

Table 1 – Characteristics of the Schools of 48 Principals

Demographic Characteristic	Mean	Standard Deviation
School Size	644	301
Percent Black	67 %	26 %
Percent Hispanic	3 %	4 %
Percent Free/Reduced Lunch	59 %	21 %

**Table 3 – Expertise Subdomains and Their Corresponding Criterion Variables:
Leadership Content Knowledge**

	<i>Principal Survey Constructs</i>		<i>Teacher Survey Constructs</i>	
<i>Subdomain</i>	<i>Name (alpha or Pearson r)</i>	<i>Items and Descriptions</i>	<i>Name (alpha or Pearson r)</i>	<i>Items and Descriptions</i>
Subject Matter	Principal Expertise: Subject Matter (.77)	Personal knowledge/understanding: 18j What students should know/be able to do in math, 18l Personal knowledge/understanding: What students should know/be able to do in reading/writing		
Pedagogical Content Knowledge			Principal Pedagogical Content Knowledge (.92) Principal Practice: Evaluating Instruction (.92)	Teacher report of principal knowledge: 8a Knowledge of how children learn, 8b Effective reading/la or English instr, 8c Effective math instr How often does leader: 7j Actively monitor quality of math instruction, 7k Actively monitor quality of reading/la or English instr
Teachers as Learners	Principal Expertise: Creating Learning Cultures Principal Practice: Staff Development (.5)	18i Personal knowledge/understanding: Methods for creating learning cultures How often does leader: 15p Develop the staff development program in the school, 15q Personally provide staff development	Principal Practice: Develop Teacher Capacity (.81) Principal Practice: Encouragement to Improve Teaching (.6) Principal Expertise: Support Pro Dev	To what extent does leader: 14b Demonstrate or model instructional practices, 14c Observe classroom instruction, 14d Examine/discuss student work with teachers, 14e Examine/discuss standardized test results, 14g Share information/advice with a teacher The principal at this school: 7e Encourages teachers to implement what they learned in pro dev, 7t Encourages efforts to improve teaching 8d Principal has strong understanding of how to support teachers' professional learning

		Principal Interaction w/Teachers re: Instruction (.75)	How often did principal: 20c Teach, 21c Observe you teach, 22c Give you feedback after observing, 23c Have in-depth conversations about your teaching, 24c Review you students' work
		Principal Personal Interest in: Pro Dev of Teachers	6e The principal takes a personal interest in the pro dev of teachers

Learning-centered Leadership

	<i>Principal Survey Constructs</i>		<i>Teacher Survey Constructs</i>	
<i>Subdomain</i>	<i>Name (alpha or Pearson r)</i>	<i>Items and Descriptions</i>	<i>Name (alpha or Pearson r)</i>	<i>Items and Descriptions</i>
Data-based Decision Making	Principal Expertise: Data-based decision-making (.82) Principal Practice: Data-based decision-making (.78)	Personal knowledge/understanding: 18b Different types assessments, 18ac Eval and assess strategies, 18af Evidence-based strategies to assess struggling students Extent you use data for 9a Identifying individual students who need remedial assistance, 9b Setting learning goals for individual students, 9c Tailoring instruction to individual students' needs, 9d Developing recommendations for tutoring or other educational services for students, 9e Assigning or reassigning students to classes or groups, 9f Identifying and correcting gaps in the curriculum for all students, 9g Encouraging parent involvement in student learning, 9h Identifying areas where teachers need to strengthen their content knowledge or teaching skills, 9i Determining topics for professional development, 9j Setting school improvement goals, 9k Celebrating the achievement of school goals		

Effective Teaching and Learning	Principal Expertise: Effective Teaching and Learning (.84) Principal Practice: Examine/discuss student work (.72)	Personal knowledge/understanding: 18c Applied motivational theories, 18v Student growth/dev, 18r Applied learning theories, 18x Effective instr. practices math, 18ai Strategies dealing with struggling students, 18ak Effective instr. practices english/la How often does leader: 15h Demo instruction in classroom, 15j Examine/discuss student work, 15k Examine/discuss test results	
Monitoring Instructional Improvement	Principal Expertise: Monitoring Instructional Improvement (.824) Principal Practice: Monitoring Instructional Improvement (.80)	Personal knowledge/understanding: 18z Benchmarking, 18al Procedures for monitoring teachers How often does leader: 15i Observe teacher trying new materials, 15r Troubleshoot school improvement efforts, 15t Monitor curriculum to match improvement efforts, 15u Monitor class instr practices to see if they reflect school's improvement efforts	Principal Practice: Monitoring Instructional Improvement (.84) To what extent does leader: 7f Carefully tracks student academic progress, 7h Know what's going on in my classroom, 7u Work with teachers who are struggling to improve instruction
Standards and Systems Thinking	Principal Expertise: Standards and Systems Thinking (.68)	Personal knowledge/understanding: 18f curr design, implementation, 18ah Personal knowledge/understanding: Aligning instruction and materials	

Problem-solving Expertise

	<i>Principal Survey Constructs</i>		<i>Teacher Survey Constructs</i>	
<i>Subdomain</i>	<i>Name (alpha or Pearson r)</i>	<i>Items and Descriptions</i>	<i>Name (alpha or Pearson r)</i>	<i>Items and Descriptions</i>
Gathering Data v. Makes Assumptions	Principal Expertise: Data collection and analysis	Personal knowledge/understanding: 18ag Information sources, data collection, analysis strategies		

<p>Delegation of Authority</p>	<p>Principal Report of Participation in Leadership Team (.72)</p>	<p>14d Members of lead team work closely together, 14e Power to make decisions is equally shared on team, 14f Team tries to come to consensus, 14g Few people seem to dominate (reverse code)</p>	<p>Principal Encouragement of Teacher Responsibility (.7)</p>	<p>Teachers are encouraged to take responsibility to 2a help one another, 2b improve overall quality of teaching in school</p>
<p>Planning</p>	<p>Principal Expertise in Planning (.86)</p>	<p>Personal knowledge/understanding: 18a Dev/implementing strategic plans, 18h Models/strategies change and conflict res, 18o Change process for systems, organizations, 18aj Effective decision-making processes</p>	<p>Degree of Distributed Leadership/Shared Decision-making (.86)</p> <p>Principal Practice: Dev/ plan/comm / instr goals (.93)</p>	<p>Amount of influence teachers have over 4a Hiring staff, 4b Planning spending of discretionary funds, 4c Determining which books/materials used, 4d Establishing curriculum/instr program, 4e Determining content of in-services, 4f Setting standards for student behavior, 4g Determining goals for improving school To what extent does leader: 7a Clearly communicate expected standards for reading/language arts or English instruction in this school, 7b Clearly communicate expected standards for math instruction in this school, 7i Encourage teachers to raise test scores, 7l Make clear to the staff his/her expectations for meeting instr goals, 7m Communicate clear vision, 7n Communicate clear standards for student learning</p>

	Principal Practice of Planning (.87)	How often does leader: 15i Frame/comm goals for school improve, 15m Examine school's progress toward its improvement goals, 15n Set timelines for instr improvement, 15o Clarify expectations or standards for students' academic performance, 15s Work on plans to improve teaching	
Focus on Addressing Conflict	Principal Report of Openness, Civility in Leadership Team Mtgs (.84)	14a Members of the leadership team openly express their professional views during meetings, 14b Members of the leadership team are willing to question one another's views, 14c We do a good job of talking through views, opinions, and values, 14f The team usually tries to come to consensus when making decisions	Principal Openness to Discussion 6d It's okay to discuss feelings, worries, frustrations with principal