however, neither the Horng, Klasik, and Loeb (2010) study nor the May, Huff, and Goldring (2012) study uncovered a relationship between time spent on instruction or instructional leadership and school performance. Horng, Klasik, and Loeb (2010) found no relationship between any of their school outcomes and time devoted to instructional tasks such as classroom observations and coaching teachers. While May, Huff, and Goldring (2012) found that principals engaged more in instructional leadership behaviors in low-performing schools, those who increased their time allocation in instructional leadership over the course of the study showed no accompanying increase in student test score performance.

This divergence between prior research advocating the importance of instructional leadership and these more recent findings of little benefit to additional principal time on

instructional tasks warrants a closer look. In particular, we ask whether some specific instructional leadership tasks are associated with more productive schools while others are not.

Data

The data collection builds on the data from the Horng et al. (2010) study. In each of two school years, we sent trained observers to shadow participating principals in Miami-Dade County Public Schools(M-DCPS) throughout the school day. M-DCPS educates approximately 350,000 students each year, a majority of whom (62 percent) are Hispanic and approximately 75 percent of whom are eligible for subsidized lunches.

The observers for this study were armed with a protocol developed by our research team over multiple years of working with and examining time use data. A timer alerted the observer to record information about the principal's activity in five-minute increments, beginning about 30 minutes prior to the official start of school and ending with the afternoon bell. The protocol in 2011 contained a list of approximately 50 task areas (e.g., student discipline, communicating with parents), plus modes of activity (e.g., face-to-face meeting) and location, which the observer recorded throughout the day. The task list was slightly shorter in the first year, 2008. For a subset of tasks, such as interactions with teachers, the observer was prompted to collect additional data elements, including what was discussed or who initiated the interaction. Appendix 1 provides the list of tasks as well as the additional data elements collect for staff-interaction tasks in 2011.

We included all high schools in the district in the study as well a random sample of elementary and middle schools. The scale of data collection was deliberately large to allow for explicit modeling of the links between principals' actions and teacher or student outcomes.

Because we track schools longitudinally, we are able to observe changes in school performance over time and to arrive at better estimates of the impact of principal time use on outcomes, a significant advantage over previous work in this area. In addition, we sent duplicate coders to a subsample of schools to record data on separate protocols using the same timer so we could assess and improve the reliability of the data collection. We aimed to design the protocol to limit the need for judgment. As such the reliability is quite high at approximately 90 percent. .

We link observations to rich administrative data on personnel and students provided to us by M-DCPS. Personnel files include information about staff characteristics and employment in each year. Student files include student characteristics and performance information on standardized tests, which we use to create test score growth measures over time.

We also supplemented the observational and administrative data with web-based principal surveys. For this study, use the data from survey questions of principals where we asked questions directly addressing classroom observations. We gave surveys to all 314 M-DCPS principals in regular public schools in spring 2008 and 306 principals in 2011 and obtained an average response rate of 89%

Methods

The goal of this study is to answer the following three research questions. First, we ask what proportion of principals' overall time is spent on instructional activities overall and on each of five different types of instructional activities. In particular, we investigate the following activities: (1) coaching teachers to improve their instructional practice; (2) developing the school's educational program; (3) evaluating teachers or curriculum; (4) informal classroom walk-throughs to observe practice; and (5) planning or participating in teachers' professional

development. Second, we ask whether variation in specific instructional activities is associated with differences in school characteristics. And finally, we ask whether variation in specific instructional activities predict either schools' value-added performance or increases in schools' value-added performance over time.

The first two research questions are descriptive. For the first question we simply report statistics describing the time spent on instruction overall and on each task. For the second question we describe differences in the characteristics of schools in which principals spend more or less time on instructional tasks and we test the differences with simple *t*-tests.

The final question requires more rigor. Although we do not have the ability to identify a convincingly causal effect of principal time use on school effectiveness, we aim to provide initial evidence on whether there is likely to be a causal relationship. To this end, we want to compare observably similar schools, reducing the possibility that the observed relationship is driven by factors that affected both school quality and principal behavior. Our first set of analyses is based on the following equation:

$$A_{igsy} = \beta_0 + A_{igs,y-1}\beta_1 + A_{itgs,y-1}^{other}\beta_2 + X_{igsy}\beta_3 + C_{gsy}\beta_4 + S_{sy}\beta_5 + P_{sy}\beta_{5y} + \pi_g + \theta_y + \varepsilon_{igsy} \ (1)$$

Here, the test performance of student *i* in grade *g* in school *s* in year *y* is modeled as a function of that student's test performance in the prior year both in the same subject (e.g., math or reading) and in the other subject as well as student characteristics *X*, classroom characteristics *C*, and school characteristics *S*. The student characteristics we include are: gender, race, age, free or reduced price lunch (FRPL) status, special education (SPED) status, limited English proficiency (LEP) status, prior-year absences and out-of-school suspensions. The classroom characteristics are the averages of the student characteristics as well as class average reading and math scores and behavioral outcomes from the prior year and the standard deviation of the

class's scores; and the school characteristics are: total student enrollment, the proportion of student racial groups and FRPL students in the school, and indicators or whether the school is an elementary, middle, or high school. Also included in Equation 1 are grade and year fixed effects to take out any systematic differences in learning across years and grades. Finally, Equation 1 includes our measure of interest, P, which is principal time use on instructional activities. The equation essentially models whether students who we would predict would have similar achievement gains given their own characteristics, their classrooms characteristics and schools' characteristics actually learn more in schools where principals spend more time on instruction. The model is run at the student level but the variable of interest is a school level measure so we cluster the standard errors at the school level.

Equation 1 allows us to ask whether students learn more in schools where we observe principals spending more time on instruction. However, one aim of instructional leadership is to improve school effectiveness so schools get better over time and students learn more today than they did in the past or more in the future than they do today. Students in a fourth grade classroom in one year are not the same as students in that same classroom in another year, so it is difficult to determine how much the current students would have learned in prior years had their principal been spending more or less time on instruction. Our approach is to create an estimate of each school's effectiveness in the same subject in each of the past two years and to add these measures to the model presented in Equation 1. Thus, this second analysis asks whether students learn more when their principal spends more time on instruction relative to how much they likely would have learned one or two years earlier.

