

PRINCIPAL INSTRUCTIONAL MANAGEMENT

RATING SCALE

TEACHER FORM

Published by:

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Teacher Form 2.0

**THE PRINCIPAL INSTRUCTIONAL MANAGEMENT
RATING SCALE**

PART I: Please provide the following information about yourself:

(A) School Name: _____

(B) Years, at the end of this school year, that you have worked with the current principal:

___ 1 ___ 5-9 ___ more than 15

___ 2-4 ___ 10-15

(C) Years experience as a teacher at the end of this school year:

___ 1 ___ 5-9 ___ more than 15

___ 2-4 ___ 10-15

PART II: This questionnaire is designed to provide a profile of principal leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your observations of the principal's leadership over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice of this principal during the past school year. For the response to each statement:

5 represents *Almost Always*

4 represents *Frequently*

3 represents *Sometimes*

2 represents *Seldom*

1 represents *Almost Never*

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please circle only one number per question. Try to answer every question. Thank you.

To what extent does your principal . . . ?

	ALMOST NEVER				ALMOST ALWAYS
I. FRAME THE SCHOOL GOALS					
1. Develop a focused set of annual school-wide goals	1	2	3	4	5
2. Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3. Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4. Use data on student performance when developing the school's academic goals	1	2	3	4	5
5. Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5
II. COMMUNICATE THE SCHOOL GOALS					
6. Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7. Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8. Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5
III. SUPERVISE & EVALUATE INSTRUCTION					
11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12. Review student work products when evaluating classroom instruction	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5

IV. COORDINATE THE CURRICULUM

16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
17. Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19. Assess the overlap between the school's curricular objectives and the school's achievement tests	1	2	3	4	5
20. Participate actively in the review of curricular materials	1	2	3	4	5

V. MONITOR STUDENT PROGRESS

21. Meet individually with teachers to discuss student progress	1	2	3	4	5
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	1	2	3	4	5
23. Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25. Inform students of school's academic progress	1	2	3	4	5
VI. PROTECT INSTRUCTIONAL TIME					
26. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27. Ensure that students are not called to the office during instructional time	1	2	3	4	5
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
VII. MAINTAIN HIGH VISIBILITY					
31. Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
32. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34. Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35. Tutor students or provide direct instruction to classes	1	2	3	4	5
VIII. PROVIDE INCENTIVES FOR TEACHERS					
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37. Compliment teachers privately for their efforts or performance	1	2	3	4	5

	ALMOST NEVER			ALMOST ALWAYS	
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39. Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5

IX. PROMOTE PROFESSIONAL DEVELOPMENT

41. Ensure that inservice activities attended by staff are consistent with the school's goals	1	2	3	4	5
42. Actively support the use in the classroom of skills acquired during inservice training	1	2	3	4	5
43. Obtain the participation of the whole staff in important inservice activities	1	2	3	4	5
44. Lead or attend teacher inservice activities concerned with instruction	1	2	3	4	5
45. Set aside time at faculty meetings for teachers to share ideas or information from inservice activities	1	2	3	4	5

X. PROVIDE INCENTIVES FOR LEARNING

46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48. Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49. Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

ABOUT THE AUTHOR

Professor Dr. Philip Hallinger, author of the *Principal Instructional Management Rating Scale* (PIMRS), received his doctorate in Administration and Policy Analysis from Stanford University. He has worked as a teacher, administrator, and professor and as the director of several leadership development centers. He has been a consultant to education and healthcare organizations throughout the United States, Canada, Asia, and Australia. He is currently Professor and Executive Director of the College of Management, Mahidol University, in Thailand.

The *PIMRS* was developed with the cooperation of the Milpitas (California) Unified School District, Richard P. Mesa, Superintendent. As a research instrument, it meets professional standards of reliability and validity and has been used in over 150 studies of principal leadership in the United States, Canada, Australia, Europe, and Asia.

The scale is also used by school districts for evaluation and professional development purposes. It surpasses legal standards for use as a personnel evaluation instrument and has been recommended by researchers interested in professional development and district improvement (see, for example, Edwin Bridges, *Managing the Incompetent Teacher*, ERIC, 1984). Articles on the development and use of the *PIMRS* have appeared in *The Elementary School Journal*, *Administrators Notebook*, *NASSP Bulletin*, and *Educational Leadership*.

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