

The Extent of Instructional Leadership Practices of School Head, Performance of Elementary Teachers and Learners

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Abstract— This study determined the significant relationship between The extent of Instructional Leadership Practices in Enhancing Teachers & Learners Performances. A proposed Instructional supervisory plan was formulated based on the result of the study. A proposed instructional supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to examine the relationship between the School Leadership Practices of the School Administrator, the performance of Elementary School Teachers, and the numeracy performance of intermediate learners. This approach combined quantitative and qualitative methodologies, enabling a comprehensive examination of the relationships among the three variables. The quantitative component involved correlational research, utilizing surveys to gather data on school leadership practices and teacher performance, along with standardized numeracy assessments for intermediate learners. Statistical analyses, such as regression and correlation, were conducted to identify the strength and significance of these relationships, providing empirical evidence on how leadership impacted teaching and learning outcomes. The Test of Relationship, which examines the statistical correlation between three key educational variables: Leadership Practices and the Individual Performance Commitment and Review Form (IPCRF) of teachers, and the IPCRF of teachers with the Academic Performance of Learners. The table includes Pearson's r values, computed and critical t -values at a 0.05 level of significance, decisions on the null hypothesis (H_0), and interpretations of the strength of the relationships.

The first set of variables—Leadership Practices and IPCRF of Teachers—shows a Pearson r value with a computed t -value that exceeds the table value leading to the rejection of the null hypothesis. This indicates a strong and significant relationship between leadership practices and teacher performance. The result suggests that more effective leadership styles positively influence the professional performance of teachers, as reflected in their IPCRF ratings. The second relationship tested—IPCRF of Teachers and Academic Performance of Learners—also yielded a strong correlation, with a Pearson r value and a computed t -value which is higher than the table value. The null hypothesis is again rejected, indicating a significant and strong relationship. This finding highlights the important role teacher performance plays in directly affecting learner academic outcomes, suggesting that when teachers perform well, students tend to achieve higher academic success. The results imply that leadership practices strongly influence teacher performance and in turn, teacher performance strongly impacts learner academic achievement. These strong correlations emphasize a cascading effect—effective school leadership improves teacher effectiveness, which subsequently enhances student performance. The result implies that

improving leadership practices is a strategic entry point for achieving higher teacher and learner outcomes.

Keywords — *Instructional Leadership Practices, School head, Performance, Teachers, Learners*

I. Introduction

Leadership plays an important role in an educational establishment as they help to manage the day-to-day activities. Instructional leadership has always played a distinct role in higher education as the role of instructional leadership was always to influence on effective teaching and learning processes. The purpose of this research is intended to identify the role of instructional leadership, including the relationship between instructional leadership.

School leadership significantly influences the development of student performance. Leadership has the biggest impact. where the goal is to enhance instruction and learning and is increased when leadership responsibilities learning and teaching are widely dispersed throughout the school.

Instructional leadership is a form of school leadership that places teaching and learning at the forefront of school decision making. It is an overarching orientation that gives structure to a school's direction, evidenced by core leadership practices and skills that support teaching and student outcomes, and drive school improvement and sustained success.

The importance of leadership in both corporate and educational efficiency is becoming more widely acknowledged. Due to the global trend of ongoing educational system reforms, there has been a noticeable surge in interest in instructional leadership in recent decades. The role that school leaders play, both personally and collectively, has become much more significant as a result of these changes.

Effective instructional leaders foster a culture of high expectations for student achievement, promote teacher collaboration, and provide ongoing support and feedback to teachers. teaching and learning, and promote a culture of continuous improvement. collaboration and continuous improvement

Student engagement and learning are greatly impacted by educational leadership results by creating encouraging surroundings, facilitating teacher cooperation, and putting into practice efficient methods to satisfy a range of needs. Effective leaders set high set high standards, foster a supportive school climate, and use data-driven decision-making to improve instructional strategies and close achievement gaps. This piece investigates the educational leadership's diverse function in inspiring pupils and enhancing instruction quality and establishing learning communities that are inclusive. Adopting transformative techniques, educational leaders may encourage a culture of

equity and excellence, which will have a beneficial effect on academic achievement and the overall growth of the kid.