While conceptually appealing, the drawback of this approach is the imprecision in the measurement of prior school effectiveness. We create this measure based on a model similar to

Equation 1 but removing the principal time-use measure and including a school-by-year fixed effect. The coefficient on the school fixed effect for the prior year of interest becomes our initial measure of school effectiveness. There is some sampling error associated with this measure, so we use the standard error of the fixed effect along with Empirical Bayes shrinkage techniques as described in Grissom, Kalogrides and Loeb (2012) to reduce the measurement error. Unfortunately, not all of the error in the school value-added measures is due to sampling error; for example, the school may have had a particularly bad year for student test performance because of a random event, and we cannot adjust for this noise. Thus, our estimates of the relationship between principal time use and school improvement may have some bias arising from measurement error, or, stated differently, for the lack of complete adjustment for prior school effectiveness.

Finally, given our findings from the analyses above, we use principal survey data, as well as additional, supplemental observational records, that provide more detailed information on time use when principals are engaged in instructional tasks. Specifically, we first leverage survey data from 2008 that investigated principals' perspectives about their classroom walkthrough activities. In particular, we examine whether principals identified their classroom walkthroughs as interactions that were seen as opportunities for professional development. We use this data to sharpen our identification of classroom walkthroughs as either more or less related to teacher development. Second, we investigate the specific content and tone of interactions that observers coded as supplemental information when they identified teacher coaching activity, in order to better understand the work that principals were engaged in. Descriptive analysis from this data helps us to better understand the patterns that emerge with respect to instructional coaching.

Results

Principals' Instructional Time Use

Our analyses begin with a description of how much time principals spend on instructional activities during the school day. Table 1 describes the distribution of principals' instructional time use overall and across specific categories of instructional activity. Overall, principals spend an average of 12.8 percent of their time on instruction-related activities. Within this area, brief classroom walkthroughs are the most common activity, accounting for 5.6 percent of principals' time use. Formally evaluating teachers or their curriculum accounts for 2.4 percent of principals' time. Principals spend 0.6 percent of their time informally coaching teachers to improve their instruction, and 0.9 percent of their time developing the educational program at their school. Observed principal activity related to professional development planning or execution varies widely across school years and types, but averages 0.8 percent of time use. Some of the variation in professional development time use stems from a small subset of school principals who were observed spending more than 15 percent of their time in these activities. Nine other instructional time use categories total to 2.4 percent of principals' time.

Variation in principals' instructional time use is associated with some school characteristics, though overall we do not observe a lot of differences in time use by school type. Table 2 describes a variety of school characteristics for principals with above or below average instructional time use, both overall and in each specific area of interest. Overall, principals who spend below average amounts of time on instructional activities are more likely to lead schools with higher achievement levels. There is, however, no significant difference in time use by the poverty, race or ethnicity composition of the schools or by the average test performance of the students.

Most specific instructional time use categories are not associated with notable differences in school characteristics. For example, there are no significant differences in the characteristics of schools by the percent of time principals spend coaching teachers or developing the school's educational program. There are also few significant differences in the characteristics of schools related to principals' time on classroom walkthroughs, though principals do marginally fewer walk-throughs in high schools and in larger schools. However, there are some larger differences in proportion of spent of time spent evaluating teachers and the curriculum. In particular, principals in lower-achieving schools and in schools with a higher proportion of free or reduced price lunch (FRPL) students and black students spend more time on evaluation. In addition, principals in elementary schools spend more time on professional development than principals in other schools.

Instructional Time Use and School Performance

The primary goal of this study is to examine the extent to which overall and specific instructional time use predicts student learning and increases in school's value added to student learning over time. Table 3 provides these results for our full sample of schools across both school years in math and in reading. The first panel of Table 3 shows that overall instructional time use is not associated with any difference in student learning or school improvement. This result is in keeping with prior analyses of the 2008 data that showed no relationship between school outcomes and time spent on instructional tasks (Horng, Klasik & Loeb, 2010).

However, by distinguishing among instructional tasks the potential benefits of instructional time use become more evident. Some specific instructional categories are associated with significant differences in school performance, at least in math. In particular,

more time spent coaching teachers predicts greater student learning in math, and predicts increases in math value added performance, as well. For example, an additional percent of time spent coaching (i.e., coaching increased by .01), achievement in math increases by 1.4 percent of standard deviation. Time spent evaluating teachers and curriculum also predicts somewhat higher school value-added performance in math, as well as increases in school value-added performance. In contrast, time spent on classroom walkthroughs predicts significant negative school value-added performance in math, as well as decreases in school value-added performance. These contrasting results may help to explain the lack of any effect of instructional time use overall and they have implications for policies and practices, particularly those that favor classroom walk-throughs over other forms of instructional time use.

We further investigate the association between instructional time use and school performance by examining effect sizes across school types and school years in Tables 4 and 5, respectively. Table 4 details the association between specific time categories and school value added in high schools and non-high schools separately. Directionally, we see that classroom walkthroughs are associated with the most negative performance outcomes in high schools. The negative effect here may be due to the diversity of subjects taught in high schools and the resulting lack of alignment between principals' areas of instructional expertise and instructional practices in the classrooms they observe. The positive association between evaluation and school performance is also largest in high schools. In contrast, developing the educational program is significantly associated with positive school performance in both math and reading, in a sample that includes only non-high schools. At least in math, the association between teacher coaching and school performance measures is also directionally larger in non-high schools.

Effect sizes vary in some areas as a function of the school year in which principals' time use was observed. As detailed in Table 5, the positive association between observed teacher coaching and school performance in math is fairly consistent across years, as is the negative association between classroom walkthroughs and performance. For example, a one percent increase in teacher coaching time use is associated with a 1.1 percent of a standard deviation increase in student math value added achievement gains in 2007-08, and with a 1.4 percent of a standard deviation increase in student math value added achievement gains in 2010-11. However, associations between evaluation activities, and particularly with observed professional development time use, both vary substantially between the two time periods. For example, a one percent increase in principals' professional development time use is associated with 0.27 percent of a standard deviation lower student math value added achievement gains in 2007-08, but with 1.2 percent of a standard deviation higher student math value added achievement gains in 2010-11. These varying results may indicate unreliability in some observed time use categories, or substantial variation in the quality of the activity that is being measured. We did not collect detailed information on professional development activities in 2008 as we did in 2011 so we cannot compare them.

