

1. Record Nr.	UNINA9910484174203321
Autore	Hallinger Philip
Titolo	Assessing Instructional Leadership with the Principal Instructional Management Rating Scale [[electronic resource] /] / by Philip Hallinger, Wen-Chung Wang
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2015
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (210 p.)
Disciplina	370 371.2 371.26 379
Soggetti	School management and organization School administration School principals - Rating of Assessment
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Acknowledgments -- Preface -- Introduction -- 1. The Evolution of Instructional Leadership -- 2. The PIMRS Conceptual Framework -- 3. Development of the PIMRS Instrument -- 4. Reliability of the PIMRS -- 5. Validity of the PIMRS -- 6. Development of a PIMRS Teacher Short Form -- 7. Future Directions for Research on Instructional Leadership -- Endnotes -- References -- Appendices -- Index. .
Sommario/riassunto	This volume provides a succinct up-to-date summary of global research on principal instructional leadership as it has evolved over the past 50 years. The book's particular focus is on the development and use of the Principal Instructional Management Rating Scale (PIMRS). The PIMRS is the most widely used survey instrument designed for assessing instructional leadership for research and practice. It has been used in more than 250 studies in more than 30 countries around the world. The authors provide a detailed conceptual and data-based

description of the rationale and development of the instrument as well as the ways in which it has been used in practice. The book also provides, for the first time, a comprehensive assessment of the scale's measurement properties. This represents essential information for future users of the instrument across different national contexts. Finally, the volume outlines an agenda for improving future research on the role of principal instructional leadership in student learning and school effectiveness.