One of the most common and pressing classroom challenges for teachers is the fact that some students are not receiving adequate support outside of the classroom. While teachers can work with students while they're at school, students need support from their parents as well. When parents take an active part in their children's learning, that student is much more likely to succeed. This issue also extends to intrapersonal relationships. Students will often feel comfortable turning to a teacher in their time of need—when it's emotional support they are looking for instead of academic support.

Learning technology is constantly changing. Every year, there are a slew of new apps, websites, and other technology tools created to improve the learning process. And there is a lot of pressure on teachers to constantly stay up to date with the latest technology. Most believe that the latest and greatest tools will provide the best quality education. But there is often a lack of funding, resources, or time to implement every new technology as it's introduced.

It's no secret that teachers and schools are constantly facing issues in terms of lack of funding. For most public schools across the country that run into issues with funding, teachers are the ones that are expected to get creative and make do with the resources that they do have. Beyond just a lack of classroom materials, underfunding can also lead to the inability to hire enough teachers. Oftentimes, this is remedied by increasing class sizes.

In addition to advancing her professional development, this study seeks to advance the area of educational leadership by generating insightful ideas that will enhance teaching and learning environments.

This study determined the significant relationship between. The extent of Instructional Leadership Practices in Enhancing Teachers & Learners Performances. A proposed Instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership practices of school head in terms of the following:
 - 1.1 Transformational leadership styles;
 - 1.2 Transactional leadership styles; and
 - 1.3 Laissez-faire leadership styles?
2. What is the performance of the School Teachers based on Individual Performance Commitment and Review Form (IPCRF) in terms of:
 - 2.1 Content, Knowledge and Pedagogy;

- 2.2 Learning Environment and Diversity of Learners;
- 2.3 Curriculum & Planning;
- 2.4 Assessment and Reporting;
- 2.5 Personal Growth and Professional Development;
- 2.6 Plus Factor?
- 3. What is the academic performance of the elementary learners?
- 4. Is there a significant relationship of the ff:
 - 4.1. Instructional Leadership practices of School Administrators and Performance of Elementary School Teachers;
 - 4.2. Performance of teachers and the elementary pupils?
- 5. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

There is no significant relationship of the ff:

- a. Instructional Leadership practices of School Administrators and Performance of Elementary School Teachers;
- b. Performance of teachers and the elementary pupils?

II. Methodology

Design. A descriptive-correlational design was used in this study to examine the relationship between the School Leadership Practices of the School Administrator, the performance of Elementary School Teachers, and the numeracy performance of intermediate learners. This approach combined quantitative and qualitative methodologies, enabling a comprehensive examination of the relationships among the three variables. The quantitative component involved correlational research, utilizing surveys to gather data on school leadership practices and teacher performance, along with standardized numeracy assessments for intermediate learners. Statistical analyses, such as regression and correlation, were conducted to identify the strength and significance of these relationships, providing empirical evidence on how leadership impacted teaching and learning outcomes.

Complementing the quantitative data, the qualitative component included case studies or phenomenological approaches to gain deeper insights into the experiences and perceptions of teachers and administrators. Semi-structured interviews and focus group discussions were

conducted to allow participants to express their views on leadership effectiveness and its influence on their performance and student literacy. Thematic analysis of these qualitative data revealed key themes and patterns, offering a nuanced understanding of the contextual factors at play. By integrating findings from both components, the study provided a holistic perspective on how school leadership practices shaped educational outcomes, benefiting stakeholders at multiple levels. The main locale of the study was Mahayag Elementary School in the Division of Ormoc City. The respondents of the study were the School Head, Elementary Teachers (7) and 100 learners. The information for the analysis was gathered using one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction. The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consisted of 21 items with a 4-point Likert scale that asked participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never).