Further Exploration

The most consistent findings in the above analyses are that while overall time on instruction is not associated with student learning or school improvement, both classroom walkthroughs and time coaching teachers are. Surprisingly, time on classroom walkthroughs in negatively associated with these school outcomes. In this section we bring alternative data to bear on understanding these effects.

Classroom Walkthroughs

Classroom walkthroughs may serve multiple purposes. As an example, we asked principals in the 2011 survey where they learned about the effectiveness of their teachers. Figure 1 plots these results. What we see is that classroom walkthroughs appear to be an important source of information for principals. However, some principals likely make better use of their time spent in classroom walkthroughs than other principals do. For example, we asked principals whether teachers see classroom walkthroughs as an opportunity for professional development. Figure 2 plots these results. We see that while some principals do utilize walkthroughs for teacher improvement, an approximately equal number do not.

We make use of the principal reports of their use of classroom observations in our final multivariate analysis. This data is available for the 39 schools in school year 2007-08 whose principals were both observed and who completed the survey. Again, roughly half of these principals reported that their classroom observations are usually or always viewed by their teachers as opportunities for professional development, while the other half of principals reported that teachers sometimes, rarely, or never viewed observations as opportunities for professional development. We examine, in Table 7, the interaction between observed principal classroom walkthroughs and principals' self-reports that their observations are not seen as opportunities for professional development. While the sample size is small and not all of the estimates are significant, the general trend is evident: time on classroom observations is more detrimental when principals report not using the observations for professional development.

Coaching

While we have less information on coaching from the surveys, we also investigate additional detailed information about principal time use in this area using the supplemental observational data. This data is detailed in Table 7. More than half (54.5 percent) of the observed coaching interactions took place in scheduled meetings. In general, the tone of coaching interactions is business-like and professional (82.1 percent). While a variety of content areas are addressed in these interactions, close to half include discussion of how the teacher could improve his or her teaching (46.9 percent). Other common content areas include discussion of curriculum areas (15.6 percent), how to support students academically (12.5 percent), classroom management (9.4 percent), and discussion of student assessment results (9.4 percent). The more positive effect of coaching relative to professional development could be due to a greater focus on instruction.

In keeping with the analysis of classroom observations above, we use the survey to ask whether coaching is more effective when the principals do use walkthroughs for the purpose of professional development. The idea behind this approach is that our measure of time use is inherently noisy because we are observing principals on a single day each year, by combining these measures we may be better able to identify principals who work with teachers on instruction. Table 6 gives these results as well. While we present the model with the interactions with both coaching and walkthroughs, the results are similar when the interactions are entered in separate models. We see that coaching is particularly effective when principals also report that teachers view their walkthroughs as opportunities for professional development.

Discussion and Conclusions

Our goal in this study has been to assess the relationship between principals' time spent on instructional tasks and school effectiveness as measured by student learning and improvement over time in schools' value added to student learning. For this work we collected time use data in two school years for principals in Miami – Dade County Public Schools. We recorded principal time use distinguished into approximately 50 possible tasks, at five minute intervals for full school days. Overall, we find no relationship between time spent on instructional activities and either school effectiveness or school improvement. However, when we decompose instruction into its element tasks, a more nuanced story emerges.

Time spent directly coaching teachers is positively associated with learning and school improvement, while time spent engaged in informal classroom observations or "walkthroughs" is negatively associated with learning and school improvement. For a subset of schools we also had survey data indicating whether the walkthroughs were viewed by teachers as professional development. In schools where walkthroughs are not viewed as professional development, walkthroughs are particularly negative; while in schools where they are viewed as professional development, coaching is particularly positive. Thus, principals who execute instructional leadership differently do get different outcomes; however, investments of principal time in instructional activities do not have monolithic effects, but rather are conditional on the type and quality of instructional leadership work.

While we find a negative association between time spent on walkthroughs and outcomes, these results don't necessarily imply that walkthroughs cannot be useful. Our survey results provide evidence that walkthroughs are principals' primary source of information about teachers' effectiveness. However, if they do not use these walkthroughs to support professional development or other human resource practices, this information is unlikely to be beneficial.

Moreover, walkthroughs are a substantial part (almost half) of all the time principals spend on instruction. Schools are likely better served if principals spend more time using the information for school improvement than collecting it.

This said, these results are just exploratory. There are a number of reasons that they might misrepresent the true causal effect of time allocation. First, the time use and survey measures that we use may indicate that the allocation of principal instructional time use matters, but it is also possible that these measures are proxies for the skills and behaviors that different principals bring to the table when trying to support teachers instructionally. It may be these differences in skills and not the time use that actually causes the school outcomes we observe. Furthermore, it is possible that we have a reverse causation problem. Better schools may allow principals the time to work with teachers, while in less effective schools they are more constrained to spend more time observing classrooms. This alternative scenario, while possible, doesn't have as much face validity as the first concern. Nonetheless, the analyses clearly do not convincingly isolate the causal effect. Instead, they provide justification for further analysis that focuses on time use within these instructional areas.

Figure 1. Principals' Information Sources for Understanding Teacher Effectiveness, School Year 2010-11
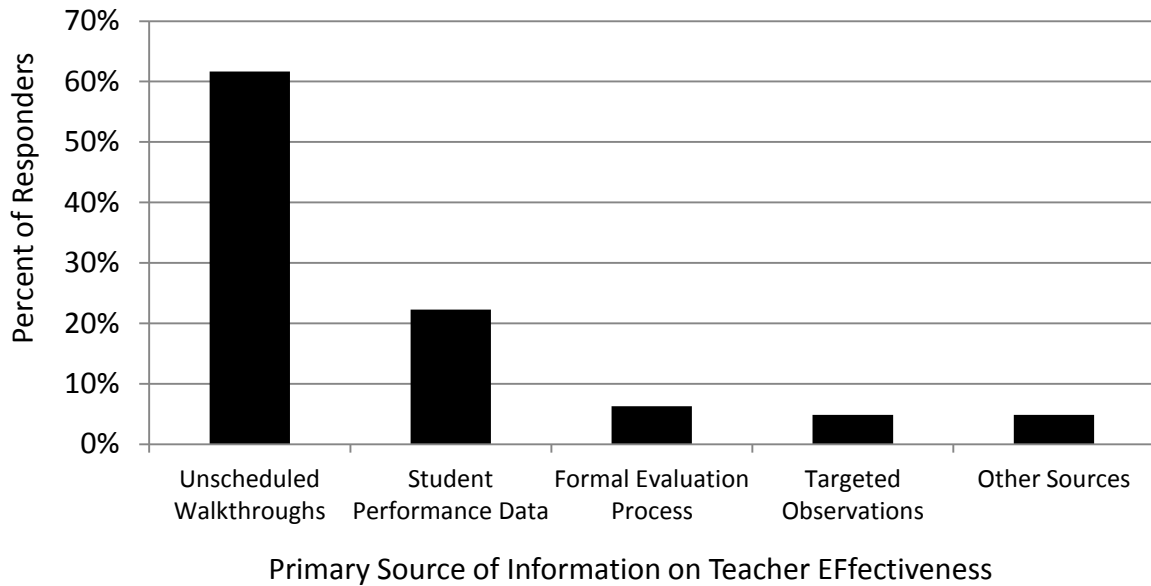

Figure 2. Principal Reports of the Professional Development Associated with Classroom Observations, School Year 2007-08
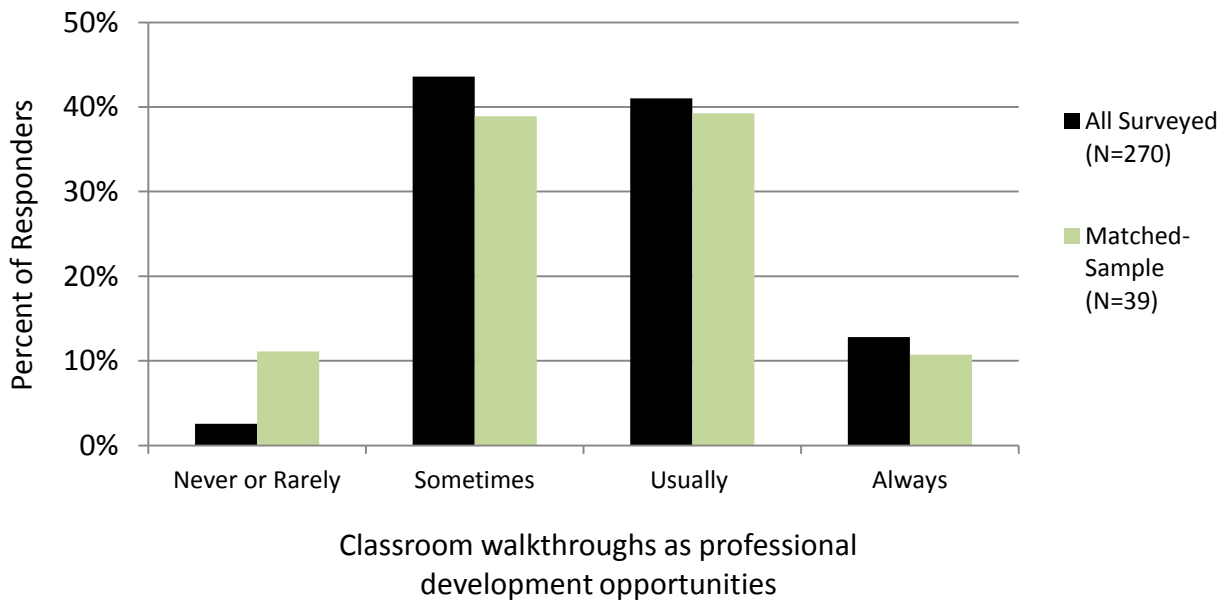
TABLE 1

Observed Percentage of Principal Instructional Time Use, Overall and in Specific Categories, by School Type and School Year

	Total	2008			2011		
		High School	Middle School	Elem. School	High School	Middle School	Elem. School
Total Instructional Time Use	12.8	11.7	17.0	16.4	9.8	13.9	14.1
	(10.1)	(10.6)	(8.7)	(13.9)	(9.4)	(9.5)	(9.0)
Coaching Teachers	0.6	0.8	0.8	0.7	0.2	0.7	0.8
	(1.4)	(1.4)	(1.2)	(1.3)	(0.7)	(2.0)	(1.8)
Developing the Educational Program	0.9	0.5	2.1	0.6	1.2	0.7	0.9
	(2.0)	(1.3)	(4.6)	(0.8)	(2.2)	(1.6)	(1.7)
Evaluating Teachers or Curriculum	2.4	1.5	1.6	3.8	2.3	3.0	3.0
	(5.0)	(3.1)	(3.4)	(7.5)	(4.8)	(5.9)	(5.5)
Classroom Walkthroughs	5.6	5.2	5.9	6.3	4.3	6.7	6.6
	(6.5)	(8.4)	(4.4)	(7.9)	(5.6)	(5.4)	(6.1)
Required or Non-required Teacher PD	0.8	0.9	3.7	2.0	0.1	0.2	0.7
	(2.4)	(2.2)	(6.4)	(2.2)	(0.3)	(0.9)	(1.8)
Other Instructional Time Use	2.4	2.9	2.8	2.9	1.8	2.6	2.1
	(3.7)	(4.5)	(5.6)	(4.0)	(3.6)	(3.1)	(2.4)
N of Schools	116	37	11	12	43	28	28

Note: PD = Professional Development

TABLE 2

Descriptive School Characteristics and T-tests as a Function of Principals' Instructional Time Use, Overall and in Specific Categories