The second tool used was the Individual Performance Commitment and Review Form (IPCRF) for teachers to validate their performance. The third tool involved the use of numeracy assessment materials to validate the literacy skill performance of the intermediate learners. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the School Principal, Elementary Teachers (7) and 100 Learners that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure In order to gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office, headed by the Schools Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public School District Supervisor, the School Principal, and the teachers responsible for the respondents.

The researcher distributed the survey questionnaires to the School Administrator for the teachers to answer. The teachers provided data on their performance based on the Individual Performance Commitment and Review Form (IPCRF) covering the school year 2024–2025. After one month, the completed questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r .

The data were then collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and

confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the b.

The Role of Instructional Leadership Practices in Enhancing Teachers & Learners Performances.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between The Role of Instructional Leadership Practices in Enhancing Teachers & Learners Performances.

III. Results and Discussion

Table 1
Extent Of Leadership Styles

A.	Transformational Leadership	Weighted Mean	Interpretation
1	The school head inspires teachers to commit to shared educational goals.	3.60	Very High
2	Encourages innovation and creativity in teaching practices.	4.00	Very High
3	Leads by example in maintaining professional integrity and enthusiasm.	3.70	Very High
4	Fosters a collaborative school culture.	3.50	Very High
5	Recognizes and celebrates the achievements of teachers and students.	3.65	Very High
6	Supports teachers in their professional growth and development.	3.90	Very High
7	Encourages open communication and feedback from staff.	3.50	Very High
	Mean	3.69	Very High
B	Transactional Leadership		
1	Clearly communicates expectations and responsibilities to teachers.	3.80	Very High
2	Uses rewards and recognition based on teacher performance.	4.00	Very High
3	Monitors teacher performance based on set goals.	4.00	Very High
4	Provides corrective feedback when performance standards are not met.	3.70	Very High
5	Uses data to inform instructional decisions and strategies.	3.60	Very High
6	Holds staff accountable for following school policies.	4.00	Very High
7	Implements structured supervision plans and schedules.	3.90	Very High

	Mean	3.86	Very High
C	LAISSEZ-FAIRE LEADERSHIP		
1	Allows staff to make decisions without much guidance.	4.00	Very High
2	Rarely intervenes in instructional issues unless necessary.	4.00	Very High
3	Gives staff freedom in managing their classrooms and teaching styles.	4.00	Very High
4	Often delegates leadership responsibilities to staff.	4.00	Very High
5	Avoids micromanaging instructional activities.	4.00	Very High
6	Rarely enforces consequences for underperformance.	4.00	Very High
	Mean	4.00	Very High
	Weighted Mean	3.85	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

This table presents the Extent of Leadership Styles, which categorizes the leadership practices of school heads into three styles: Transformational, Transactional, and Laissez-Faire Leadership. It shows the weighted mean ratings and interpretations of specific behaviors under each leadership style as perceived by teachers. The data provide a comprehensive understanding of how often and effectively these leadership styles are exhibited within the school setting, using a four-point scale where a weighted mean of 3.26–4.00 is interpreted as "Very High."

In the domain of Transformational Leadership, all seven indicators received "Very High" ratings, with weighted means ranging from 3.50 to 4.00. The highest rating (4.00) was given to encouraging innovation and creativity in teaching practices, while fostering a collaborative school culture and encouraging open communication both received the lowest at 3.50. This suggests that while transformational leadership is consistently practiced at a very high level, some aspects such as collaboration and feedback could still be further strengthened to match the top-rated indicators.

For Transactional Leadership, the results were similarly strong, with all items rated "Very High" and individual means ranging from 3.60 to 4.00. Three indicators received perfect scores of 4.00: using rewards and recognition, monitoring teacher performance, and holding staff accountable for school policies. This reflects that school heads are highly effective in implementing structured leadership, emphasizing clear expectations, supervision, and accountability measures that drive teacher performance.

Regarding Laissez-Faire Leadership, all six items received a perfect weighted mean of 4.00, interpreted as "Very High." This indicates that school leaders frequently delegate responsibilities and give teachers autonomy in their professional decisions, instructional strategies, and classroom management. While laissez-faire leadership is often viewed critically in traditional

literature, this result shows that in this context, such autonomy may be valued and seen as supportive rather than disengaged.