	Total Instructional Time Use			Coaching Teachers			Developing the Educational Program		
	Low	High	p-value	Low	High	p-value	Low	High	p-value
% Time Spent	5.3	21.8		0.0	2.8		0.0	3.1	
School Characteristics									
School Enrollment	1621	1347	0.103	1466	1603	0.498	1521	1434	0.641
% FRPL	64.0	68.6	0.192	67.5	61.1	0.137	64.9	69.1	0.287
% Black	31.2	35.8	0.396	33.2	33.4	0.975	31.7	37.3	0.352
% Hispanic	56.9	53.3	0.464	56.0	52.8	0.584	56.1	53.2	0.587
% High School	57.1	38.6	0.022*	50.0	44.1	0.548	48.2	50.0	0.840
% Middle School	21.4	30.0	0.226	25.8	23.5	0.787	26.4	22.7	0.642
% Elem. School	21.4	31.4	0.161	24.2	32.4	0.340	25.5	27.3	0.818
Prior math achievement	-0.003	-0.072	0.310	-0.043	-0.003	0.624	-0.012	-0.091	0.292
Prior reading achievement	-0.005	-0.069	0.369	-0.045	0.005	0.563	-0.002	-0.113	0.161
N of Schools	84	70		120	34		110	44	

	Evaluating Teachers or Curriculum			Classroom Walkthroughs			Required or Non-required Teacher PD		
	Low	High	p-value	Low	High	p-value	Low	High	p-value
% Time Spent	0.3	10.7		1.5	11.4		0.0	3.6	
School Characteristics									
School Enrollment	1512	1433	0.703	1627	1312	0.062~	1504	1469	0.861
% FRPL	64.0	74.3	0.021*	64.3	68.6	0.230	65.7	67.4	0.685
% Black	30.1	45.8	0.018*	34.0	32.2	0.740	31.1	40.6	0.141
% Hispanic	58.0	44.4	0.024*	54.2	56.7	0.618	56.7	50.5	0.285
% High School	51.2	38.7	0.216	54.4	40.6	0.092~	52.1	37.1	0.121
% Middle School	23.6	32.3	0.324	21.1	31.3	0.156	26.9	20.0	0.413
% Elem. School	25.2	29.0	0.666	24.4	28.1	0.610	21.0	42.9	0.009**
Prior math achievement	0.015	-0.229	0.004**	-0.029	-0.042	0.854	-0.005	-0.135	0.110
Prior reading achievement	0.014	-0.224	0.007**	-0.027	-0.043	0.823	-0.003	-0.140	0.109
N of Schools	123	31		90	64		119	35	

Note: PD = Professional Development. Prior achievement and value added represented as standardized z scores. Low and high correspond to above and below mean time use by category.
*~p<.1, *p < .05, **p < .01, ***p < .001.*

TABLE 3

School Principal's Overall and Specific Instructional Time Use and School Value Added or Increases in Value Added

	Math Value Added	Increasing Math Value Added	Reading Value Added	Increasing Reading Value Added
Overall Instructional Time Use	0.018	0.019	-0.035	-0.035
	(0.056	(0.057	(0.038	(0.039
Coaching Teachers	1.401**	1.293**	0.023	-0.056
	(0.443)	(0.442)	(0.341)	(0.375)
Developing the Educational Program	0.359	0.333	0.186	0.182
	(0.229)	(0.300)	(0.259)	(0.252)
Evaluating Teachers & Curriculum	0.165*	0.173*	-0.050	-0.036
	(0.074)	(0.070)	(0.065)	(0.054)
Classroom Walkthroughs	-0.285*	-0.245*	-0.062	-0.038
	(0.111)	(0.105)	(0.091)	(0.095)
Required and Non-required PD	-0.108	-0.102	-0.090	-0.058
	(0.124)	(0.119)	(0.085)	(0.095)
Other Instructional Time	-0.061	-0.047	-0.036	-0.071
	(0.128)	(0.125)	(0.076)	(0.066)
Year Fixed Effect	X	X	X	X
School, Classroom, and Student Characteristics	X	X	X	X
Prior Value Added Controls		X		X
N of Schools	116	113	116	113

*Note: PD = Professional Development. Standard errors clustered at the school level. Controls include students' prior achievement, FRPL (free or reduced price lunch) status, gender, race, age, SPED status, LEP status, prior suspensions and attendance; classroom averages of race, gender, achievement, FRPL and LEP characteristics; school averages of enrollment, FRPL, and racial characteristics; and school type. ~p<.1, *p < .05, **p < .01, ***p < .001.*

TABLE 4

School Principal's Overall and Specific Instructional Time Use and School Value Added or Increases in Value Added, by School Type

	Math				Reading			
	High School		**Elementary and Middle School**		**High School**		**Elementary and Middle School**	
	School Value Added	Increasing School Value Added	School Value Added	Increasing School Value Added	School Value Added	Increasing School Value Added	School Value Added	Increasing School Value Added
Coaching Teachers	1.134~	1.287*	1.911**	1.404*	0.755	0.971	-0.327	-0.417
	(0.613)	(0.613)	(0.610)	(0.654)	(0.606)	(0.683)	(0.375)	(0.371)
Developing the Educational Program	0.399	0.048	0.551*	0.599*	-0.117	-0.009	0.519**	0.428*
	(0.439)	(0.553)	(0.231)	(0.254)	(0.298)	(0.391)	(0.192)	(0.187)
Evaluating Teachers & Curriculum	0.268**	0.270*	0.147	0.117	-0.129	-0.075	0.022	0.001
	(0.096)	(0.091)	(0.102)	(0.109)	(0.097)	(0.083)	(0.078)	(0.076)
Classroom Walkthroughs	-0.317**	-0.268**	-0.278	-0.251~	-0.201~	-0.224~	0.085	0.099
	(0.111)	(0.098)	(0.170)	(0.149)	(0.118)	(0.133)	(0.117)	(0.100)
Required and Non-required PD	0.022	0.090	-0.133	-0.183	-0.308	-0.148	-0.037	-0.098
	(0.248)	(0.173)	(0.126)	(0.130)	(0.304)	(0.357)	(0.086)	(0.076)
Other Instructional Time	-0.190~	-0.154	0.196	0.225	0.056	0.000	-0.046	-0.198~
	(0.112)	(0.123)	(0.160)	(0.140)	(0.082)	(0.068)	(0.110)	(0.113)
Year Fixed Effect	X	X	X	X	X	X	X	X
School, Classroom, and Student Characteristics	X	X	X	X	X	X	X	X
Prior Value Added Controls		X		X		X		X
N of Schools	48	45	68	68	48	45	68	68

*Note: PD = Professional Development. Standard errors clustered at the school level. Controls include students' prior achievement, FRPL (free or reduced price lunch) status, gender, race, age, SPED status, LEP status, prior suspensions and attendance; classroom averages of race, gender, achievement, FRPL and LEP characteristics; school averages of enrollment, FRPL, and racial characteristics; and school type (elementary versus middle school). ~p<.1, *p < .05, **p < .01, ***p < .001.*

TABLE 5

School Principal's Overall and Specific Instructional Time Use and School Value Added or Increases in Value Added, by School Year

	Math				**Reading**			
	School Year 2007-2008		**School Year 2010-2011**		**School Year 2007-2008**		**School Year 2010-2011**	
	School Value Added	Increasing School Value Added	School Value Added	Increasing in School Value Added	School Value Added	Increasing in School Value Added	School Value Added	Increasing in School Value Added
Coaching Teachers	1.073~	1.162*	1.429*	1.125~	0.492	0.523	-0.345	-0.431
	(0.611)	(0.571)	(0.611)	(0.666)	(0.539)	(0.524)	(0.433)	(0.508)
Developing the Educational Program	0.306	0.447*	0.234	-0.028	0.443~	0.536**	-0.255	-0.176
	(0.218)	(0.190)	(0.379)	(0.438)	(0.225)	(0.186)	(0.249)	(0.286)
Evaluating Teachers & Curriculum	0.017	0.076	0.251*	0.245*	-0.051	-0.018	-0.043	-0.024
	(0.125)	(0.120)	(0.105)	(0.109)	(0.159)	(0.164)	(0.067)	(0.063)
Classroom Walkthroughs	-0.185	-0.223~	-0.322*	-0.216	0.062	-0.026	-0.134	-0.062
	(0.152)	(0.130)	(0.139)	(0.133)	(0.139)	(0.125)	(0.109)	(0.117)
Required and Non-required PD	-0.267~	-0.215	1.235**	1.195**	-0.121	-0.038	0.665	0.610
	(0.157)	(0.146)	(0.440)	(0.436)	(0.100)	(0.100)	(0.457)	(0.383)
Other Instructional Time	-0.132	-0.107	0.242	0.178	0.006	-0.039	0.100	0.051
	(0.149)	(0.143)	(0.171)	(0.166)	(0.087)	(0.071)	(0.159)	(0.139)
School, Classroom, and Student Characteristics	X	X	X	X	X	X	X	X
Prior Value Added Controls		X		X		X		X
N of Schools	60	59	94	91	60	59	94	91

Note: PD = Professional Development. Standard errors clustered at the school level.   Controls include students' prior achievement, FRPL (free or reduced price lunch) status, gender, race, age, SPED status, LEP status, prior suspensions and attendance; classroom averages of race, gender, achievement, FRPL and LEP characteristics; school averages of enrollment, FRPL, and racial characteristics; and school type. ~p<.1, *p < .05, **p < .01, ***p < .001.

27

TABLE 6

School Principal's Time Use and Perspectives of Whether Observations are PD Opportunities, and School Value Added or Increases in Value Added

	Baseline Model				**With Survey-Observation Interactions**			
	Math Value Added	Increasing Math Value Added	Reading Value Added	Increasing Reading Value Added	Math Value Added	Increasing Math Value Added	Reading Value Added	Increasing Reading Value Added
Coaching Teachers	0.484	0.616	0.290	-0.107	-0.159	-0.417	0.685~	-0.008
	(0.557)	(0.705)	(0.503)	(0.413)	(0.469)	(0.617)	(0.370)	(0.379)
Developing the Educational Program	0.431~	0.479*	0.292	0.416**	0.253	0.091	0.199	0.221
	(0.226)	(0.210)	(0.272)	(0.143)	(0.177)	(0.162)	(0.219)	(0.141)
Evaluating Teachers & Curriculum	0.004	0.069	0.239	0.423*	0.043	-0.047	0.270	0.386~
	(0.171)	(0.266)	(0.214)	(0.187)	(0.186)	(0.245)	(0.245)	(0.198)
Classroom Walkthroughs	-0.398~	-0.382~	-0.208	-0.248*	-0.361*	-0.382*	0.003	-0.115
	(0.197)	(0.199)	(0.150)	(0.121)	(0.168)	(0.177)	(0.215)	(0.183)
Required and Non-required PD	-0.152	-0.152	-0.149	0.001	-0.250*	-0.285**	-0.333**	-0.164
	(0.153)	(0.154)	(0.145)	(0.120)	(0.110)	(0.093)	(0.119)	(0.117)
Other Instructional Time	-0.096	-0.112	-0.098	-0.066	-0.139	-0.122	-0.183*	-0.121~
	(0.163)	(0.173)	(0.086)	(0.067)	(0.139)	(0.126)	(0.079)	(0.069)
Principal-reported: Teachers less often see observation as a PD opportunity					0.019	0.018	0.002	0.003
					(0.018)	(0.019)	(0.020)	(0.018)
Walkthroughs x less often seen as PD					-0.208	-0.278	-0.714*	-0.540*
					(0.227)	(0.277)	(0.277)	(0.265)
Coaching x more often seen as PD					6.115***	6.739***	2.289	2.564~
					(1.187)	(1.082)	(1.528)	(1.274)
School, Classroom, and Student Controls	X	X	X	X	X	X	X	X
Prior Value Added Controls		X		X		X		X
N of Schools	39	38	39	38	39	38	39	38

Note: Data from schools in 2007-08 where both observation and principal survey data were available. Standard errors clustered at the school level. For controls see Table 5 ~p<.1, *p < .05, **p < .01, ***p < .001.

TABLE 7

Type, Tone, and Content of Principals' Interactions when Coaching Teachers

	Type of Interaction	Tone of Interaction	Content of Interaction *(topics can overlap)*
Scheduled meeting	54.5%		
Unscheduled meeting	42.4%		
Casual discussion	0.0%		
Other	3.0%		
Friendly/relaxed		17.9%	
Business-like/professional		82.1%	
Casual/social talk			3.1%
Supporting specific students socio-emotionally			6.3%
Managing a specific student's behavior			6.3%
Mediation / conflict management			3.1%
Supporting a specific student academically			6.3%
Supporting students in general academically			12.5%
Curriculum issues			15.6%
Classroom management			9.4%
Student assessment results			9.4%
Discussing how the teacher can improve his or her teaching			46.9%
Working conditions			3.1%
Orienting the individual to school values			3.1%
Compliance with district policy/regulations			6.3%
Discussing something that the principal observed			6.3%
N of principals with interaction data			33

Note: Content areas that were included in the observation tool but not observed are not shown. A full version of this observation tool is available in Appendix 1.