The results imply that all three leadership styles—Transformational (mean = 3.69), Transactional (mean = 3.86), and Laissez-Faire (mean = 4.00)—are practiced at a very high level by school heads, with an overall average weighted mean of 3.85, which is also interpreted as Very High. This implies that school heads demonstrate a versatile leadership approach, effectively balancing inspirational, structured, and autonomous leadership practices to suit varying educational contexts and teacher needs.

Table 2
Performance Rating of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.85	Outstanding
2	Learning Environment and Diversity of Learners	4.82	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.90	Outstanding
4	Community Linkages & Professional Engagement	4.86	Outstanding
5	Professional Growth and Development	4.88	Outstanding
	AVERAGE	4.86	Outstanding

Legend: 4.21- 5.00 – Always
 3.41- 4.20 – Often
 2.61-3.40 - Sometimes
 1.81- 2.60- Rarely
 1.00-1.80- Never

This table presents the Performance Rating of the Teachers, which outlines the evaluation of teacher performance across five key indicators. Each indicator reflects a core area of teaching effectiveness and professionalism: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning, Reporting and Assessment; Community Linkages and Professional Engagement; and Professional Growth and Development. The ratings are based on a five-point scale, with interpretations ranging from "Needs Improvement" to "Outstanding."

The data show that all five performance indicators received ratings within the "Outstanding" category. The highest-rated indicator is Curriculum and Planning, Reporting and Assessment with a weighted mean of 4.90, reflecting excellent performance in instructional planning and assessment strategies. Close behind are Professional Growth and Development (4.88), Community Linkages and Professional Engagement (4.86), Content Knowledge and Pedagogy (4.85), and Learning Environment and Diversity of Learners (4.82). These consistently high scores indicate that the teachers not only demonstrate mastery of content and instructional practices but also excel in professional relationships and continuous learning.

The consistently outstanding performance across all domains suggests a well-rounded and highly competent teaching workforce. Notably, the slight differences in scores point to areas for continued enhancement—particularly in building inclusive learning environments, which received the lowest (though still outstanding) rating at 4.82. Meanwhile, the strongest performance in

curriculum and planning emphasizes teachers' ability to align instruction with academic standards and assessment protocols.

The results imply that the teachers demonstrate excellence in all areas of professional teaching standards. The overall average weighted mean of 4.86 confirms an Outstanding level of performance. This result implies that the teachers are not only meeting but exceeding expectations in every key competency area, thereby contributing significantly to high-quality education and learner outcomes. The outstanding ratings across indicators also imply a strong alignment between teacher competencies and institutional goals for educational excellence.

Table 3
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	32	32
4	Very Satisfactory	85-89	27	27
3	Satisfactory	80-84	39	39
2	Fairly Satisfactory	75-79	2	2
1	Did Not Meet Expectations	Below 75	0	0
	Total		100	100
	Average		86.78	Very Satisfactory

This table presents the Academic Performance of Learners, which illustrates the distribution of students' academic performance across five rating scales: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. The performance levels are measured based on their numerical grades, with corresponding frequencies and percentages. The table also provides the overall average grade and its equivalent qualitative interpretation.

Based on the data, the majority of learners—39%—achieved a Satisfactory rating, corresponding to a grade range of 80–84. This is followed by 32% of students who attained an Outstanding performance (90–100), and 27% who fell under the Very Satisfactory category (85–89). Only 2% of students were rated as Fairly Satisfactory (75–79), and none were reported in the Did Not Meet Expectations category (Below 75). This suggests that the learners are generally performing well, with a substantial number excelling academically.

The data reflect a positive academic performance trend, with 98% of learners falling within the top three performance categories—Satisfactory, Very Satisfactory, and Outstanding. The absence of any student under the "Did Not Meet Expectations" category is notable, indicating effective instructional strategies and support systems in place. The minimal presence in the Fairly Satisfactory level (only 2%) further supports the idea of a consistently performing student body. The fact that nearly one-third of the learners achieved an Outstanding mark is particularly commendable.