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Appendix 1

Principal Time Use Observational Task List:

Keywords	Full Description	Examples
MANAGEMENT		
1. Budgets	Managing budgets, resources	• Talking about movement of teachers to reduce budget • Finding substitutes • Donating things to other schools • Discussing contracts for campus vending machines
2. Hiring	Hiring personnel	• Talking to prospective teacher • Talking to another principal about transferring teacher into school • Discussing how many teachers need to hire next year
3. Managing, instructional	Managing instructional staff	• Talking to teacher about where going to be transferred [Note: This assumes the transfer is already a given - if it is still in negotiation, use #31.] • Talking to teacher about loss of funding for a program • Talking to a teacher about which classes they will teach next year • Talking with office staff about his or her concerns (If concern is about another staff member, use #38).
4. Managing, non-instructional	Managing non-instructional staff	• Talking to front office staff (e.g., secretary, administrative assistant), school psychologist, custodial staff about their position/work • Talking with office staff about his or her concerns (If concern is about another staff member, use #38).
5. School meetings	Planning/participating in school meetings	[Note: These are scheduled/planned meetings, generally with a formal agenda with multiple items to discuss. i.e., If it is a couple teachers meeting with the principal to discuss a problem, use #3 instead.] • Scheduled meetings with staff, PTA, grade level teams, school site council

6. District meetings	Planning/participating in district office meetings or other communications initiated by the district office	[Note: These are meetings initiated by the district office which the principal is "required" to attend - they can be formal or informal.] • Attending district office meeting • Taking call from district office • Meeting with district representative about building compliance and changes to school facilities
7. Networking	Interacting/networking with other principals	• Asking another principal for advice • Helping another principal use a computer program or understand online budget allocation information posted by the district • Collaborating with another principal on a project
8. Self-improvement	Engaging in self-improvement/ professional development	• Reading professional development book
OPERATIONS		
9. Compliance	Fulfilling compliance requirements (not including Special Ed)	• Filling out payroll or timesheet paperwork • Signing things (e.g., forms, receipts, paychecks, reimbursement requests) [Note: If principal is fulfilling Special Ed compliance, use #21 instead.]
10. School schedules	Managing school schedules	• Discussion/meeting about school master calendar • Developing calendar to determine teaching schedules/prep periods
11. Personal schedules	Managing personal, school-related schedule	• Adding or cancelling appointment/meeting on online or paper calendar • Directing office staff to add event to principal's calendar
12. Facilities	Maintaining campus facilities	• Cleaning up broken glass or getting someone else to • Cleaning own office • Fire alarm drill • Getting the school painted • Making sure buildings are functioning properly (heating, air, doors, windows, etc.) • Talking to IT

13. Safe school	Developing and monitoring a safe and orderly school environment	• Walking around campus and patrolling/monitoring students (Note: This is not a #18 because the principal doesn't "have to" be watching students at this time the way s/he would for lunch/recess duty.) • Telling student not to run in hallway [Note: This is not a #14 because disciplinary action is not being actively taken.] • Locker checks • Reviewing campus security videos • Meeting about how to prevent weapons or drugs on campus • Making announcement about school uniform requirements • Checking with school security guard(s) about student behavior issues
14. Student discipline	Managing student discipline	• Calling parent about student discipline incident • Disciplining a student for failing to wear uniform properly [Note: This is different than making a general announcement about school uniform requirements (#13) because the student is being disciplined for not complying.] • Talking with student(s) or teacher(s) involved in discipline incident • Administering consequence for inappropriate student behavior
15. Student services	Managing student services (records, reporting, activities)	• Planning graduation, sports, student council, student club, events • Making general announcements on PA (for example, announcing dismissal, hot lunch day, etc.) • Organizing bus transportation for field trip • Talking to teachers about rewards for student being on honor roll
16. Student attendance	Managing student attendance-related activities	• Reviewing monthly student attendance reports/individual student's attendance record • Overseeing and congratulating students at a party for their attendance during school testing days • Dealing with truancy/tardiness (non-disciplinary)
17. Standardized tests	Preparing, implementing, and administering standardized tests	• Looking for room for standardized testing administration • Watching others process tests

18. Supervise students	Supervising students as a scheduled daily activity	• Lunch/recess duty • Monitoring student drop-off/pick-up (Note: Use this code if it seems like the principal does this every day and is officially overseeing the drop-off/pick-up process. If the principal is casually watching the way s/he would be patrolling the hallways at other times of the day, use #13. If s/he is socializing with students at the "beep", use #33.)
DAY-TO-DAY INSTRUCTION		
19. Coach teachers	Informally coaching teachers to improve instruction or their teaching in general	• Writing note to teacher about something observed • Talking to teacher in hallway about materials can use • Talking with teachers about how to meet the needs of a specific student [Note: These needs can be academic as well as social/emotional. i.e., Interpret "teaching" in the broad sense of developing students.]
20. Evaluate teachers	Formally evaluating teachers and providing instructional feedback to support their improvement	• Extended classroom observation (formal evaluation paperwork completed, looking at student work, classroom materials, etc.)
21. Special Ed	Fulfilling Special Education requirements	• Attending IEP (individual education plan) meeting • Filling out any paperwork related to Special Ed
22. Classroom observations	Planning to conduct or conducting classroom observations / walk-throughs	• Checking on teachers and students briefly - no formal evaluation paperwork is completed • Looking at class schedule to find out what time to stop by
23. Required PD for teachers	Implementing required professional development	[Note: This is for PD that is planned by the district office.] • Scheduling PD for teachers • Attending/overseeing PD for teachers
24. Use data	Using data to inform instruction	[Note: Use this code even if principals are just looking at data at this time - i.e., give them benefit of the doubt that they will actually use the info to inform instruction or the education program later.] • Reviewing student achievement data • Discussing student data with teachers (formally or informally)
25. Teach students	Teaching students	• Tutoring • Teaching after-school class