The results imply that the academic standing of the learners is commendable. The overall average grade of 86.78, which falls within the Very Satisfactory range, implies that learners, on average, demonstrate above-standard performance across academic tasks. This result implies that most students meet, and some even exceed, the expected academic standards, which may be attributed to effective teaching practices, curriculum alignment, and student engagement strategies.

Table 5
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Leadership Practices and IPCRF of Teachers	0.76	2.931	1.224	Reject Ho	Significant Relationship (Strong)
IPCRF of Teachers and Academic Performance of Learners	0.78	3.961	1.445	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship, which examines the statistical correlation between three key educational variables: Leadership Practices and the Individual Performance Commitment and Review Form (IPCRF) of teachers, and the IPCRF of teachers with the Academic Performance of Learners. The table includes Pearson’s r values, computed and critical t -values at a 0.05 level of significance, decisions on the null hypothesis (H_0), and interpretations of the strength of the relationships.

The first set of variables—Leadership Practices and IPCRF of Teachers—shows a Pearson r value of 0.76, with a computed t -value of 2.931 that exceeds the table value of 1.224, leading to the rejection of the null hypothesis. This indicates a strong and significant relationship between leadership practices and teacher performance. The result suggests that more effective leadership styles positively influence the professional performance of teachers, as reflected in their IPCRF ratings.

The second relationship tested—IPCRF of Teachers and Academic Performance of Learners—also yielded a strong correlation, with a Pearson r value of 0.78 and a computed t -value of 3.961, which is higher than the table value of 1.445. The null hypothesis is again rejected, indicating a significant and strong relationship. This finding highlights the important role teacher performance plays in directly affecting learner academic outcomes, suggesting that when teachers perform well, students tend to achieve higher academic success.

The results imply that leadership practices strongly influence teacher performance ($r = 0.76$), and in turn, teacher performance strongly impacts learner academic achievement ($r = 0.78$). These strong correlations emphasize a cascading effect—effective school leadership improves teacher effectiveness, which subsequently enhances student performance. The result implies that

improving leadership practices is a strategic entry point for achieving higher teacher and learner outcomes.

IV. Conclusion

Based on the results of this study, this table presents the Test of Relationship, which examines the statistical correlation between three key educational variables: Leadership Practices and the Individual Performance Commitment and Review Form (IPCRF) of teachers, and the IPCRF of teachers with the Academic Performance of Learners. The findings reveal strong and significant relationships among these variables, indicating that effective instructional leadership positively influences teacher performance, which in turn directly enhances student academic achievement. These results underscore the critical role of school heads in shaping the instructional environment, emphasizing that strengthening leadership practices serves as a vital strategy for improving both teacher effectiveness and learner outcomes within the educational system.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed from the extent of Instructional Leadership Practices of School Head in relation to Teachers & Learners Performances among the ff:

The teacher should continuously enhance their instructional practices by actively participating in professional development programs, collaborating in Learning Action Cells (LACs), and aligning their performance with IPCRF standards to improve both teaching quality and learner outcomes.

The school head should strengthen instructional leadership by regularly conducting classroom observations, providing constructive feedback, facilitating teacher mentoring, and ensuring alignment between school goals and teacher development to support improved academic performance.

The Public Schools District Supervisor should support school heads in implementing instructional leadership strategies by offering technical assistance, monitoring school leadership effectiveness, and facilitating system-wide capacity-building programs.

The parents should be more involved in the academic life of their children by maintaining communication with teachers, participating in school activities, and providing a supportive home environment conducive to learning and academic excellence.

The researcher should share the results of this study with educational stakeholders to inform policy and practice and consider conducting follow-up studies to track the long-term impact of leadership interventions on teacher and student performance.

The future researchers should expand the scope of this study by exploring additional variables such as school culture, teacher motivation, or student behavior, and apply mixed-method or longitudinal designs to gain deeper insights into the dynamics between leadership, teacher performance, and learner outcomes.

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AUTHOR'S PROFILE



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