INSTRUCTIONAL PROGRAM		
26. Educational program	Developing an educational program across the school	• Discussing or planning which teachers should teach which subject next year • Planning improvements (e.g. getting more microscopes for the science wing) • Discussing starting a new reading initiative
27. Curriculum	Evaluating curriculum	• Talking to teachers about merits/critiques of curriculum they are using
28. Program evaluation	Using assessment results for program evaluation and development	[Note: Use this code rather than #24 if data is being used specifically to evaluate a program or curriculum.]
29. Non-required PD for teachers	Planning or facilitating professional development for teachers	[Note: This is for PD that is not planned by the district office.] • Planning content for district-mandated PD time [Note: This is not a #23 because the PD time is required by the district, but the content is up to the principal.]
30. PD for prospective principals	Planning or facilitating professional development for prospective principals	[Note: There is not the same distinction for prospective principal PD as there is for teacher PD between required (#23) and non-required (#29). Use this code for anything related to prospective principal PD.]
31. Release teachers	Releasing or counseling out teachers	• Encouraging teacher to consider transferring to another school, a profession outside of teaching, retirement
32. After-school/summer	Planning or directing supplementary, after-school or summer school instruction	• Discussing budget for after-school program. [Note: Budgeting (#1) can be the secondary code, but the after-school program planning should be the primary code.]
INTERNAL RELATIONS		
33. Students	Developing relationships with students	• Saying hi to students in hallway • Administering meds to student • Greeting students over PA (ex. reading a motivational quote) • Chatting with students about school or non-school topics (e.g. joining a school club, the student's weekend plans).

34. Parents	Communicating with parents	• Taking with parent about organizing activity for school • Chatting socially in hall • Creating notices to send home to parents about school updates/activities • Talking with parents about child's behavior or performance
35. Staff (non-school)	Interacting socially with staff about non-school related topic	• Talking with teacher on playground about weekend plans
36. Staff (school, "shop talk")	Interacting socially with staff about school-related topic (shop talk)	• Talking to teacher on playground about a student • Talking with staff about school programs, their classrooms, etc. in any informal setting (hallway, playground, cafeteria)
37. School activities	Attending school activities	Attending: • Sports events • Plays • Celebrations • Assemblies
38. Staff conflicts	Counseling staff about conflicts with other staff members	• Talking to SpEd teacher about his concern that other teachers are making comments about his position/work ethic
39. Counsel students	Counseling or in-depth conversation with students	• Discussing poor student performance • Listening to student talk about home life and how it may be affecting student behavior or performance at school • Providing options/assistance in dealing with conflicts
EXTERNAL RELATIONS		
40. Local community	Working with local community members or organizations	• Working with local businesses to ensure that students are not entering their stores during school hours as they are not allowed off campus • Contacting a local business about sponsoring a school event
41. Fundraising	Fundraising	• Grant writing • Bake sales
42. District office to get resources	Communicating with the district office to obtain resources for school (initiated by principal)	• Asking district office to fund special program

43. Recruit students	Recruiting students to attend school	• Holding open house to encourage new students to attend • Meeting with a prospective student • Going to the school a grade below to talk about attending the principal's school (e.g. going to a middle school to talk about high school).
44. Publicize school	Publicizing school events and achievements	• Creating flyers for school event • Calling newspaper about school event
45. Recruit volunteers	Recruiting school volunteers from the community	• Talking with Lions club representative about getting volunteer tutors
46. School image in media	Managing the school's image in local media (e.g., newspapers)	• Being interviewed by reporter
47. Parent involvement	Talking about how to increase parent involvement	• Discussing with a teacher making parents sign off on homework. • Discussing how to get parents involved in chaperoning school trips, school carnivals, dances, etc.
48. Non-school resources	Securing external resources for students	• Securing social services, external supplemental educational services, medical attention
ADDITIONAL TASKS		
PT - Personal time	Personal time	• Bathroom • Lunch • Personal call • Personal email
IT - In transition	In transition between activities	• Just walking in hallway
R - Researcher	Interacting with researcher	• Explaining to researcher what next meeting will be about
U - Unknown	Email, fax, call or paperwork when uncertain of who with	

Principal Time Use Detail Tab for Principal-Staff Interactions:

Shadower _____   Principal _____   Date _____

TAB B: Interacting with Teachers or Non-Instructional Staff –
Triggered by Tasks 3, 4, 19, 20, 35, 36, 38

1) Is this a face-to-face interaction?

Yes	No **(DO NOT CONTINUE)**

2) With whom is the principal interacting?

Office/administrative staff	Teacher
Counselor	Assistant principal
Nurse	Psychologist
Technology/IT staff	Librarian
Security staff	Janitorial staff
Cafeteria staff	I don't know
Other (please specify)	

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Continued

3) Who first initiated the interaction?

Principal	Teacher
Third party (please specify)	Staff person
I don't know	

4) What type of interaction is this?

Scheduled meeting	Unscheduled meeting
Casual discussion (e.g., in passing in hallway)	Other (please specify)

5) What is the content of the interaction?

Interpersonal	
Casual/social talk	The individual's well-being
Supporting students in general socio-emotionally	Managing a specific student's behavior
Supporting a specific student socio-emotionally	Mediation/conflict management

Academic	
Supporting a specific student academically	Supporting students in general academically
Curriculum issues	Student assessment results
General classroom management	
Professional	
Salary/pay/compensation	Working conditions
Discussing other teachers (e.g., strengths, needs)	Disciplinary action/punitive measures against staff
Arranging PD for the individual	Firing/dismissing the individual
Discussing how the teacher can improve his or her teaching	Union issues
Operations	
Budgets/finances	School maintenance
Coordinating schedules/setting up meetings	Compliance with district policy/regulations
Orienting the individual to school procedures	Compliance with school policy/regulations
Orienting the individual to school values	Ordering/managing supplies
	Event planning

External relations	
PTA meeting	Community issues/concerns
Parent issues/concerns	
General	
Discussing something that the principal observed	
Other (please specify)	I don't know

6) What was the tone of the interaction? Continued

Friendly/Relaxed	Unfriendly/Tense
Business-like/Professional	Other (please specify)